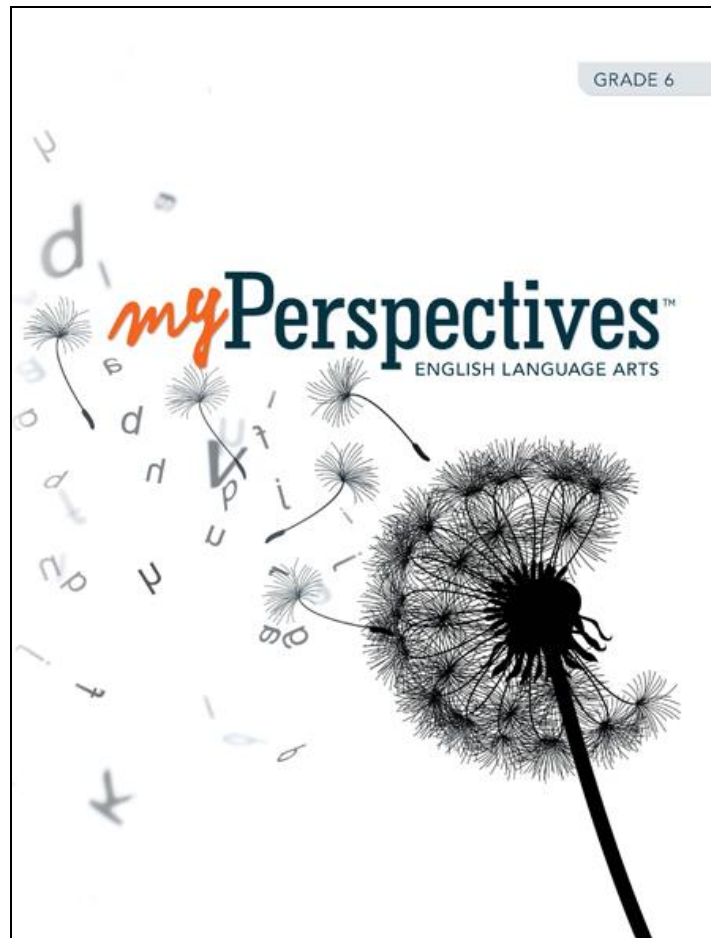


A Correlation of



Grade 6, ©2017

To the

Colorado Academic Standards Reading, Writing, and Communicating Grade 6



A Correlation of *myPerspectives*, Grade 6 to the Colorado Academic Standards, Reading, Writing, and Communicating

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Colorado Academic Standards, Reading, Writing, and Communicating**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

myPerspectives™ English language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate-and defend-their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

**A Correlation of myPerspectives, Grade 6 to the
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**A Correlation of myPerspectives, Grade 6 to the
Colorado Academic Standards, Reading, Writing, and Communicating**

Colorado Academic Standards 2020	myPerspectives Grade 6
6 - Sixth Grade	
(RW.6.1) Oral Expression and Listening	
(RW.6.1.1) Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	
(1) Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.	<p>SE/TE: Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394; Research and Discuss, 31, 161; Compare Notes, 150; Reflect and Discuss, 429; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 448</p> <p><u>Additional Resources</u> myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion, 286–291</p>
(RW.6.1.1.a) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
(RW.6.1.1.a.i) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p>SE/TE: Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394; Research and Discuss, 31, 161; Compare Notes, 150; Reflect and Discuss, 429; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 448</p> <p><u>Additional Resources</u> myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion, 286–291</p>

**A Correlation of myPerspectives, Grade 6 to the
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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.1.1.a.ii) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p>SE/TE: Speaking and Listening: Partner Discussion, 127; Poetry Reading – Project Plan, 379; Plan the Project, 259; Assign Roles, 345; Small-Group Performance Task: Present a Fictional Narrative, 388–389; Reflect and Discuss, 429</p> <p><i>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</i></p>
(RW.6.1.1.a.iii) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p>SE/TE: Debate, 25, 190, 278, 406; Research: Class Discussion, 31; Whole-Group Discussion, 117; Present and Discuss, 259; Small-Group Performance Task, 261; Reflect and Discuss, 429</p> <p><u>Additional Resources</u> myPerspectives+ ELA: Conversations and Discussions - Middle School</p>
(RW.6.1.1.a.iv) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>SE/TE: Debate, 25; Research: Class Discussion, 31; Prepare to Compare, 76, 351; Small-Group Performance Task: 261; Reflect and Discuss, 429</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</i></p>

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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.1.1.b) Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p>SE/TE: Analyze the Media, 30, 160, 226, 258, 349; Small-Group Performance Task: Deliver an Informative Presentation, 172–173; Oral Presentation, 227; Multimedia Presentation, 171, 205, 172, 379; Prepare for Discussion, 351; Annotated Map, 429; Theatrical Performance</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 293–294</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction, in Working as a Team features which appear in the Small Group Learning Overview lessons, and in Group Discussion Tips which appear throughout the program</i></p>
(RW.6.1.1.c) Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>SE/TE: Debate, 25, 190, 278, 406; Research and Discuss, 31; Prepare for Discussion, 76; Multimedia Presentation (Persuasive, Analyze the Media Examples), 260–261</p> <p><i><u>Additional Resources</u></i> myPerspectives+: Conversations and Discussions—Middle School</p>
(2) Deliver effective oral presentations for varied audiences and varied purposes.	<p>SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informative Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Assessment: Oral Presentation, 88, 182, 270, 398; Debate, 25, 190, 278, 406; Multimedia Presentation, 171, 205, 172, 379; Oral Report, 227; Theatrical Performance; Dramatic Reading, 345; Oral Presentation, 59</p> <p><i><u>Additional Resources</u></i> Common Core Companion, 304–305, 308</p>

**A Correlation of myPerspectives, Grade 6 to the
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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.1.2.a) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informative Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Assessment: Oral Presentation, 88, 182, 270, 398; Debate, 25, 190, 278, 406; Multimedia Presentation, 171, 205, 172, 379; Oral Report, 227; Theatrical Performance; Dramatic Reading, 345; Oral Presentation, 59</p> <p><u>Additional Resources</u> Common Core Companion, 304–305, 308</p>
(RW.6.1.2.b) Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information.	<p>SE/TE: Multimedia Presentation, 171, 205, 379; Research: Multimedia Slideshow, 259; Small-Group Performance Task: 78–79, 172–173, 260–261, 388–389; Oral Report, 227; Annotated Map, 429</p> <p><u>Additional Resources</u> Common Core Companion, 311–312</p>
(RW.6.1.2.c) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informative Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Present a Fictional Narrative, 388–389; Speaking and Listening, 25, 59, 117, 127, 171, 205, 255, 345, 379, 429; Performance-Based Assessment: Oral Presentation, 88, 182, 270, 398; Small-Group Performance Task: 79, 173, 261, 389; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400</p> <p><u>Additional Resources</u> Common Core Companion, 313–314, 317</p>

**A Correlation of myPerspectives, Grade 6 to the
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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.2) Reading for All Purposes	
(RW.6.2.1) Analyze literary elements within different types of literature to make meaning.	
(3) Read a wide range of literary texts to build knowledge and to better understand the human experience.	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read Guide: 82, 176, 264, 392; Close-Read Guide: 83, 177, 265, 393</p> <p><u><i>Additional Resources</i></u> <i>from Brown Girl Dreaming, 13; "Gallery of 'Calvin and Hobbes' Comics," 27; "I Was a Skinny Tomboy Kid," 69; "Hachiko," 119; "A Blessing," 139; "Black Cowboy, Wild Horses," 163; "Feathered Friend," 195; "The Fun They Had," 239; The Phantom Tollbooth, Act I, 283; from Alice's Adventures in Wonderland, 363; "Jabberwocky," 373</i></p> <p><i>Independent-Learning Selections (Digital Only): from Peter Pan, "Oranges," "Raymond's Run," "Eleven," from The Wind in the Willows, "How the Camel Got His Hump," "All Watched Over By Machines of Loving Grace," "Sonnet, without Salmon," from The Wonderful Wizard of Oz, "Our Wreath of Rose Buds," "The Shah of Blah," "Prince Francis," from Sacajawea; Common Core Companion, 82–83</i></p>

**A Correlation of myPerspectives, Grade 6 to the
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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.2.1.a) Use Key Ideas and Details to:	
(RW.6.2.1.a.i) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: Cite Textual Evidence 20, 21, 73, 74, 141, 147, 168, 244, 308, 309, 340, 341, 368, 376; Conclude, 283, 284, 288, 291, 292, 294, 296, 299, 301, 302, 304, 314, 315, 317, 319, 321, 325, 327, 330, 332, 333, 334, 335, 336; Make Inferences, 20, 30, 197, 199, 200, 424</p> <p>TE only: Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419; Question, 165, 289, 306, 313, 329, 333, 338, 364, 373, 419, 422</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u> Common Core Companion, 2–3, 9</p>
(RW.6.2.1.a.ii) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>SE/TE: Determine Theme 74, 123, 201, 245; Comparing Development of Theme, 76–77; Analyze Science Fiction Writing, 245; Writing to Sources, 204; Summary, 8, 307</p> <p>TE only: Author’s Perspective, 22; Analyze Theme, 338; Analyze Details, 63; Theme, 71; Challenge, 140; Small-Group Learning, 144, 363; Conclude, 313; Analyze Theme, 338</p> <p><u>Additional Resources</u> Common Core Companion, 15–16, 22</p>
(RW.6.2.1.a.iii) Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Plot in Drama, 308; Dialogue in Drama, 309; Historical Fiction, 123; Analyze Characterization and Personification, 369; Notebook, 167; Analyze the Text, 168, 200; Analyze Science Fiction Writing, 245</p> <p>TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317</p> <p><u>Additional Resources</u> Common Core Companion, 28–29, 35</p>

**A Correlation of myPerspectives, Grade 6 to the
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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.2.1.b) Use Craft and Structure to:	
(RW.6.2.1.b.i) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 425; Analyze Elements of Poetry: Word Choice and Tone, 142; Author’s Style: Word Choice, 246; Word Study: Onomatopoeia, 141; Analyze Meaning and Tone: Sound Devices, 377; Metaphor, 207; Personification, 369; Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 148; also see: Concept Vocabulary (literary), 12, 22, 68, 73, 138, 141, 144, 147, 162, 168, 194, 238, 244, 282, 310, 312, 342, 362, 372, 376, 380, 384</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 41–42, 48; myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Figurative Language</p>
(RW.6.2.1.b.ii) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p>SE/TE: Analyze Craft and Structure, 74, 201, 309, 341; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Structure, Punctuation, and Spacing in Poetry, 149; Analyze Science Fiction Writing, 245</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 54–55</p>
(RW.6.2.1.b.iii) Explain how an author develops the point of view of the narrator or speaker in a text.	<p>SE/TE: Determine Point of View, 21; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Dialogue in Drama, 309; Writing to Sources, 344 TE only: Challenge, 367, 423</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 61–62; myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View, 1–2</p>

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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.2.1.c) Use Integration of Knowledge and Ideas to:	
(RW.6.2.1.c.i) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<p>SE/TE: <i>The Phantom Tollbooth, I The Phantom Tollbooth</i> (media), 346–347; 350–351; Prepare to Compare, 350; Writing to Compare, 351 “Jabberwocky,” (Media Connection), 374; Research, 371</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 68–69</p>
(RW.6.2.1.c.ii) Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<p>SE/TE: Prepare to Compare, 76; Prepare to Compare, 76; Writing to Compare, 77; “The Fun They Had,” 238; Writing to Compare, 474–475</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 75–76</p>
(RW.6.2.1.d) Use Range of Reading and Complexity of Text to:	
(RW.6.2.1.d.i) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read Guide: 82, 176, 264, 392; Close-Read Guide: 83, 177, 265, 393</p> <p><u><i>Additional Resources</i></u> <i>from Brown Girl Dreaming, 13; “Gallery of ‘Calvin and Hobbes’ Comics,” 27; “I Was a Skinny Tomboy Kid,” 69; “Hachiko,” 119; “A Blessing,” 139; “Black Cowboy, Wild Horses,” 163; “Feathered Friend,” 195; “The Fun They Had,” 239; The Phantom Tollbooth, Act I, 283; from Alice’s Adventures in Wonderland, 363; “Jabberwocky,” 373</i></p> <p><i>Independent-Learning Selections (Digital Only): from Peter Pan, “Oranges,” “Raymond’s Run,” “Eleven,” from The Wind in the Willows, “How the Camel Got His Hump,” “All Watched Over By Machines of Loving Grace,” “Sonnet, without Salmon,” from The Wonderful Wizard of Oz, “Our Wreath of Rose Buds,” “The Shah of Blah,” “Prince Francis,” from Sacajawea; Common Core Companion, 82–83</i></p>

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<p>(RW.6.2.2) Analyze organization and structure of informational text to make meaning.</p> <p>(4) Read a wide range of informational texts to build knowledge and to better understand the human experience.</p>	<p>SE/TE: First-Read Guide: 82, 176, 264, 392; Close-Read Guide: 83, 177, 265, 393</p> <p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><u>Additional Resources</u> <i>from Brown Girl Dreaming, 13; "Declaration of the Rights of the Child," 43; "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; from Bad Boy, 61; from My Life With the Chimpanzees, 101; "Monkey Master," 153; "Teens and Technology Share a Future," 207; "The Black Hole of Technology," 215; "The Internet of Things," 225; "Is Our Gain Also Our Loss?," 249; "Bored...and Brilliant? A Challenge to Disconnect From Your Phone," 257; "The Importance of Imagination," 381; from A Long Way Home, 411; "BBC Science Club: All About Exploration," 431</i> <i>Independent-Learning Selections (Digital Only): "The Boy Nobody Knew," "The Girl Who Gets Gifts From Birds," "Pet Therapy: How Animals and Humans Heal Each Other," "7-Year-Old Girl Gets New Hand From 3-D Printer," "Screen Time Can Mess With the Body's 'Clock,'" "Teen Researchers Defend Media Multitasking," "Mars Can Wait. Oceans Can't.," from Shipwreck at the Bottom of the World, "The Legacy of Arctic Explorer Matthew Henson," "Should NASA Pay Companies to Fly Astronauts to the International Space Station?" / "Should Polar Tourism Be Allowed?"; Common Core Companion, 165–166</i></p>

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Colorado Academic Standards 2020	myPerspectives Grade 6
(RW.6.2.2.a) Use Key Ideas and Details to:	
(RW.6.2.2.a.i) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: Cite Textual Evidence, 46, 56, 65, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448; Analyze the Text, 57, 66, 211, 253; Draw Conclusions, 30, 112, 200; Make Inferences, 30, 200, 432; Determine the Central Idea: Make Inferences, 449; Conclude, 415, 417, 420, 421; Analyze Craft and Structure, 113, 385, 425, 449</p> <p>TE only: Conclude, 27, 28, 51, 101, 106, 153, 155, 157, 195, 215, 225, 249, 257, 431, 445; Question, 195, 215, 239, 249, 431</p> <p><u>Additional Resources</u> Common Core Companion, 90–91, 97</p>
(RW.6.2.2.a.ii) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>SE/TE: Determine a Central Idea, 66; Central Ideas and Their Development, 425; Writing to Sources: Objective Summary, 227; Analyze Author’s Influence, 385; The Importance of Imagination: 385; Determine the Central Idea: Make Inferences, 449; Unit Introductions (summary), 8, 96, 190, 406. In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 19, 111, 251, 383).</p> <p>TE only: Small Group Close Reading, 62; Analyze Details, 63; Main Idea, 153; Analyze Key Details, 445</p> <p><u>Additional Resources</u> Common Core Companion, 103–104, 110</p>
(RW.6.2.2.a.iii) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes).	<p>SE/TE: Development of Ideas, 57; Analyze Key Ideas: Characterization, 123; Development of Ideas: Reflective Writing, 253; Analyze Author’s Influences, 385; Analyze Craft and Structure, 425, 449</p> <p>TE only: Analyze Sequence of Events, 51</p> <p><u>Additional Resources</u> Common Core Companion, 116–117</p>

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(RW.6.2.2.b) Use Craft and Structure to:	
(RW.6.2.2.b.i) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>SE/TE: Determine Author’s Purpose and Point of View, 211, 219; The Black Hole of Technology: 219; Analyze Word Choice: Figurative and Technical Meanings, 425; Concept Vocabulary (informational), 22, 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426; Writing to Compare, 76; Word Choice and Mood, 427; Technical Vocabulary, 444</p> <p><u>Additional Resources</u> Common Core Companion, 123–124</p>
(RW.6.2.2.b.ii) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p>SE/TE: Development of Ideas: Structure, 47; Biographical Writing, 57; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449; Analyze Text Structure: Author’s Craft and Structure, 66</p> <p><u>Additional Resources</u> Common Core Companion, 130–131</p>
(RW.6.2.2.b.iii) Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p>SE/TE: Point of View, 21; Analyze Author’s Purpose and Point of View, 113, 211, 219; Author’s Purpose, 66; Preparing for Discussion, 222; Writing to Compare, 222–223; Author’s Craft and Structure, 253, 385</p> <p>TE only: Analyze First-Person Narrative, 101; Analyze Persuasive Techniques, 208; Challenge, 221</p> <p><u>Additional Resources</u> Common Core Companion, 137–138</p>
(RW.6.2.2.c) Use Integration of Knowledge and Ideas to:	
(RW.6.2.2.c.i) Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>SE/TE: Analyze the Media, 30, 160, 258, 432; also see: “Monkey Master,” 152–160; “The Internet of Things,” 224–227</p> <p><u>Additional Resources</u> Common Core Companion, 144–145</p>

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(RW.6.2.2.c.ii) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>SE/TE: Author’s Perspective: Argument, 211; “Persuasive Techniques, 219; Prepare to Compare, 222; Writing to Compare, 222–223; What on Earth Is Left to Explore?, 404–407</p> <p><u>Additional Resources</u> Common Core Companion, 150–151–152</p>
(RW.6.2.2.c.iii) Compare and contrast one author’s presentation of events with that of another (for example: a memoir written by and a biography on the same person).	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Writing to Compare, 222–223</p> <p><u>Additional Resources</u> Common Core Companion, 158–159</p>
(RW.6.2.2.d) Use Range of Reading and Complexity of Text to:	
(RW.6.2.2.d.i) By the end of the year, read and comprehend literary nonfiction in the grades 6–9 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>SE/TE: First-Read Guide: 82, 176, 264, 392; Close-Read Guide: 83, 177, 265, 393</p> <p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><u>Additional Resources</u> from <i>Brown Girl Dreaming</i>, 13; “Declaration of the Rights of the Child,” 43; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51; from <i>Bad Boy</i>, 61; from <i>My Life With the Chimpanzees</i>, 101; “Monkey Master,” 153; “Teens and Technology Share a Future,” 207; “The Black Hole of Technology,” 215; “The Internet of Things,” 225; “Is Our Gain Also Our Loss?,” 249; “Bored...and Brilliant? A Challenge to Disconnect From Your Phone,” 257; “The Importance of Imagination,” 381; from <i>A Long Way Home</i>, 411; “BBC Science Club: All About Exploration,” 431</p>

**A Correlation of myPerspectives, Grade 6 to the
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Colorado Academic Standards 2020	myPerspectives Grade 6
(Continued)	(Continued) <i>Independent-Learning Selections (Digital Only):</i> "The Boy Nobody Knew," "The Girl Who Gets Gifts From Birds," "Pet Therapy: How Animals and Humans Heal Each Other," "7-Year-Old Girl Gets New Hand From 3-D Printer," "Screen Time Can Mess With the Body's 'Clock,'" "Teen Researchers Defend Media Multitasking," "Mars Can Wait. Oceans Can't.," from <i>Shipwreck at the Bottom of the World</i> , "The Legacy of Arctic Explorer Matthew Henson," "Should NASA Pay Companies to Fly Astronauts to the International Space Station?" / "Should Polar Tourism Be Allowed?"; <i>Common Core Companion</i> , 165–166
(RW.6.2.3.a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
(RW.6.2.3.a.i) Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Context Clues, 50, 52, 60, 61, 62, 63, 64, 138, 139, 144, 238, 240, 362, 365, 372, 374, 380, 381, 382; also see: Word Network, 7, 95, 189, 277, 405 TE only: Personalize for Learning, 42; Concept Vocabulary, 43, 44, 166, 250, 251; Vocabulary Development, 124, 197, 203, 214, 293, 342 <u><i>Additional Resources</i></u> <i>Common Core Companion</i> , 339–340
(RW.6.2.3.a.ii) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: audience, auditory, audible).	SE/TE: Prefix, 46, 244, 310; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448; Suffix, 68, 73, 114, 147, 252, 342, 376, 426 TE only: Personalize for Learning, 311; Concept Vocabulary, 70, 240; Vocabulary Development, 331 <u><i>Additional Resources</i></u> <i>Common Core Companion</i> , 341–342

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(RW.6.2.3.a.iii) Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>SE/TE: Word Study, 56, 65, 73, 124, 141, 202, 212, 244, 310, 342, 376, 384; Concept Vocabulary, 168, 220; Technical Vocabulary, 448; Academic Vocabulary, 5, 93, 187, 275, 403 TE only: Vocabulary Development, 124, 197, 203, 214, 256, 293; Personalize for Learning, 176</p> <p><u>Additional Resources</u> Common Core Companion Workbook, 343–344</p>
(RW.6.2.3.a.iv) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	<p>SE/TE: Concept Vocabulary, 56, 160, 380; Technical Vocabulary, 448; Vocabulary Side note, 43</p> <p><u>Additional Resources</u> Common Core Companion Workbook, 345–346</p>
(RW.6.2.3.b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
(RW.6.2.3.b.i) Interpret figures of speech (for example: personification) in context.	<p>SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 316, 425; Simile, 154, 415 TE only: Figurative Language, 145, 163, 219, 316</p> <p><u>Additional Resources</u> Common Core Companion, 347–348</p>
(RW.6.2.3.b.ii) Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words.	<p>SE/TE: Word Study: Synonyms and Antonyms, 56; Word Study, 368; Standard English, Invented Language, and Syntax, 378; Author’s Style: Analogies, 427; Concept Vocabulary, 114, 138, 202, 238, 310, 362, 372, 380; Academic Vocabulary, 275; Technical Vocabulary, 444, 446, 448 TE only: Vocabulary Development, 297; Personalize for Learning, 298, 311</p> <p><u>Additional Resources</u> Common Core Companion, 349–350</p>

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(RW.6.2.3.b.iii) Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, unwasteful, thrifty).	<p>SE/TE: Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 149, 219; Author’s Style: Word Choice, 246; Figurative and Technical Meanings, 425; Synonyms and Antonyms, 56; Denotation and Nuance, 310</p> <p><i>Additional Resources</i> Common Core Companion, 351–352</p>
(RW.6.2.3.c) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>SE/TE: SE/TE: Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 12, 22, 42, 46, 50, 56, 60, 65, 68, 73, 100, 114, 118, 124, 138, 141, 144, 147, 162, 168, 194, 202, 214, 220, 238, 244, 248, 252, 282, 310, 312, 342, 362, 372, 376, 380, 384, 410, 426; Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Media Vocabulary, 26, 30, 152, 160, 224, 226, 256, 258, 346, 349, 430, 432</p> <p>TE only: Concept Vocabulary, 43, 44, 52, 61, 62, 63, 70, 71, 1339, 140, 145, 146, 240, 241, 250, 251, 365, 368, 374, 381, 382</p> <p><i>Additional Resources</i> Common Core Companion, 353–354</p> <p><i>In addition, students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p>

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(RW.6.3) Writing and Composition	
(RW.6.3.1) Write arguments that support claim(s) using clear reasons, relevant evidence, credible sources, and a formal style.	
(6) Craft arguments using techniques specific to the genre.	<p>SE/TE: Whole-Class Performance Task: Argument, 228–233, 434–439; Small-Group Performance Task: Writing to Compare: Multimedia Presentation (Persuasive), 260–261; Writing to Sources; Argument, 204, 428; Assessment: Argument, 268–269; Writing to sources: Argument, 492–494</p> <p><u>Additional Resources</u> Common Core Companion, 173–183</p>
(RW.6.3.1.a) Write arguments to support claims with clear reasons and relevant evidence.	
(RW.6.3.1.a.i) Introduce claim(s) and organize the reasons and evidence clearly.	<p>SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Prewriting/Planning, 229, 435; Revising, 438; Multimedia Presentation (Persuasive): Plan with Your Group, 260</p> <p><u>Additional Resources</u> Common Core Companion, 177–178</p>
(RW.6.3.1.a.ii) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<p>SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Writing to Sources; Argument, 204, 428; Writing to sources: Argument, 492–494</p> <p><u>Additional Resources</u> Interactive Writing Lessons: Argumentative Writing—Middle School; Common Core Companion, 177</p>
(RW.6.3.1.a.iii) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<p>SE/TE: Whole-Class Performance Tasks, 231–232, 438; Writing to Sources; Argument, 204, 428</p> <p><u>Additional Resources</u> Common Core Companion, 178</p>

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(RW.6.3.1.a.iv) Establish and maintain a formal style.	SE/TE: Whole-Class Performance Tasks, 232, 437; Writing to Sources; Argument, 204, 428; Revising, 232, 438 <i>Additional Resources</i> Common Core Companion, 178
(RW.6.3.1.a.v) Provide a concluding statement or section that follows from the argument presented.	SE/TE: Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Drafting, 230, 436; Writing to Compare, 222–223 <i>Additional Resources</i> Common Core Companion, 179
(RW.6.3.2) Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.	
(7) Craft informational/explanatory texts using techniques specific to the genre.	SE/TE: Whole-Class Performance Task: Explanatory Essay, 128–133; Writing to Sources: Explanatory Essay, 180–181; Cause-And-Effect Essay, 387; Comparison-And-Contrast Essay, 387; How-To Essay, 116; Informational Article, 49; Objective Summary, 227; Essay, 49; Writing to Compare, 150–151, 222–223; Speaking and Listening: Multimedia Presentation, 171; Research: Brochure, 259; Research Report, 371; How-to Guide, 451 <i>Additional Resources</i> Common Core Companion, 184–195
(RW.6.3.2.a) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
(RW.6.3.2.a.i) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.	SE/TE: Writing to Compare: Compare-and-Contrast Essay, 77; How-To Essay, 116, Prewriting/Planning, 129; Draft, 222–223; 351; Organize Your Information, 451 <i>Additional Resources</i> Common Core Companion, 184–195

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(RW.6.3.2.a.ii) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/TE: Writing to Compare: Compare-and-Contrast Essay, 77; Writing to Sources: How-To Essay, 116; Gather Evidence from Sources, 129; Writing to Compare, 222–223, 350–351; Write Your Essay, 387; Researched Storyboard about an Explorer, 433; Organize Your Information, 451; Whole-Class Performance Task: Revising, 132
(RW.6.3.2.a.iii) Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/TE: Review and Revise, 77; Writing to Sources: How-To Essay, 116; Drafting, 130; Organize Your Ideas, 173; Write Your Essay, 387; Organize Your Information, 451 <i>Additional Resources</i> Common Core Companion, 189
(RW.6.3.2.a.iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: Writing to Sources: How-To Essay, 116; Why These Words, 126; Whole-Class Performance Task: 132; Writing to Compare, 150–151; Writing to Compare, 351; Organize Your Information, 451 <i>Additional Resources</i> Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone
(RW.6.3.2.a.v) Establish and maintain a formal style.	SE/TE: Whole-Class Performance Task: Evidence and Elaboration, 132; Write Your Essay, 387; Researched Storyboard about an Explorer, 433; Drafting, 77; Writing to Sources, 116; Writing to Compare, 150–151, 350–351; Research, 371
(RW.6.3.2.a.vi) Provide a concluding statement or section that follows from the information or explanation presented.	SE/TE: Draft, 77; Writing to Sources, 49, 387; Research, 433, 451; Whole-Class Performance Task: Drafting, 130 <i>Additional Resources</i> Common Core Companion, 184–195

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(RW.6.3.3) Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.	
(8) Craft narratives using techniques specific to the genre.	<p>SE/TE: Whole-Class Performance Tasks: Nonfiction Narrative, 32–37; Write a Short Story, 352–357; Writing to Sources: Nonfiction Narrative in Verse, 24; Story Adaptation, 126; Scene with Dialogue, 247; Narrative Retelling, 344; Small-Group Performance Task: Perform a Fictional Narrative, 388–389</p> <p><u>Additional Resources</u> Common Core Companion, 196–206</p>
(RW.6.3.3.a) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
(RW.6.3.3.a.i) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p>SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Nonfiction Narrative, 32–34; Drafting, 354; Revising, 356; Scene with Dialogue, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389; Writing to Sources: Story Adaptation, 126</p>
(RW.6.3.3.a.ii) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p>SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Prewriting/Planning, 33; Drafting, 34; Prewriting and Planning, 353; Scene with Dialogue, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389</p> <p><u>Additional Resources</u> Common Core Companion, 200</p>
(RW.6.3.3.a.iii) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p>SE/TE: Whole-Class Performance Task: Drafting, 34; Revising, 356</p> <p><u>Additional Resources</u> Common Core Companion, 201</p>
(RW.6.3.3.a.iv) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<p>SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: 35; Use Precise Language, 36; Prewriting and Planning, 353; Revising, 356; Scene with Dialogue, 247</p>

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(RW.6.3.3.a.v) Provide a conclusion that follows from the narrated experiences or events.	<p>SE/TE: Whole-Class Performance Task: Narrative Writing: Drafting, 354; Purpose and Organization, 36, 356</p> <p><i>Additional Resources</i> Common Core Companion, 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>
(RW.6.3.3.a.vi) Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	<p>SE/TE: Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: 35; Use Precise Language, 36; Prewriting and Planning, 353; Revising, 356; Scene with Dialogue, 247</p>
(RW.6.3.4) Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	
(9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	<p>SE/TE: Whole-Class Performance Tasks: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; Writing to Compare, 150–151; Writing to Sources, 387</p> <p><i>Additional Resources</i> Common Core Companion, 214–226</p>
(RW.6.3.4.a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
(RW.6.3.4.a.i) Ensure that pronouns are in the proper case (subjective, objective, possessive).	<p>SE/TE: Conventions: Pronoun Case, 48; Revising for Correct Pronoun Case, 131; Grammar Handbook, R54</p> <p><i>Additional Resources</i> Common Core Companion, 321–322; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Personal and Possessive</p>

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(RW.6.3.4.a.ii) Use intensive pronouns (e.g., myself, ourselves).	<p>SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R54</p> <p><i>Additional Resources</i> Common Core Companion, 323–324; myPerspectives+, Interactive Grammar Practice Lessons—Pronouns: Reflexive and Intensive</p>
(RW.6.3.4.a.iii) Recognize and correct inappropriate shifts in pronoun number and person.	<p>SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57</p> <p><i>Additional Resources</i> Common Core Companion, 325–326; myPerspectives+, Interactive Grammar Practice Lessons—Pronoun Case: Unnecessary Shifts in Number or Person; Interactive Grammar Practice Lessons—Agreement: Pronoun-Antecedent</p>
(RW.6.3.4.a.iv) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<p>SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57</p> <p><i>Additional Resources</i> Common Core Companion, 325–326; myPerspectives+, Interactive Grammar Practice Lessons—Pronoun Case: Unnecessary Shifts in Number or Person; Interactive Grammar Practice Lessons—Agreement: Pronoun-Antecedent</p>
(RW.6.3.4.a.v) Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.	<p>SE/TE: Whole-Class Performance Tasks: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; Writing to Compare, 150–151; Writing to Sources, 387</p> <p><i>Additional Resources</i> Common Core Companion, 214–226</p>

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(RW.6.3.4.b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(RW.6.3.4.b.i) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<p>SE/TE: Conventions: Using Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221; Grammar Handbook, R61–R62</p> <p><i>Additional Resources</i> Common Core Companion, 331–332; myPerspectives+, Interactive Grammar Practice Lessons—Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p>
(RW.6.3.4.b.ii) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.	<p>SE/TE: Review, Revise, and Edit, 77; Conventions: Spelling and Capitalization, 125; Proofread for Accuracy, 133; Review the Criteria, 151; Editing and Proofreading, 439; Grammar Handbook, R62–R63</p> <p>TE only: Editing and Proofreading, 222–223</p> <p><i>Additional Resources</i> Common Core Companion, 333–334</p>
(RW.6.3.4.c) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
(RW.6.3.4.c.i) Vary sentence patterns for meaning, reader/listener interest, and style.	<p>SE/TE: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35; Revising, 36</p> <p><i>Additional Resources</i> Common Core Companion Workbook, 335–336</p>
(RW.6.3.4.c.ii) Maintain consistency in style and tone.	<p>SE/TE: Writing to Sources, 204; Using a Formal Style, 132; Maintain Style and Tone, 438</p> <p><i>Additional Resources</i> Common Core Companion, 337–338</p>

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(RW.6.3.4.d) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.)	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407; Writing to Compare, 76–77, 150–151, 222–223, 350–351; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86, 180, 268–269, 396</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>
(RW.6.3.4.e) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>SE/TE: Whole-Class Performance Tasks: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; Writing to Compare, 150–151; Writing to Sources, 387</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 214–226</p>
(RW.6.3.4.f) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<p>SE/TE: Whole-Class Performance Task: Publishing and Presenting, 37, 133, 233, 439; Multimedia Slideshow, 259; Multimedia Presentation, 205, 260–261, 379; Deliver an Informative Presentation, 172–173</p> <p>TE only: Written Response, 50C; Digital Perspectives, 88, 182</p>

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(RW.6.3.4.g) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407; Writing to Compare, 77, 150–151, 222–223, 351; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86, 180, 268–269, 396</p> <p><i>In addition, students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program.</i></p>
(RW.6.4) Research Inquiry and Design	
(RW.6.4.1) Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.	
(10) Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447; Research, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682</p> <p>TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446; Personalize for Learning, 110, 226, 255, 324, 334</p> <p><u>Additional Resources</u> Common Core Companion, 253–266; Interactive Research Lessons: Research Writing-Middle School; Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</p>

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(RW.6.4.1.a) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447; Research, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682</p> <p>TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446; Personalize for Learning, 110, 226, 255, 324, 334</p> <p><u>Additional Resources</u> Common Core Companion, 246–247, 250; Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</p>
(RW.6.4.1.b) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447; Research, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682</p> <p>TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446; Personalize for Learning, 110, 226, 255, 324, 334</p> <p><u>Additional Resources</u> Common Core Companion, 253–266; Interactive Research Lessons: Research Writing-Middle School; Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Sources and Evidence-Middle School</p>

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(RW.6.4.1.c) Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(RW.6.4.1.c.i) Apply grade 6 Reading standards to literature (for example: “Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<p>SE/TE: Prepare to Compare, 76–77, 150–151, 350–351; Connect Across Texts, 353</p> <p><u>Additional Resources</u> Common Core Companion, 267–268–269</p>
(RW.6.4.1.c.ii) Apply grade 6 Reading standards to literary nonfiction (for example: “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<p>SE/TE: Whole-Class Performance Task: 228–230, 434–439; Prepare to Compare, 222–223; Connect Across Texts, 129</p> <p><u>Additional Resources</u> Common Core Companion, 271–272</p>