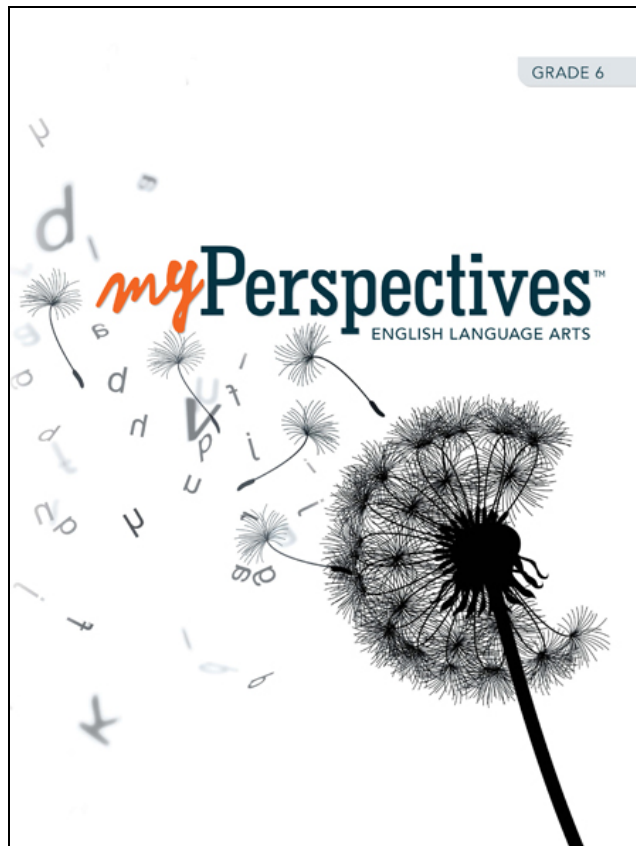


A Correlation of



Grade 6, ©2017

To the

North Carolina English Language Arts Standards Course of Study Grade 6



A Correlation of *myPerspectives*, Grade 6 ©2017 to the North Carolina English Language Arts Standard Course of Study

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the North Carolina English Language Arts Standard Course of Study. 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.

©2018 Pearson Education, Inc. or its affiliate(s). All rights reserved

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

Table of Contents

READING: LITERATURE	4
READING: INFORMATIONAL TEXT	7
WRITING	11
SPEAKING AND LISTENING	17
LANGUAGE	20

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 30; “I Was a Skinny Tomboy Kid,” 74; “Feathered Friend,” 200; <i>The Phantom Tollbooth</i>, Act I, 308; from <i>Alice’s Adventures in Wonderland</i>, 368.</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> <i>Other Resources: Common Core Companion, 2–3, 9</i></p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.6.2 Determine a theme 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: [Theme] “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; from <i>Tales From the Odyssey</i>, 460; [Summary] <i>The Phantom Tollbooth</i>, Act I, 307</p> <p><i>Additional Resources: Common Core Companion, 15–16, 22</i></p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.6.3 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>SE/TE: “Hachiko,” 123; “Black Cowboy, Wild Horses,” 169; <i>The Phantom Tollbooth</i>, Act I, 308; Other Resources: Common Core Companion, 28–29, 35</p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone .	SE/TE: from <i>Brown Girl Dreaming</i> , 22; “A Blessing,” 142; “Predators,” 149; “Jabberwocky,” 376; from <i>Tales From the Odyssey</i> , 459 <u>Additional Resources</u> <i>Other Resources:</i> <i>Common Core Companion</i> , 41–42, 48; <i>myPerspectives+ Grades 6–12, Reading Skills and Literary Analysis: Tone; Academic Vocabulary and Word Study: Interactive Vocabulary Lessons & Word Study Worksheets</i>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.6.5 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.	SE/TE: “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; <i>The Phantom Tollbooth</i> , Act I, 309; <i>The Phantom Tollbooth</i> , Act II, 341 <u>Additional Resources</u> <i>Other Resources:</i> <i>Common Core Companion</i> , 54–55
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TE: from <i>Brown Girl Dreaming</i> , 21; <i>The Phantom Tollbooth</i> , Act I, 309; Other Resources: <i>Common Core Companion</i> , 61–62; <i>myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View</i> , 1–2
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.6.7 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.	SE/TE: <i>The Phantom Tollbooth</i> , / <i>The Phantom Tollbooth</i> (media), 346–347; 350–351; “Jabberwocky,” 374; Other Resources: <i>Common Core Companion</i> , 68–69 <u>Additional Resources</u> <i>SE/TE:</i> from <i>Alice’s Adventures in Wonderland</i> , 371

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	Not applicable to literature according to the North Carolina English Language Arts Standard Course of Study
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	SE/TE: from <i>Bad Boy</i> / "I Was a Skinny Tomboy Kid," 76–77; "The Fun They Had," 238 (TE); from <i>Tales From the Odyssey</i> / "To the Top of Everest," 474–475; Other Resources: Common Core Companion, 75–76
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.6.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: "Hachiko," 119; "A Blessing," 139; <i>The Phantom Tollbooth</i>, Act I, 283; from <i>Tales From the Odyssey</i>, 453; <i>Lewis & Clark</i>, 477</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: First-Read Guides</i>, 82, 176, 264, 392, 488; <i>Close-Read Guides</i>, 83, 177, 265, 393, 489; from <i>Brown Girl Dreaming</i>, 13; "Gallery of 'Calvin and Hobbes' Comics," 27; "I Was a Skinny Tomboy Kid," 69; "Black Cowboy, Wild Horses," 163; "Feathered Friend," 195; "The Fun They Had," 239; from <i>Alice's Adventures in Wonderland</i>, 363; "Jabberwocky," 373; <i>Independent-Learning Selections (Digital Only):</i> from <i>Peter Pan</i>, "Oranges," "Raymond's Run," "Eleven," from <i>The Wind in the Willows</i>, "How the Camel Got His Hump," "All Watched Over By Machines of Loving Grace," "Sonnet, without Salmon," from <i>The Wonderful Wizard of Oz</i>, "Our Wreath of Rose Buds," "The Shah of Blah," "Prince Francis," from <i>Sacajawea</i>; Other Resources: <i>myPerspectives Plus: Common Core Companion</i>, 82–83; <i>Reading Skills and Literary Analysis: Applying Background Information</i></p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
READING: INFORMATIONAL TEXT	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: from <i>My Life With the Chimpanzees</i>, 113; “The Importance of Imagination,” 385; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449; Other Resources: Common Core Companion, 90–91, 97</p> <p><i>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Resources</u> <i>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; from Bad Boy, 66; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?”, 253; “To the Top of Everest,” 472</i></p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
<p>RI.6.2 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>SE/TE: [Central Ideas and Their Development] from <i>Bad Boy</i>, 66; “The Importance of Imagination,” 385; from <i>A Long Way Home</i>, 425; “To the Top of Everest,” 472; [Summary] Unit Introductions, 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, 470).</p> <p><u>Additional Resources</u> <i>Other Resources: Common Core Companion, 103–104, 110</i></p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.6.3 Analyze in detail how a key individual, event , or idea is introduced, illustrated, and elaborated in a text.	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; “Is Our Gain Also Our Loss?,” 253; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449; “To the Top of Everest,” 472</p> <p><u>Additional Resources</u> SE/TE: “Declaration of the Rights of the Child,” 46; Other Resources: <i>Common Core Companion</i>, 116–117</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning .	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76; from <i>A Long Way Home</i>, 427; “Mission Twinpossible,” 444</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 123–124; <i>myPerspectives+ Grades 6–12</i>; <i>Academic Vocabulary and Word Study: Interactive Vocabulary Lessons & Word Study Worksheets</i></p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.6.5 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>SE/TE: “Declaration of the Rights of the Child,” 47; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; from <i>Bad Boy</i>, 66; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449</p> <p><u>Additional Resources</u> Other Resources: <i>Common Core Companion</i>, 130–131</p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	SE/TE: from <i>Bad Boy</i> , 66; from <i>My Life With the Chimpanzees</i> , 113; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 385 <u>Additional Resources</u> <i>Other Resources: Common Core Companion, 137–138</i>
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively , as well as in words to develop a coherent understanding of a topic or issue.	SE/TE: “Monkey Master,” 152–160; “The Internet of Things,” 224–227; from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475; from <i>Lewis & Clark</i> , 476, 482, 483; Other Resources: Common Core Companion, 144–145
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.6.8 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.	SE/TE: “Teens and Technology Share a Future,” 211; “The Black Hole of Technology,” 219; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Other Resources: Common Core Companion, 151–152
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.6.9 Compare and contrast one author’s presentation of events with that of another.	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; Other Resources: Common Core Companion, 158–159

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
<p>RI.6.10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: from <i>Brown Girl Dreaming</i>, 13; "Declaration of the Rights of the Child," 43; "The Black Hole of Technology," 215; "Is Our Gain Also Our Loss?," 249; "To the Top of Everest," 463</p> <p><u><i>Additional Resources</i></u> <i>SE/TE: First-Read Guides</i>, 82, 176, 264, 392, 488; <i>Close-Read Guides</i>, 83, 177, 265, 393, 489; "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 Internet of Things," 225; "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; "Mission Twinpossible," 445; from <i>Lewis & Clark</i>, 477; <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>Other Resources: Common Core Companion</i>, 165–166; <i>Reading Skills and Literary Analysis: Applying Background Information</i></p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence .	SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485 <i>Additional Resources</i> <i>SE/TE: “Feathered Friend,” 204; from A Long Way Home, 428</i>
a. Organize information and ideas around a topic to plan and prepare to write.	SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261 <i>Additional Resources</i> <i>SE/TE: “Feathered Friend,” 204; from A Long Way Home, 428; Other Resources: Common Core Companion, 177–178</i>
b. Introduce claim(s) and organize the reasons and evidence clearly.	SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261 <i>Additional Resources</i> <i>SE/TE: “Feathered Friend,” 204; from A Long Way Home, 428; Other Resources: Common Core Companion, 177–178</i>
c. Support claim(s) with clear reasons and relevant evidence , using credible sources and demonstrating an understanding of the topic or text.	SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261; Other Resources: Interactive Writing Lessons: Argumentative Writing—Middle School
d. Use words, phrases , and clauses to clarify the relationships among claim(s) and reasons.	SE/TE: Whole-Class Performance Tasks, 231–232, 438; Other Resources: Common Core Companion: 178

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
e. Establish and maintain a formal style.	SE/TE: Whole-Class Performance Tasks, 232, 437; Other Resources: Common Core Companion: 178
f. Provide a concluding statement or section that follows from the argument presented.	SE/TE: from <i>A Long Way Home</i> , 428; Whole-Class Performance Tasks, 230, 436; Other Resources: Common Core Companion: 179
g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.	SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485; Other Resources: Interactive Writing Lessons: Argumentative Writing—Middle School; Common Core Companion: 173–183
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>SE/TE: “A Blessing” / “Predators,” 150–151; from <i>Alice’s Adventures in Wonderland</i>, 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; Whole-Class Performance Tasks, 128–130, 132</p> <p><i>Additional Resources</i> SE/TE: <i>Declaration of the Rights of the Child</i>,” 49; from <i>Bad Boy</i> / “<i>I Was a Skinny Tomboy Kid</i>,” 77; from <i>My Life With the Chimpanzees</i>, 116; from <i>Tales From the Odyssey</i> / “<i>To the Top of Everest</i>,” 474–475; Other Resources: <i>Common Core Companion</i>, 184–195</p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: "A Blessing" / "Predators," 150–151; from <i>Alice's Adventures in Wonderland</i>, 371; "All About Exploration," 433; "Mission Twinpossible," 451; Whole-Class Performance Tasks, 128–130, 132</p> <p><u>Additional Resources</u> <i>SE/TE: Declaration of the Rights of the Child," 49; from Bad Boy / "I Was a Skinny Tomboy Kid," 77; from My Life With the Chimpanzees, 116; from Tales From the Odyssey / "To the Top of Everest," 474–475; Other Resources: Common Core Companion, 184–195</i></p>
b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.	<p>SE/TE: from <i>Bad Boy / "I Was a Skinny Tomboy Kid," 77; from My Life With the Chimpanzees, 116; "A Blessing" / "Predators," 150–151; "The Importance of Imagination," 387; Whole-Class Performance Task, 130</i></p> <p><u>Additional Resources</u> <i>SE/TE: The Phantom Tollbooth / The Phantom Tollbooth (media), 351; from Alice's Adventures in Wonderland, 371</i></p>
c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p>SE/TE: "The Importance of Imagination," 387; "All About Exploration," 433; "Mission Twinpossible," 451; from <i>Tales From the Odyssey / "To the Top of Everest," 474; Whole-Class Performance Task, 129</i></p> <p><u>Additional Resources</u> <i>SE/TE: "Declaration of the Rights of the Child," 49; Other Resources: Common Core Companion, 184–195</i></p>
d. Use appropriate transitions to clarify the relationships among ideas and concepts.	<p>SE/TE: from <i>Bad Boy / "I Was a Skinny Tomboy Kid," 77; from My Life With the Chimpanzees, 116; "The Importance of Imagination," 387; from Tales From the Odyssey / "To the Top of Everest," 475; Whole-Class Performance Task, 132</i></p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TE: from <i>My Life With the Chimpanzees</i> , 116; "The Importance of Imagination," 387; Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189
f. Establish and maintain a formal style.	SE/TE: Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone
g. Provide a concluding statement or section that follows from the information or explanation presented.	SE/TE: Whole-Class Performance Task, 130; Other Resources: Common Core Companion, 190; Interactive Writing Lessons: Informative/ Explanatory Writing—Middle School: Learn More: Conclusion
h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, with consideration to task, purpose , and audience.	SE/TE: "A Blessing" / "Predators," 150–151; from <i>Alice's Adventures in Wonderland</i> , 371; "All About Exploration," 433; "Mission Twinpossible," 451; Whole-Class Performance Tasks, 128–130, 132, 180, 181 <u>Additional Resources</u> <i>SE/TE:</i> Declaration of the Rights of the Child," 49; from <i>Bad Boy / "I Was a Skinny Tomboy Kid,"</i> 77; from <i>My Life With the Chimpanzees</i> , 116; from <i>Tales From the Odyssey / "To the Top of Everest,"</i> 474–475; Other Resources: Common Core Companion, 184–195; Interactive Writing Lessons: Informative/ Explanatory Writing—Middle School
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356 <u>Additional Resources</u> <i>SE/TE:</i> <i>Small-Group Performance Task</i> , 388–389; <i>Other Resources:</i> <i>Common Core Companion</i> , 196–206

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
a. Organize information and ideas around a topic to plan and prepare to write.	SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356; Other Resources: Interactive Writing Lessons: Narrative Writing—Middle School <i>Additional Resources</i> <i>SE/TE: Small-Group Performance Task, 388–389;</i> <i>Other Resources: Common Core Companion, 196–206</i>
b. 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.	SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356; Other Resources: Interactive Writing Lessons: Narrative Writing—Middle School
c. Use narrative techniques, such as dialogue , pacing , and description , to develop experiences, events , and/or characters .	SE/TE: "The Fun They Had," 247; <i>The Phantom Tollbooth</i> , Act II, 344; Whole-Class Performance Tasks, 33, 35–36, 353; Other Resources: Interactive Writing Lessons: Narrative Writing—Middle School <i>Additional Resources</i> <i>Other Resources: Common Core Companion, 200</i>
d. Use a variety of transition words, phrases , and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE/TE: Whole-Class Performance Tasks, 34, 356; Other Resources: Common Core Companion, 201
e. Use precise words and phrases , relevant descriptive details, and sensory language to convey experiences and events .	SE/TE: "The Fun They Had," 247; Whole-Class Performance Tasks, 33, 35–36, 353; Other Resources: Interactive Writing Lessons: Narrative Writing—Middle School
f. Provide a conclusion that follows from the narrated experiences or events .	SE/TE: Whole-Class Performance Task, 354; Other Resources: Common Core Companion: 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising; Narrative Writing—Middle School

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.	<p>SE/TE: "Hachiko," 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356; Other Resources: Common Core Companion: 196–206; Interactive Writing Lessons: The Writing Process; Narrative Writing—Middle School</p> <p><i>Additional Resources</i> <i>SE/TE: Small-Group Performance Task, 388–389;</i> <i>Other Resources: Common Core Companion, 196–206</i></p>
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.	<p>SE/TE: "Feathered Friend," 205; "Bored ... and Brilliant?," 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439; Other Resources: Common Core Companion, 227–245; Interactive Writing Lessons: The Writing Process</p>
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.	<p>SE/TE: "Feathered Friend," 205; "Bored ... and Brilliant? A Challenge to Disconnect From Your Phone," 259; "BBC Science Club: All About Exploration," 433; from <i>Lewis & Clark</i>, 483; Other Resources: Interactive Research Lessons: Research Writing-Middle School</p> <p><i>Additional Resources</i> <i>SE/TE: "Gallery of Calvin and Hobbes Comics," 31;</i> <i>"Monkey Master," 161; "Black Cowboy, Wild Horses," 171; from Alice's Adventures in Wonderland, 371; "Mission Twinpossible," 451;</i> <i>Other Resources: Common Core Companion, 246–247, 250; Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School;</i> <i>Interactive Research Lessons: Sources and Evidence-Middle School</i></p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
<p>CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>W.6.6 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>SE/TE: “Gallery of <i>Calvin and Hobbes</i> Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from <i>Alice’s Adventures in Wonderland</i>, 371; “Mission Twinpossible,” 451</p> <p><u>Additional Resources</u> <i>SE/TE: “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,”</i> 259; from <i>Lewis & Clark</i>, 483; <i>Other Resources: Common Core Companion</i>, 253–266; <i>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</i></p>
<p>SPEAKING AND LISTENING</p>	
<p>CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<p>SL.6.1 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>SE/TE: from <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life with the Chimpanzees</i>, 117; “Hachiko,” 127; “Monkey Master,” 161</p> <p><u>Additional Resources</u> <i>SE/TE: “Is Our Gain Also Our Loss?”</i>, 255; “Jabberwocky,” 379; from <i>A Long Way Home</i>, 429; <i>Share Your Independent Learning: 178, 490; Small-Group Performance Task, 389; Other Resources: myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion</i>, 286–291</p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
<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>SE/TE: from <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life With the Chimpanzees</i>, 117; “Hachiko,” 127; “Is Our Gain Also Our Loss?,” 255</p> <p><i>Additional Resources</i> SE/TE: “Jabberwocky,” 379; from <i>A Long Way Home</i>, 429; <i>Other Resources: myPerspectives+: Conversations and Discussions—Middle School</i></p>
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 25; <i>My Life With the Chimpanzees</i>, 117; “Hachiko,” 127; “Is Our Gain Also Our Loss?,” 255</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>
<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>SE/TE: <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life With the Chimpanzees</i>, 117; “Monkey Master,” 161; Other Resources: myPerspectives+ ELA: Conversations and Discussions - Middle School;</p>
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>A Long Way Home</i>, 429</p> <p><i>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</i></p> <p><i>Additional Resources</i> SE/TE: from <i>Brown Girl Dreaming</i>, 25; from <i>My Life With the Chimpanzees</i>, 117</p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; “The Internet of Things,” 227; from <i>A Long Way Home</i> , 429; Other Resources: Common Core Companion, 293–294 <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>
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.6.3 Delineate a speaker’s argument and specific claims , distinguishing claims that are supported by reasons and evidence from claims that are not.	SE/TE: Small-Group Performance Task, 260–261; Other Resources: myPerspectives+: Evaluating Presentations—Middle School; Common Core Companion, 297–298, 301
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes ; adapt speech to a variety of contexts and tasks.	SE/TE: “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485; Other Resources: Common Core Companion, 304–305, 308
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.6.5 Include multimedia components and visual displays in presentations to clarify information.	SE/TE: “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; “Jabberwocky,” 379; “All About Exploration,” 433 <i>Additional Resources</i> <i>SE/TE: Lewis & Clark, 483; Small-Group Performance Tasks, 78, 172, 261, 389, 485; Other Resources: Common Core Companion, 311–312</i>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	<p>SE/TE: “The Black Hole of Technology,” 221, 223; <i>The Phantom Tollbooth</i>, Act II, 343–344; from <i>Alice’s Adventures in Wonderland</i>, 370; Whole-Class Performance Tasks, 131–133, 355–357</p> <p><u>Additional Resources</u> <i>SE/TE:</i> from <i>Brown Girl Dreaming</i>, 23; <i>Declaration of the Rights of the Child</i>, 48; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 58; from <i>Bad Boy</i>, 67; “I Was a Skinny Tomboy Kid,” 77; “A Blessing,” 143; “Black Cowboy, Wild Horses,” 170; “Feathered Friend,” 203, 204; “Teens and Technology Share a Future,” 213; “The Black Hole of Technology,” 221, 223; “The Fun They Had,” 246; “Is Our Gain Also Our Loss?,” 254; <i>The Phantom Tollbooth</i>, Act I, 311; <i>The Phantom Tollbooth (multimedia)</i>, 351; from <i>Alice’s Adventures in Wonderland</i>, 370; “The Importance of Imagination,” 386; “Mission Twinpossible,” 450; from <i>Tales From the Odyssey</i>, 461; “To the Top of Everest,” 473, 475; <i>Whole-Class Performance Tasks</i>, 35, 37, 231, 233; 437, 439; <i>Grammar Handbook</i>, R54–R60</p>
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	<p>SE/TE: from <i>My Life With the Chimpanzees</i>, 115–116; “Hachiko,” 125–126; “Teens and Technology Share a Future,” 212; Whole-Class Performance Tasks, 37, 357</p> <p><u>Additional Resources</u> <i>SE/TE:</i> from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; “Teens and Technology Share a Future,” 212; “The Black Hole of Technology,” 221; from <i>Alice’s Adventures in Wonderland</i>, 370; <i>Whole-Class Performance Tasks</i>, 133, 233, 439; <i>Grammar Handbook</i>, R54, R61–R63</p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE/TE: Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439 <i>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</i>
a. Vary sentence patterns for meaning , reader/listener interest, and style.	SE/TE: <i>The Phantom Tollbooth</i> , Act II, 343–344; Whole-Class Performance Tasks, 35–37, 355–357; Other Resources: Common Core Companion Workbook, 335–336
b. Maintain consistency in style and tone .	SE/TE: Whole-Class Performance Tasks, 35–37, 132, 232, 437–439; Other Resources: Common Core Companion, 337–338

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
<p>CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p>L.6.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p>	<p>SE/TE: Declaration of the Rights of the Child, 42–44, 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “A Blessing,” 138–141; “Predators,” 144, 146, 147; “Monkey Master,” 152, 156–158, 160</p> <p><i>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p><u>Additional Resources</u> <i>SE/TE: from Bad Boy, 60–63, 65; “I Was a Skinny Tomboy Kid,” 68, 69, 71, 73; “Black Cowboy, Wild Horses,” 162, 166, 168; “The Black Hole of Technology,” 220; “The Fun They Had,” 238, 240, 241, 244; “Is Our Gain Also Our Loss?,” 248, 250–25; from Alice’s Adventures in Wonderland, 362–364, 368; “Jabberwocky,” 372, 374, 376; “The Importance of Imagination,” 380–382, 384; “Mission Twinpossible,” 444, 446, 448; “To the Top of Everest,” 462–464, 471</i></p>
<p>CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.</p>	
<p>L.6.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “I Was a Skinny Tomboy Kid,” 75–77; My Life With the Chimpanzees, 114; <i>The Phantom Tollbooth</i>, Act I, 310; from <i>Alice’s Adventures in Wonderland</i>, 368</p> <p><u>Additional Resources</u> <i>SE/TE: “Hachiko: The True Story of a Loyal Dog,” 124; “A Blessing,” 142; “Predators,” 149; “Monkey Master,” 154; “Black Cowboy, Wild Horses,” 163; <i>The Phantom Tollbooth</i>, Act II, 316; <i>A Long Way Home</i>, 415; “Mission Twinpossible,” 444</i></p>

**A Correlation of myPerspectives, Grade 6 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 6 ©2017
a. Interpret figures of speech in context based on grade 6 reading and content.	<p>SE/TE: "I Was a Skinny Tomboy Kid," 75–77; "A Blessing," 142; "Black Cowboy, Wild Horses," 163; from <i>A Long Way Home</i>, 415; Other Resources: Common Core Companion, 347–348</p> <p><i>Additional Resources</i> SE/TE: "Monkey Master," 154; <i>The Phantom Tollbooth, Act II</i>, 316</p>
b. Distinguish among the connotations of words with similar denotations .	<p>SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 56; "Predators," 149; <i>The Phantom Tollbooth, Act I</i>, 310; Other Resources: Common Core Companion, 351–352</p>
CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases ; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>SE/TE: Gallery of <i>Calvin and Hobbes</i> Comics, 26, 30; "Teens and Technology Share a Future," 206, 212; Unit Introductions, 5, 93; Other Resources: 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> <p><i>Additional Resources</i> SE/TE: "The Internet of Things," 224, 226; "Bored ... and Brilliant?," 256, 258; <i>The Phantom Tollbooth (media)</i>, 346, 349; "BBC Science Club: All About Exploration," 430, 432; "Mission Twinpossible," 444, 446, 448; <i>Lewis & Clark</i>, 476, 482; Unit Introductions: 187, 275, 403</p>