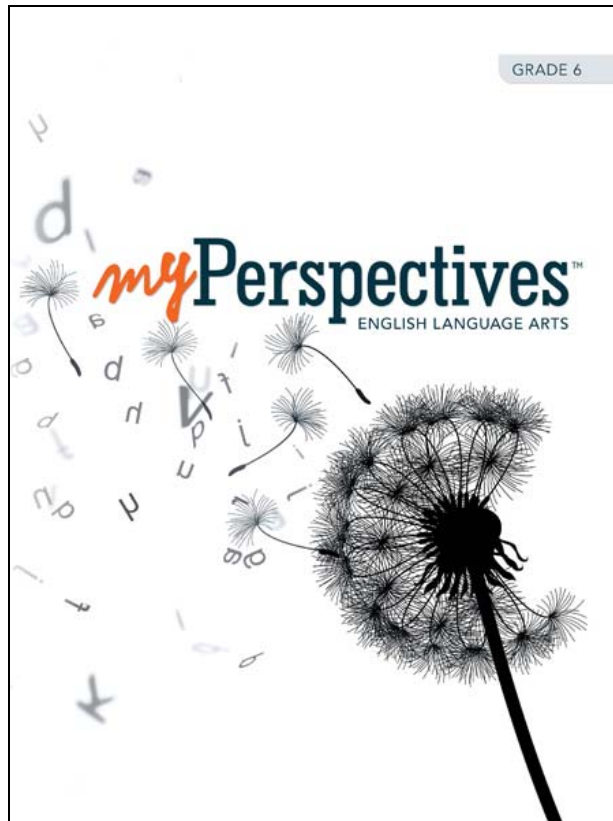


A Correlation of  
**myPerspectives**  
Grade 6, © 2017



To the  
**Language Arts Florida Standards  
(LAFS)  
Grade 6**



# A Correlation of *myPerspectives*, Grade 6 ©2017 to the Language Arts Florida Standards (LAFS)

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Language Arts Florida Standards*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by feature title and page number.

*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.

*myPerspectives...*

- promotes student ownership of their learning through goal setting, student choice, and reflection
- encourages social collaboration
- links together knowledge, skills and learning behaviors
- is backwards designed from defined learning outcomes with learning activities, instruction, and assessments-- always feeding back to the Performance Tasks and Performance-Based Assessment
- provides opportunities to personalize for learning in response to student performance and need

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<b>Grade 6</b>	
<b>Strand: READING STANDARDS FOR LITERATURE</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p>LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Cite Textual Evidence 20, 21, 73, 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, 197, 199, 424</p> <p><b>TE only:</b> Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419, 467, 468, 471; Question, 165, 289, 306, 313, 329, 333, 338, 364, 373, 419, 422, 471</p>
<p>LAFS.6.RL.1.2 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Determine Theme 74, 201; Comparing Development of Theme, 76-77; Analyze Science Fiction Writing, 245; Writing to Sources, 204; Summary, 8</p> <p><b>TE only:</b> 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>LAFS.6.RL.1.3 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Plot Structure, 169; Dialogue in Drama, 309; Analyze Characterization and Personification, 369; Notebook, 167; Analyze the Text, 168, 200; Analyze Science Fiction Writing, 245;</p> <p><b>TE only:</b> Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317</p>

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<b>Cluster 2: Craft and Structure</b>	
<p>LAFS.6.RL.2.4 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> 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>LAFS.6.RL.2.5 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> 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>LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Determine Point of View, 21; Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Dialogue in Drama, 309; Writing to Sources, 344</p> <p><b>TE only:</b> Challenge, 367, 423</p>

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<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p>LAFS.6.RL.3.7 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> The Phantom Tollbooth (text and video): Prepare to Compare, 350; Writing to Compare, 351</p>
<p>LAFS.6.RL.3.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Prepare to Compare, 76; Writing to Compare, 77; also see: Close Read to Text, 65, 73</p>
<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p>LAFS.6.RL.4.10 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> First-Read Guide: 82, 176, 264, 392, 478; Close-Read Guide: 83, 177, 265, 393, 479</p> <p><u>Literary fiction selections include the following:</u>            I Was a Skinny Tomboy Kid: 68; A Blessing: 138; Predators: 144; Black Cowboy, Wild Horses: 162; Feathered Friend: 194; The Fun They Had: 238; The Phantom Tollbooth, Act I: 282; The Phantom Tollbooth, Act II: 312; Alice’s Adventures in Wonderland: 362; Jabberwocky: 372</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T36-T45 (includes titles such as: The Secret Garden, The Jungle Book, A Wrinkle in Time, The Sword and the Circle)</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 6
<b>Strand: READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p>LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Cite Textual Evidence 46, 56, 65, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448, 455, 461, 472; Draw Conclusions, 30, 112, 200; Make Inferences, 30, 200, 432; Determine the Central Idea: Make Inferences, 449; Conclude, 415, 417, 420, 421</p> <p><b>TE only:</b> Conclude, 27, 28, 51, 101, 106, 153, 155, 157, 195, 215, 225, 249, 257, 431, 445; Question, 195, 215, 239, 249, 431</p>
<p>LAFS.6.RI.1.2 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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Determine a Central Idea, 66; Writing to Sources: Objective Summary, 227; Analyze Author’s Influence, 385; The Importance of Imagination: 385; Determine the Central Idea: Make Inferences, 449</p> <p><b>TE only:</b> Small Group Close Reading, 62; Analyze Details, 63; Main Idea, 153; Analyze Key Details, 445</p>
<p>LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Development of Ideas, 57; Analyze Key Ideas: Characterization, 123; Development of Ideas: Reflective Writing, 253; Analyze Author’s Influences, 385; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462</p> <p><b>TE: only:</b> Analyze Sequence of Events, 51</p>

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<b>Cluster 2: Craft and Structure</b>	
<p>LAFS.6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> 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), 42, 46, 50, 56, 60, 65, 100, 114, 118, 124, 138, 141, 144, 147, 194, 202, 214, 220, 248, 252, 410, 426, 452, 455, 458, 461</p>
<p>LAFS.6.RI.2.5 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Development of Ideas: Structure, 47; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462</p>
<p>LAFS.6.RI.2.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Brown Girl Dreaming: 21; Analyze Author’s Purpose and Point of View, 113, 211, 219; Preparing for Discussion, 222; Writing to Compare, 223</p> <p><b>TE only:</b> Analyze First-Person Narrative, 101; Analyze Persuasive Techniques, 208; Challenge, 221</p>
<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p>LAFS.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze the Media, 30, 160, 258, 432, 472</p>
<p>LAFS.6.RI.3.8 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Prepare to Compare, 222, 464; Writing to Compare, 223, 465; What on Earth Is Left to Explore?, 404-407</p>



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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 6
<p>LAFS.6.RI.3.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Blog Post: “Teens and Technology Share a Future” 206-213; “The Black Hole of Technology” 214-221; Prepare to Compare, 222; Writing to Compare, 223</p>
<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p>LAFS.6.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> First-Read Guide: 82, 176, 264, 392, 478; Close-Read Guide: 83, 177, 265, 393, 479; My</p> <p><u>Literary nonfiction and informational text selections include the following:</u>            Brown Girl Dreaming: 12; Declaration of the Rights of the Child: 42; Michaela DePrince: The War Orphan Who Became a Ballerina: 50; Bad Boy: 60, Life With the Chimpanzees: 100; Hachiko, Japan’s Most Famous Dog: 118; Teens and Technology Share a Future: 206; The Black Hole of Technology: 214; Is Our Gain Also Our Loss?: 248; The Importance of Imagination: 380; A Long Way Home: 410; Mission Twinpossible: 444; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 452; Should Polar Tourism Be Allowed?: 458</p>

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<b>Strand: WRITING STANDARDS</b>	
<b>Cluster 1: Text Types and Purposes</b>	
LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.	<b>SE/TE:</b> Whole-Class Performance Task: Argument, 228-233, 434-439; Writing to Sources; Argument, 204, 428; Assessment: Argument, 268, 282; Small-Group Performance Task: Advertisement, 474-475; Writing to Compare: Opinion Essay, 465
a. Introduce claim(s) and organize the reasons and evidence clearly.	<b>SE/TE:</b> Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Prewriting/Planning, 229, 435; Revising, 438; Small-Group Performance Task: Plan with Your Group, 260; Drafting Your Argument, 465
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>SE/TE:</b> Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Prewriting/Planning, 229, 435; Revising, 232; Small-Group Performance Task: Plan with Your Group, 260, 474; Drafting Your Argument, 465
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>SE/TE:</b> Writing to Sources; Argument, 204, 428; Drafting Your Argument, 465; Revising, 438; Create Cohesion: Transitions, 231
d. Establish and maintain a formal style.	<b>SE/TE:</b> Writing to Sources; Argument, 204, 428; Writing to Sources, 428; Revising, 232, 438
e. Provide a concluding statement or section that follows from the argument presented.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Writing to Sources; Argument, 204, 428; Whole-Class Performance Task: Drafting, 230, 436

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LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>SE/TE:</b> Whole-Class Performance Task: Explanatory Essay, 128-133; Writing to Sources: Explanatory Essay, 180; Cause-And-Effect Essay, 387; Comparison-And-Contrast Essay, 387; Explanatory Essay, 116, 433; Informational Article, 49; Informative Essay, 126; Brief, 126; Objective Summary, 227; Report, 49; Writing to Compare, 151, 223; Speaking and Listening: Multimedia Presentation, 171, 255; Research: Brochure, 259; Historical Report, 371; Explanatory Report, 371; How-to Essay, 451
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> Writing to Compare: Compare-and-Contrast Essay, 77; Explanatory Essay, 116, Prewriting/Planning, 129; Draft, 223; 351; Plan the Project, 387; Organize Your Information, 451
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>SE/TE:</b> Writing to Compare: Compare-and-Contrast Essay, 77; Writing to Sources: Explanatory Essay, 116; Hachiko, Japan's Informative Essay, 126; Gather Evidence From Sources, 129; Writing to Compare, 223, 351; Write You Essay, 387; Explanatory Essay, 433; Organize Your Information, 451
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>SE/TE:</b> Review and Revise, 77; Writing to Sources: Explanatory Essay, 116; Drafting, 130; Organize Your Ideas, 173; Write You Essay, 387; Organize Your Information, 451
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>SE/TE:</b> Writing to Sources: Explanatory Essay, 116; Why These Words, 126; Whole-Class Performance Task: 132; Writing to Compare, 151; Writing to Compare, 351; Organize Your Information, 451
e. Establish and maintain a formal style.	<b>SE/TE:</b> Evidence and Elaboration, 132; Write Your Essay, 387; Writing to Sources: Explanatory Essay, 433

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<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>	<b>SE/TE:</b> Draft, 77; Drafting, 130
<p>LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<b>SE/TE:</b> Whole-Class Performance Task: Narrative Nonfiction, 32-37; Fictional Narrative, 352-357, 396-397; Small-Group Performance Task: Fictional Narrative, 388-389; Write It: Diary Entry, 370; Writing to Sources: Nonfiction Narrative in Verse, 24; Flashback, 247; Narrative Retelling, 344
<p>a. 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>	<b>SE/TE:</b> Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Drafting, 34; Drafting, 354; Revising, 356; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<b>SE/TE:</b> Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: Prewriting/Planning, 33; Prewriting and Planning, 353; Flashback, 247; Narrative Retelling, 344; Small-Group Performance Task: Fictional Narrative, 389
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<b>SE/TE:</b> Whole-Class Performance Task: Drafting, 34; Revising, 356
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<b>SE/TE:</b> Nonfiction Narrative in Verse, 24; Whole-Class Performance Task: 35; Language Development, 36; Prewriting and Planning, 353; Revising, 356; Flashback, 247
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<b>SE/TE:</b> Whole-Class Performance Task: Narrative Writing: Drafting, 354; Purpose and Organization, 36, 356

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<b>Cluster 2: Production and Distribution of Writing</b>	
<p>LAFS.6.W.2.4 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 standards 1-3 above.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 32-37; Write an Explanatory Essay, 128-133; Write an Argument, 228-233; Write Fictional Narrative, 352-357; Write an Argument, 434-439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473; Performance-Based Assessment, 86, 180, 268, 396, 482</p>
<p>LAFS.6.W.2.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Prewriting/ Planning, 33, 129, 229, 353, 435; Drafting, 34, 130, 230, 354, 436; Revising, 36, 132, 232, 356, 438; Editing/ Proofreading, 37, 133, 233, 357, 439; Publishing and Presenting, 37, 133, 233, 357, 439</p>
<p>LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Publishing and Presenting, 37, 133, 233, 439; Improve Your Use of Media, 475; Multimedia Slideshow, 259; Multimedia Presentation, 260-261, 379 <b>TE only:</b> Written Response, 50C; Digital Perspectives, 88, 182</p>

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<b>Cluster 3: Research to Build and Present Knowledge</b>	
<p>LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 454, 460; 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; Writing to Sources, 473</p> <p><b>TE only:</b> Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446, 467; Personalize for Learning, 110, 226, 255, 324, 334, 465</p>
<p>LAFS.6.W.3.8 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447, 454, 460; 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; Writing to Sources, 473</p> <p><b>TE only:</b> Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446, 467; Personalize for Learning, 110, 226, 255, 324, 334, 465</p>
<p>LAFS.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: 33, 230, 434-439; I Was a Skinny Tomboy Kid: 76-77; Prepare to Compare, 76-77, 150-151, 222-223, 464-465</p>
<p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p><b>SE/TE:</b> Prepare to Compare, 76-77, 150-151, 350-351; Connect Across Texts, 353</p>
<p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: 230, 434-439; Prepare to Compare, 222-223, 464-465; Connect Across Texts, 129, 229, 435</p>

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<b>Cluster 4: Range of Writing</b>	
<p>LAFS.6.W.4.10 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 32-37; Write an Explanatory Essay, 128-133; Write an Argument, 228-233; Write Fictional Narrative, 352-357; Write an Argument, 434-439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473; Performance-Based Assessment, 86, 180, 268, 396, 482</p>
<b>Strand: STANDARDS FOR SPEAKING AND LISTENING</b>	
<b>Cluster 1: Comprehension and Collaboration</b>	
<p>LAFS.6.SL.1.1 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.</p>	<p><b>SE/TE:</b> Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 480; Group Discussion, 433; 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, 480, 485; 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, 455, 461</p>
<p>a. 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>	<p><b>SE/TE:</b> Debate, 25, 190, 278, 406; Research and Discuss, 31; Prepare for Discussion, 76; Whole-Group Discussion, 117; Research, 259; Dramatic Reading, 345; Speaking and Listening, 379, 429, Writing to Sources, 433; Small-Group Performance Task: 261, 388-389; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485</p>
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SE/TE:</b> 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>

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<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SE/TE:</b> 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>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Debate, 25; Research: Class Discussion, 31; Prepare to Compare, 76, 351; Small-Group Performance Task: 261; Reflect and Discuss, 429</p>
<p>LAFS.6.SL.1.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze the Media, 30, 160, 226, 258, 349, 433, 472; Small-Group Performance Task: Present an Explanatory Essay, 172-173; Oral Presentation, 227; Multimedia Presentation, 171, 205, 255, 172, 379; Prepare for Discussion, 351; Annotated Map, 429; Theatrical Performance, 473</p>
<p>LAFS.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Multimedia Presentation, 255; Present an Argument, 260-261, 474-475; Prepare to Compare, 464</p>



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<b>Cluster 2: Presentation of Knowledge and Ideas</b>	
<p>LAFS.6.SL.2.4 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 78-79; Present an Explanatory Essay, 172-173; Present an Argument, 260-261, 474-475; Present a Fictional Narrative, 388-389; Assessment: Oral Presentation, 88, 182, 270, 398, 484; Debate, 25, 190, 278, 406; Multimedia Presentation, 171, 205, 255, 172, 379; Oral Report, 227; Theatrical Performance, 473; Dramatic Reading, 345; Oral Presentation, 59</p>
<p>LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Multimedia Presentation, 171, 205, 255, 379; Research: Multimedia Slideshow, 259; Small-Group Performance Task: 78-79, 172-173, 260-261, 388-389, 474-475; Oral Report, 227; Annotated Map, 429</p>
<p>LAFS.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 78-79; Present an Explanatory Essay, 172-173; Present an Argument, 260-261, 474-475; Present a Fictional Narrative, 388-389; Speaking and Listening, 25, 59, 117, 127, 171, 205, 255, 345, 379, 429, 433, 473; Performance-Based Assessment: Oral Presentation, 88, 182, 270, 398, 484; 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, 480, 485</p>

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<b>Strand: LANGUAGE STANDARDS</b>	
<b>Cluster 1: Conventions of Standard English</b>	
LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 37, 133, 233, 357, 439; Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 450, 457, 463; Vocabulary and Conventions Connection, 24, 116, 126, 204, 344, 428; Language Development: Conventions, 131, 231, 355, 437; Handbook R52-R60
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>SE/TE:</b> Conventions: Pronoun Case, 48; Revising for Correct Pronoun Case, 131; Grammar Handbook, R52
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	<b>SE/TE:</b> Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R52
c. Recognize and correct inappropriate shifts in pronoun number and person.	<b>SE/TE:</b> Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R55
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>SE/TE:</b> Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R55
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Whole-Class Performance Task: 131, 437, 438, 439; Conventions: Standard English, Invented Language, and Syntax, 378; Writing to Compare, 465

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LAFS.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 37, 133, 233, 357, 439; Conventions: Common, Proper, and Possessive Nouns, 23; Using Commas, Parentheses, and Dashes, 115; Spelling and Capitalization, 125; Structure, Punctuation, and Spacing in Poetry, 149; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221; Writing to Compare, 77, 151; Whole-Class Performance Task, 133
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<b>SE/TE:</b> Conventions: Using Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221
b. Spell correctly.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Writing to Compare, 77, 151; Conventions: Spelling and Capitalization, 125; Whole-Class Performance Task, 133; Editing and Proofreading, 439 <b>TE only:</b> Editing and Proofreading, 223
<b>Cluster 2: Knowledge of Language</b>	
LAFS.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>SE/TE:</b> Conventions, 23, 48, 58, 67, 115, 125, 143, 170, 203, 213, 221, 254, 311, 343, 370, 378, 386, 450, 457, 463; Vocabulary and Conventions Connection, 24, 116, 126, 204, 344, 428; 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, 452, 455, 458, 461
a. Vary sentence patterns for meaning, reader/listener interest, and style	<b>SE/TE:</b> Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35; Revising, 36
b. Maintain consistency in style and tone.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Writing to Sources, 204; Maintain Style and Tone, 438; Writing to Compare, 465; Small-Group Performance Task, 475

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<b>Cluster 3: Vocabulary Acquisition and Use</b>	
LAFS.6.L.3.4 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.	<b>SE/TE:</b> Word Study: Multiple-Meaning Words, 168, 220, 452; 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, 452, 455, 458, 461 <b>TE only:</b> Multiple Meanings, 15, 104, 420
a. Use context (e.g., 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.	<b>SE/TE:</b> Context Clues, 50, 52, 60, 61, 62, 63, 64, 138, 139, 144, 238, 240, 362, 365, 372, 374, 380, 381, 382, 452, 454, 458, 459; also see: Word Network, 7, 95, 189, 277, 405 <b>TE only:</b> Personalize for Learning, 42; Concept Vocabulary, 43, 44, 166, 250, 251; Vocabulary Development, 124, 197, 203, 214, 293, 342, 468
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>SE/TE:</b> Prefix, 46, 244, 310, 455; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448; Suffix, 68, 73, 114, 147, 252, 342, 376, 426 <b>TE only:</b> Personalize for Learning, 311; Concept Vocabulary, 70, 240; Vocabulary Development, 331
c. Consult reference materials (e.g., 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.	<b>SE/TE:</b> Word Study, 56, 65, 73, 124, 141, 202, 212, 244, 310, 342, 376, 384; Concept Vocabulary, 168, 220, 455, 458; Technical Vocabulary, 448; Academic Vocabulary, 5, 93, 187, 275, 403 <b>TE only:</b> Vocabulary Development, 124, 197, 203, 214, 256, 293; Personalize for Learning, 176
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Concept Vocabulary, 56, 380, 455, 458; Technical Vocabulary, 448

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LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>SE/TE:</b> Figurative Language, 22, 74, 75, 142, 148, 150, 425; Word Study: Onomatopoeia, 141; Metaphor, 207; Personification, 369; Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 148, 219; Author's Style: Word Choice, 246; Figurative and Technical Meanings, 425
a. Interpret figures of speech (e.g., personification) in context.	<b>SE/TE:</b> Figurative Language, 22, 74, 75, 142, 148, 150, 425; Word Study: Onomatopoeia, 141; Metaphor, 207; Personification, 369 <b>TE only:</b> Figurative Language, 145, 163, 219, 316
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>SE/TE:</b> Word Study: Synonyms and Antonyms, 56; Standard English, Invented Language, and Syntax, 378; Author's Style: Analogies, 427; Concept Vocabulary, 138, 202, 238, 310, 362, 372, 380, 458; Academic Vocabulary, 275 <b>TE only:</b> Vocabulary Development, 297; Personalize for Learning, 298, 311
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Word Study: Connotation and Denotation, 384; Analyze Craft and Structure, 148, 219; Author's Style: Word Choice, 246; Figurative and Technical Meanings, 425
LAFS.6.L.3.6 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.  <i>Cognitive Complexity:</i> Level 1: Recall	<b>SE/TE:</b> 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, 452, 455, 458, 461; Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Media Vocabulary, 26, 30, 152, 160, 224, 226, 256, 258, 346, 349, 430, 432, 466, 472 <b>TE only:</b> Concept Vocabulary, 43, 44, 52, 61, 62, 63, 70, 71, 1339, 140, 145, 146, 240, 241, 250, 251, 365, 368, 374, 381, 382, 453, 454