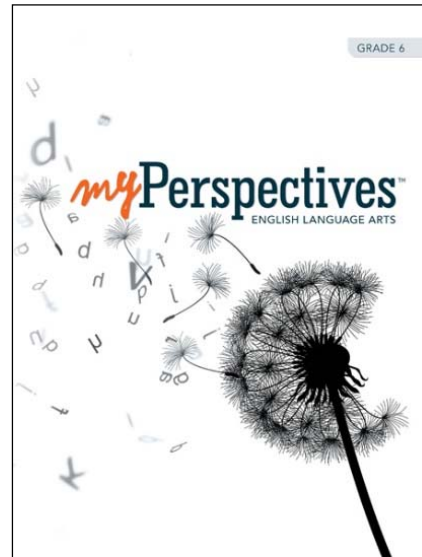


A Correlation of



©2017

To the Virginia 2017 English Standards of Learning and Curriculum Framework Grade 6 Reading



2018 English Language Arts Textbook Approval Publisher Correlation Chart
Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 6 Reading

Publisher Information

Directions: Please complete the requested information below.

Text Title: myPerspectives English Language Arts, Grade 6

Publisher: Pearson Education, Inc.

Contact: Doug Pond

Email: doug.pond@pearson.com

Date: May 14, 2018

Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

SOL 6.4

STANDARD 6.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.	ATE: 52, 60, 62, 70, 93, 100, 282, 462

STANDARD 6.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
a) Identify word origins and derivations.	ATE: 65, 160, 376, 384, 403, 471 CT: myPerspectives Plus: Academic Vocabulary and Word Study: Word Study: Word Origins and Connotation
b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.	ATE: 46, 56, 114, 124, 202, 342, 384, 459
c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	ATE: 15, 44, 141, 168, 238, 362, 372, 452
d) Identify and analyze the construction and impact of figurative language.	ATE: 22, 75, 142, 145, 154, 163, 316, 415
e) Use word-reference materials.	ATE: 124, 152, 160, 168, 220, 310, 403, 471
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	ATE: 116, 128, 141, 180, 194, 224, 376, 444

SOL 6.5

STANDARD 6.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.	ATE: 72, 74, 121, 123, 140, 307, 309, 367
a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	ATE: 74, 123, 165, 169, 201, 309, 369, 460
b) Describe cause and effect relationships and their impact on plot.	ATE: 123, 126, 165, 167, 169, 265, 306, 317
c) Explain how an author uses character development to drive conflict and resolution.	ATE: 33, 123, 165, 169, 201, 309, 337, 453
d) Differentiate between first and third person point-of-view.	ATE: 21, 101, 123, 126, 309, 354, 367, 412
e) Describe how word choice and imagery contribute to the meaning of a text.	ATE: 22, 69, 74, 142, 149, 332, 378, 427

STANDARD 6.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
f) Draw conclusions and make inferences using the text for support.	ATE: 20, 28, 120, 200, 308, 369, 395, 455
g) Identify the characteristics of a variety of genres.	ATE: 123, 148, 169, 245, 309, 319, 391, 452
h) Identify and analyze the author’s use of figurative language.	ATE: 22, 75, 138C, 142, 145, 163, 195, 316, 378
i) Compare/contrast details in literary and informational nonfiction texts.	ATE: 76–77, 82–83, 150–151, 183, 222–223, 264–265, 350–351, 474–451
j) Identify transitional words and phrases that signal an author’s organizational pattern.	ATE: 21, 142, 148, 149, 169, 231, 245, 306
k) Use reading strategies to monitor comprehension throughout the reading process.	ATE: 72, 75, 142, 199, 201, 369, 458, 460

SOL 6.6

STANDARD 6.6	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	ATE: 111, 113, 159, 160, 209, 251, 253, 423
a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.	ATE: 82, 117, 156, 191, 229, 358, 387, 435
b) Identify main idea.	ATE: 62, 66, 153, 217, 227, 251, 385, 449
c) Summarize supporting details.	ATE: 66, 190, 227, 251, 383, 406, 423, 447
d) Create an objective summary including main idea and supporting details.	ATE: 96, 190, 217, 227, 383, 406, 423, 447
e) Draw conclusions and make inferences based on explicit and implied information.	ATE: 30, 106, 110, 112, 153, 208, 425, 449

STANDARD 6.6	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
f) Identify the author’s organizational pattern(s).	ATE: 47, 57, 177, 253, 265, 385, 425, 489
g) Identify transitional words and phrases that signal an author’s organizational pattern.	ATE: 83, 173, 181, 231, 232, 385, 451, 475
h) Differentiate between fact and opinion.	ATE: 132, 153, 228–233, 434–439, 474–475 CT: myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion
i) Identify cause and effect relationships.	ATE: 83, 177, 265, 383, 387, 393, 489
j) Analyze ideas within and between selections providing textual evidence.	ATE: 47, 112, 218, 222–223, 385, 424, 425, 472–473
k) Use reading strategies to monitor comprehension throughout the reading process.	ATE: 45, 47, 113, 121, 159, 199, 211, 217

Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

Additional Criteria: Instructional Planning and Support	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	ATE: T6–T15, T36–T45, 2–3, 90–91, 192–193, 390–391, 400–401, 402
2. The textbook is organized appropriately within and among units of study.	ATE: T6–T15, 10–11, 82A–82E, 90–91, 92, 174–175, 192–193, 486–487
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	ATE: 12A–12D, 20, 67, 82–83, 172–173, 206, 222–223, 248A–248D
4. The writing style, syntax, and vocabulary are appropriate.	ATE: 26B, 50C, 93, 100C, 118C, 403, 410C, 426
5. Sufficient instructional strategies are provided to promote depth of understanding.	ATE: 47, 57, 128–133, 169, 201, 245, 259, 271