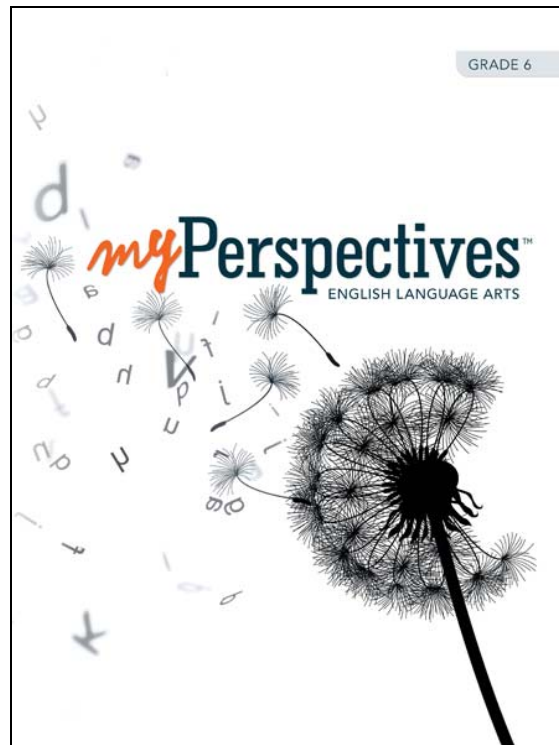


A Correlation of

myPerspectives

Grade 6, © 2017



To the

Indiana Academic Standards for English/Language Arts

Grade 6



**A Correlation of myPerspectives, Grade 6, ©2017 to the
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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Indiana Academic Standards for English/Language Arts*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or 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.

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Indiana Academic Standards for English/Language Arts, Grade 6	myPerspectives, Grade 6 ©2017
Indiana Academic Standards	
GRADE 6	
READING	
RL.1: LEARNING OUTCOME FOR READING LITERATURE	
Read and comprehend a variety of literature independently and proficiently	
6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	SE/TE: <i>I Was a Skinny Tomboy Kid:</i> 68; <i>First-Read Guide:</i> 82, 176, 264, 392, 478; <i>Close-Read Guide:</i> 83, 177, 265, 393, 479; <i>A Blessing:</i> 138; <i>Predators:</i> 144; <i>Black Cowboy, Wild Horses:</i> 162; <i>Feathered Friend:</i> 194; <i>The Fun They Had:</i> 238; <i>The Phantom Tollbooth, Act I:</i> 282; <i>The Phantom Tollbooth, Act II:</i> 312; <i>Alice's Adventures in Wonderland:</i> 362; <i>Jabberwocky:</i> 372
RL.2: KEY IDEAS AND TEXTUAL SUPPORT	
Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas	
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE/TE: <i>I Was a Skinny Tomboy Kid:</i> 74; <i>Black Cowboy, Wild Horses:</i> 169, 171; <i>Feathered Friend:</i> 201; <i>Alice's Adventures in Wonderland:</i> 369
6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	SE/TE: <i>I Was a Skinny Tomboy Kid:</i> 74, 76-77; <i>Feathered Friend:</i> 201; <i>The Fun They Had:</i> 245
6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	SE/TE: <i>Black Cowboy, Wild Horses:</i> 169; <i>The Phantom Tollbooth, Act I:</i> 309; <i>Alice's Adventures in Wonderland:</i> 369
6.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>

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<p>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</p>	
<p>6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p>	<p>SE/TE: <i>I Was a Skinny Tomboy Kid:</i> 74; <i>Predators:</i> 148, 149; <i>Feathered Friend:</i> 201; <i>The Fun They Had:</i> 245; <i>The Phantom Tollbooth, Act I:</i> 309; <i>The Phantom Tollbooth, Act II:</i> 341</p>
<p>6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p>	<p>SE/TE: <i>Predators:</i> 148; <i>The Phantom Tollbooth, Act I:</i> 309</p>
<p>RL.4: SYNTHESIS AND CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</p>	
<p>6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.</p>	<p>SE/TE: <i>The Phantom Tollbooth</i> (video): 350–351</p>
<p>6.RL.4.2: Compare and contrast works of literature 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>SE/TE: <i>Bad Boy:</i> 66; <i>I Was a Skinny Tomboy Kid:</i> 76–77</p>

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READING: Nonfiction	
RN.1: LEARNING OUTCOME FOR READING NONFICTION	
Read and comprehend a variety of nonfiction independently and proficiently	
6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	SE/TE: <i>Brown Girl Dreaming</i> : 12; <i>Declaration of the Rights of the Child</i> : 42; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 50; <i>Bad Boy</i> : 60, <i>First-Read Guide</i> : 82, 176, 264, 392, 478; <i>Close-Read Guide</i> : 83, 177, 265, 393, 479; <i>My Life With the Chimpanzees</i> : 100; <i>Hachiko, Japan's Most Famous Dog</i> : 118; <i>Teens and Technology Share a Future</i> : 206; <i>The Black Hole of Technology</i> : 214; <i>Is Our Gain Also Our Loss?</i> : 248; <i>The Importance of Imagination</i> : 380; <i>A Long Way Home</i> : 410; <i>Mission Twinpossible</i> : 444; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 452; <i>Should Polar Tourism Be Allowed?</i> : 458
RN.2: KEY IDEAS AND TEXTUAL SUPPORT	
Extract and construct meaning from nonfiction texts using a range of comprehension skills	
6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE/TE: <i>My Life With the Chimpanzees</i> : 113; <i>Teens and Technology Share a Future</i> : 211; <i>The Black Hole of Technology</i> : 219; <i>Is Our Gain Also Our Loss?</i> : 253; <i>The Importance of Imagination</i> : 385; <i>A Long Way Home</i> : 425; <i>Mission Twinpossible</i> : 449; <i>Should Polar Tourism Be Allowed?</i> : 464
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	SE/TE: <i>Bad Boy</i> : 66; <i>The Internet of Things</i> : 227; <i>The Importance of Imagination</i> : 385; <i>Mission Twinpossible</i> : 449
6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 57; <i>Hachiko, Japan's Most Famous Dog</i> : 123; <i>Is Our Gain Also Our Loss?</i> : 253; <i>The Importance of Imagination</i> : 385; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 456; <i>Should Polar Tourism Be Allowed?</i> : 462

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RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message	
6.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
6.RN.3.2: 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.	SE/TE: <i>Declaration of the Rights of the Child: 47; Is Our Gain Also Our Loss?: 253; Mission Twinpossible: 449; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 456; Should Polar Tourism Be Allowed?: 462</i>
6.RN.3.3: Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.	SE/TE: <i>Brown Girl Dreaming: 21; My Life With the Chimpanzees: 113; Teens and Technology Share a Future: 211; The Black Hole of Technology: 219</i>
RN.4: SYNTHESIS AND CONNECTION OF IDEAS Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas	
6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	SE/TE: <i>The Black Hole of Technology: 222–223; Should Polar Tourism Be Allowed?: 464–465</i>
6.RN.4.2: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	SE/TE: <i>Calvin and Hobbes: 30; Monkey Master: 160; Lewis & Clark: 472</i>
6.RN.4.3: Compare and contrast one author’s presentation of events with that of another.	SE/TE: <i>The Black Hole of Technology: 222–223</i>

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READING: Vocabulary	
RV.1: LEARNING OUTCOME FOR READING VOCABULARY	
Acquire, refine, and apply vocabulary using various strategies and sources	
6.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: <i>Unit Opener</i> : 4, 92, 186, 274, 402; <i>Calvin and Hobbes</i> : 26, 30; <i>Monkey Master</i> : 152; <i>The Internet of Things</i> : 224; <i>Bored . . . And Brilliant?</i> : 256; <i>The Phantom Tollbooth</i> (video): 346, 349; <i>Animation All About Exploration</i> : 430; <i>Lewis & Clark</i> : 466
RV.2: VOCABULARY BUILDING	
Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 50; <i>Bad Boy</i> : 60, <i>A Blessing</i> : 138; <i>Predators</i> : 144; <i>The Fun They Had</i> : 238; <i>Alice’s Adventures in Wonderland</i> : 362; <i>Jabberwocky</i> : 372; <i>The Importance of Imagination</i> : 380; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 452; <i>Should Polar Tourism Be Allowed?</i> : 458
6.RV.2.2: Use the relationship between particular words (e.g., <i>cause/effect</i> , <i>part/whole</i> , <i>item/category</i>) to better understand each of the words.	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 56; <i>Jabberwocky</i> : 378; <i>A Long Way Home</i> : 427
6.RV.2.3: Distinguish among the connotations of words with similar denotations.	SE/TE: <i>Predators</i> : 148; <i>The Fun They Had</i> : 246; <i>The Importance of Imagination</i> : 384; <i>A Long Way Home</i> : 425
6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	SE/TE: <i>Declaration of the Rights of the Child</i> : 46; <i>Bad Boy</i> : 65; <i>My Life With the Chimpanzees</i> : 114; <i>Predators</i> : 147; <i>Feathered Friend</i> : 202; <i>The Fun They Had</i> : 244; <i>Is Our Gain Also Our Loss?</i> : 252; <i>The Phantom Tollbooth, Act II</i> : 342; <i>Alice’s Adventures in Wonderland</i> : 368; <i>A Long Way Home</i> : 426; <i>Mission Twinpossible</i> : 448; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 455

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6.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 56; Mission Twinpossible: 448; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 452</i>
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings	
6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	SE/TE: <i>I Was a Skinny Tomboy Kid: 74, 75; A Blessing: 142; Predators: 148, 150; The Fun They Had: 246; Alice's Adventures in Wonderland: 369; Jabberwocky: 377</i>
6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	SE/TE: <i>Teens and Technology Share a Future: 211; The Black Hole of Technology: 219; A Long Way Home: 425</i>
6.RV.3.3: Interpret figures of speech (e.g., personification) in context.	SE/TE: <i>I Was a Skinny Tomboy Kid: 75; The Black Hole of Technology: 219; Alice's Adventures in Wonderland: 369; A Long Way Home: 425</i>
WRITING	
W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences	
6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	SE/TE: <i>Whole-Class Performance Task: 32–37, 128–133, 228–233, 352–357, 434–439</i>
W.2: HANDWRITING Demonstrate the ability to write legibly	
6.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>

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W.3: WRITING GENRES: Develop and refine writing skills by writing for different purposes and to specific audiences or people	
ARGUMENTATIVE	
6.W.3.1: Write arguments in a variety of forms that –	SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 228–233, 434–439; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465; Small-Group Performance Task: 474</i>
<ul style="list-style-type: none"> ● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. 	SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 229, 435, 438; Small-Group Performance Task: 260; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i>
<ul style="list-style-type: none"> ● Use an organizational structure to group related ideas that support the argument. 	SE/TE: <i>What on Earth is Left to Explore: 404; Overview: Whole-Class Learning: 409, from A Long Way Home: 428</i>
<ul style="list-style-type: none"> ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 229, 232, 435; Small-Group Performance Task: 260, 474; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i>
<ul style="list-style-type: none"> ● Establish and maintain a consistent style and tone appropriate to purpose and audience. 	SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 230, 438; A Long Way Home: 428</i>
<ul style="list-style-type: none"> ● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. 	SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 231, 438; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i>
<ul style="list-style-type: none"> ● Provide a concluding statement or section that follows from the argument presented. 	SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 230, 436; A Long Way Home: 428</i>

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INFORMATIVE	
6.W.3.2: Write informative compositions on a variety of topics that –	SE/TE: <i>Declaration of the Rights of the Child: 49; Hachiko, Japan’s Most Famous Dog: 126; Whole-Class Performance Task: 128–133; Predators: 151; Black Cowboy, Wild Horses: 171; The Black Hole of Technology: 223; The Internet of Things: 227; Is Our Gain Also Our Loss?: 255; Bored . . . And Brilliant?: 259; Alice’s Adventures in Wonderland: 371; Mission Twinpossible: 451</i>
<ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. 	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Mission Twinpossible: 451</i>
<ul style="list-style-type: none"> • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. 	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Hachiko, Japan’s Most Famous Dog: 126; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Animation All About Exploration: 433; Mission Twinpossible: 451</i>
<ul style="list-style-type: none"> • Use appropriate transitions to clarify the relationships among ideas and concepts. 	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 130, 173; The Importance of Imagination: 387; Mission Twinpossible: 451</i>
<ul style="list-style-type: none"> • Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. 	SE/TE: <i>from My Life with the Chimpanzees: 116</i>
<ul style="list-style-type: none"> • Choose language and context-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	SE/TE: <i>My Life With the Chimpanzees: 116; Hachiko, Japan’s Most Famous Dog: 126; Whole-Class Performance Task: 132; Predators: 151; The Phantom Tollbooth (video): 351; Mission Twinpossible: 451</i>

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<ul style="list-style-type: none"> Establish and maintain a style appropriate to purpose and audience. 	SE/TE: <i>Whole-Class Performance Task: 132; The Importance of Imagination: 387; Animation All About Exploration: 433</i>
<ul style="list-style-type: none"> Provide a concluding statement or section that follows from the information or explanation presented. 	SE/TE: <i>I Was a Skinny Tomboy Kid: 77; Whole-Class Performance Task: 130</i>
NARRATIVE	
6.W.3.3: Write narrative compositions in a variety of forms that –	SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 32–37, 352–357; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i>
<ul style="list-style-type: none"> Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). 	SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 34, 354, 356; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i>
<ul style="list-style-type: none"> Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 	SE/TE: <i>The Phantom Tollbooth, 352, 354</i>
<ul style="list-style-type: none"> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 33, 353; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i>
<ul style="list-style-type: none"> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 35, 36, 353, 356; The Fun They Had: 247</i>
<ul style="list-style-type: none"> Provide an ending that follows from the narrated experiences or events. 	SE/TE: <i>Whole-Class Performance Task: 36, 354, 356</i>

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W.4: THE WRITING PROCESS	
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others	
6.W.4: Apply the writing process to –	
<ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. 	SE/TE: <i>Whole-Class Performance Task: 37, 133, 233, 357, 439</i>
<ul style="list-style-type: none"> Use technology to interact and collaborate with others to generate, produce, and publish writing. 	SE/TE: <i>Whole-Class Performance Task: 37, 133, 233, 439</i>
W.5: THE RESEARCH PROCESS	
Build knowledge about the research process and the topic under study by conducting research	
FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION	
6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.	SE/TE: <i>Calvin and Hobbes: 31; Michaela DePrince: The War Orphan Who Became a Ballerina: 59; Monkey Master: 161; Feathered Friend: 205; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 260; Alice's Adventures in Wonderland: 371; Mission Twinpossible: 451; Lewis & Clark: 473</i>
<ul style="list-style-type: none"> Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). 	SE/TE: <i>from Alice's Adventures in Wonderland: 367</i>
<ul style="list-style-type: none"> Gather relevant information from multiple sources, and annotate sources. 	SE/TE: <i>Calvin and Hobbes: 31; Monkey Master: 161; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 260; Alice's Adventures in Wonderland: 371; Mission Twinpossible: 451; Lewis & Clark: 473</i>
<ul style="list-style-type: none"> Assess the credibility of each source. 	SE/TE: <i>Calvin and Hobbes: 31; Monkey Master: 161; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 260; Alice's Adventures in Wonderland: 371; Mission Twinpossible: 451; Lewis & Clark: 473</i>

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<ul style="list-style-type: none"> Quote or paraphrase the information and conclusions of others. 	SE/TE: <i>Calvin and Hobbes</i> : 31; <i>Monkey Master</i> : 161; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 260; <i>Alice’s Adventures in Wonderland</i> : 371; <i>Mission Twinpossible</i> : 451; <i>Lewis & Clark</i> : 473
<ul style="list-style-type: none"> Avoid plagiarism and provide basic bibliographic information for sources. 	SE/TE: <i>Calvin and Hobbes</i> : 31; <i>Monkey Master</i> : 161; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 260; <i>Alice’s Adventures in Wonderland</i> : 371; <i>Mission Twinpossible</i> : 451; <i>Lewis & Clark</i> : 473
<ul style="list-style-type: none"> Present information, choosing from a variety of formats. 	SE/TE: <i>Calvin and Hobbes</i> : 31; <i>Monkey Master</i> : 161; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 260; <i>Alice’s Adventures in Wonderland</i> : 371; <i>Mission Twinpossible</i> : 451; <i>Lewis & Clark</i> : 473
W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English	
GRAMMAR AND USAGE	
6.W.6.1: Demonstrate command of English grammar and usage, focusing on:	SE/TE: <i>Brown Girl Dreaming</i> : 23; <i>Bad Boy</i> : 67; <i>A Blessing</i> : 143; <i>Black Cowboy, Wild Horses</i> : 170; <i>Feathered Friend</i> : 203; <i>Teens and Technology Share a Future</i> : 213; <i>The Black Hole of Technology</i> : 221; <i>Is Our Gain Also Our Loss?</i> : 254; <i>The Phantom Tollbooth, Act I</i> : 311; <i>The Phantom Tollbooth, Act II</i> : 343; <i>Whole-Class Performance Task</i> : 355, 437, 439; <i>Alice’s Adventures in Wonderland</i> : 370; <i>Mission Twinpossible</i> : 450; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i> : 457; <i>Should Polar Tourism Be Allowed?</i> : 463
6.W.6.1a: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 58; <i>Declaration of the Rights of the Child</i> : 48; <i>Whole-Class Performance Task</i> : 131; <i>The Importance of Imagination</i> : 386

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6.W.6.1b: Verbs – Students are expected to build upon and continue applying conventions learned previously.	SE/TE: <i>Students build upon and continue applying concepts learned previously. For example, see: Whole-Class Learning: 421</i>
6.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	SE/TE: <i>Students build upon and continue applying concepts learned previously. For example, see: from Bad Boy 67; Should Polar Tourism Be Allowed?: 463</i>
6.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	SE/TE: <i>Students build upon and continue applying concepts learned previously. For example, see: The Black Hole of Technology 221; Performance Task: Write a Fictional Narrative 355; Language Development: 450</i>
6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	SE/TE: <i>Students build upon and continue applying concepts learned previously. Unit Introduction: 5; Performance Task: Write a Nonfiction Narrative: 37; Performance Task: Write an Explanatory Essay: 131</i>
CAPITALIZATION, PUNCTUATION, AND SPELLING	
6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	SE/TE: <i>Brown Girl Dreaming: 23; I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 115; Hachiko, Japan’s Most Famous Dog: 125; Whole-Class Performance Task: 133; Predators: 149, 151; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221</i>
6.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	SE/TE: <i>Students build upon and continue applying concepts learned previously. For example, see: Hachiko, Japan’s Most Famous Dog: 125</i>
6.W.6.2b: Punctuation –	SE/TE: <i>Performance Task: Write an Explanatory Essay 133; Predators 149</i>
• Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	SE/TE: <i>My Life With the Chimpanzees: 115; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221</i>
• Using semicolons to connect main clauses and colons to introduce a list or quotation.	SE/TE: <i>Personalize for Learning: 286; The Phantom Tollbooth, Act II: 343</i>

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6.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	SE/TE: <i>Students build upon and continue applying conventions learned previously. For example, see: I Was a Skinny Tomboy Kid: 77; Hachiko, Japan's Most Famous Dog: 125; Whole-Class Performance Task: 133</i>
SPEAKING AND LISTENING	
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Refine and apply effective communication skills through speaking and active listening	
6.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	SE/TE: <i>Small-Group Performance Task: 79, 173, 261, 389; The Phantom Tollbooth, Act II: 345, 350</i>
SL.2: DISCUSSION AND COLLABORATION Refine and apply reciprocal communication skills by participating in a range of collaborative discussions	
6.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	SE/TE: <i>Calvin and Hobbes: 31; Hachiko, Japan's Most Famous Dog: 127; Predators: 150; Monkey Master: 161; Share Your Independent Learning: 84, 178, 266, 394, 480; A Long Way Home: 429; Animation All About Exploration: 433</i>
6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	SE/TE: <i>Brown Girl Dreaming: 25; Calvin and Hobbes: 31; I Was a Skinny Tomboy Kid: 76–77; My Life With the Chimpanzees: 117; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 261, 388–389; The Phantom Tollbooth, Act II: 345; The Phantom Tollbooth (video): 351; Jabberwocky: 379; A Long Way Home: 429; Animation All About Exploration: 433</i>
6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	SE/TE: <i>Hachiko, Japan's Most Famous Dog: 127; Bored . . . And Brilliant?: 259; The Phantom Tollbooth, Act II: 345; Jabberwocky: 379; Small-Group Performance Task: 388–389; A Long Way Home: 429</i>

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6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SE/TE: <i>Brown Girl Dreaming</i> : 25; <i>Calvin and Hobbes</i> : 31; <i>My Life With the Chimpanzees</i> : 117; <i>Bored . . . And Brilliant?</i> : 259; <i>Small-Group Performance Task</i> : 261; <i>A Long Way Home</i> : 429
6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SE/TE: <i>Brown Girl Dreaming</i> : 25; <i>Calvin and Hobbes</i> : 31; <i>I Was a Skinny Tomboy Kid</i> : 76–77; <i>Small-Group Performance Task</i> : 261; <i>The Phantom Tollbooth</i> (video): 351; <i>A Long Way Home</i> : 429
SL.3: COMPREHENSION Refine and apply active listening and interpretation skills using various strategies	
6.SL.3.1: Interpret information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study.	SE/TE: <i>Small-Group Performance Task</i> : 172–173; <i>The Internet of Things</i> : 227; <i>Is Our Gain Also Our Loss?</i> : 255; <i>The Phantom Tollbooth</i> (video): 349, 351; <i>A Long Way Home</i> : 429; <i>Animation All About Exploration</i> : 433; <i>Lewis & Clark</i> : 473
6.SL.3.2: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SE/TE: <i>Is Our Gain Also Our Loss?</i> : 255; <i>Small-Group Performance Task</i> : 260–261; <i>Should Polar Tourism Be Allowed?</i> : 464
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Refine and apply speaking skills to communicate ideas effectively in a variety of situations	
6.SL.4.1: 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.	SE/TE: <i>Brown Girl Dreaming</i> : 25; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> : 59; <i>Small-Group Performance Task</i> : 78–79, 172–173, 260–261, 388–389, 474–475; <i>Black Cowboy, Wild Horses</i> : 171; <i>Feathered Friend</i> : 205; <i>The Internet of Things</i> : 227; <i>Is Our Gain Also Our Loss?</i> : 255; <i>The Phantom Tollbooth, Act II</i> : 345; <i>Jabberwocky</i> : 379; <i>Lewis & Clark</i> : 473
6.SL.4.2: Create engaging presentations that include multimedia components (e.g., <i>graphics, images, music, sound</i>) and visual displays in presentations to clarify information.	SE/TE: <i>Black Cowboy, Wild Horses</i> : 171; <i>Small-Group Performance Task</i> : 78–79, 172–173, 260–261, 388–389, 474–475; <i>Feathered Friend</i> : 205; <i>The Internet of Things</i> : 227; <i>Is Our Gain Also Our Loss?</i> : 255; <i>Bored . . . And Brilliant?</i> : 259; <i>Jabberwocky</i> : 379; <i>A Long Way Home</i> : 429

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6.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
MEDIA LITERACY	
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes	
6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	SE/TE: <i>The Phantom Tollbooth: 349, 350, 351; Animation All About Exploration: 431</i>
ML.2: MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences	
6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.	SE/TE: <i>Performance-Based Assessment Prep: 179; Mission Twinpossible: 451; Small Group Learning: 460; Performance-Based Assessment Prep: 481</i>
6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., <i>where it is placed, when it runs, etc.</i>)	SE/TE: <i>Performance Task: 474; Performance Task: Present an Argument 475, 480</i>