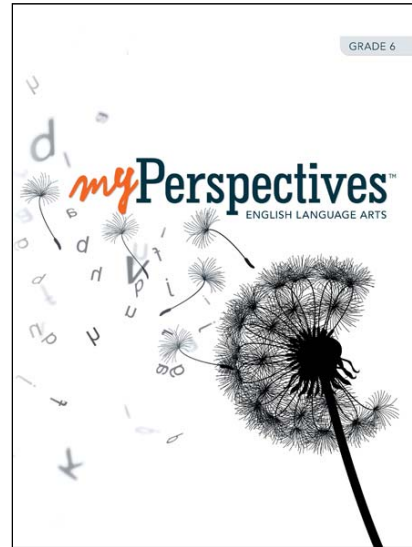


A Correlation of



Grade 6 ©2017

To the

New Jersey Units of Study Student Learning Objectives

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To the New Jersey Units of Study, Student Learning Objectives

Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of New Jersey Units of Study, Student Learning Objectives. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by 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.

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NJSLs	Student Learning Objectives	myPerspectives Grade 6
Reading Literature		
RL 6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: "Gallery of 'Calvin and Hobbes' Comics," 30; "I Was a Skinny Tomboy Kid," 74; "Feathered Friend," 200; The Phantom Tollbooth, Act I, 308; from Alice's Adventures in Wonderland, 368. In addition, students address this standard in Analyze the Text features which appear with every literature selection. Additional Resources Other Resources: Common Core Companion, 2-3, 9
RL 6.2	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.	SE/TE: [Theme] "I Was a Skinny Tomboy Kid," 74; "Hachiko," 123; "Feathered Friend," 201; "The Fun They Had," 245; from Tales From the Odyssey, 460; [Summary] The Phantom Tollbooth, Act I, 307 Additional Resources: Common Core Companion, 15-16, 22
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.	SE/TE: "Hachiko," 123; "Black Cowboy, Wild Horses," 169; The Phantom Tollbooth, Act I, 308; Other Resources: Common Core Companion, 28-29, 35
RL 6.4	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.	SE/TE: from Brown Girl Dreaming, 22; "A Blessing," 142; "Predators," 149; "Jabberwocky," 376; from Tales From the Odyssey, 459 Additional Resources Other Resources: Common Core Companion, 41-42, 48; myPerspectives+ Grades 6-12, Reading Skills and Literary Analysis: Figurative Language

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NJSLS	Student Learning Objectives	myPerspectives Grade 6
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; The Phantom Tollbooth, Act I, 309; The Phantom Tollbooth, Act II, 341 Additional Resources Other Resources: Common Core Companion, 54–55
RL 6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TE: from Brown Girl Dreaming, 21; The Phantom Tollbooth, Act I, 309; Other Resources: Common Core Companion, 61–62; myPerspectives+ ELA Grades 6–12, Reading Skills and Literary Analysis, Point of View, 1–2
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: The Phantom Tollbooth, / The Phantom Tollbooth (media), 346–347; 350–351; "Jabberwocky," 374; Other Resources: Common Core Companion, 68–69 Additional Resources SE/TE: from Alice's Adventures in Wonderland, 371
RL 6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.	SE/TE: from Bad Boy / "I Was a Skinny Tomboy Kid," 76–77; "The Fun They Had," 238 (TE); from Tales From the Odyssey / "To the Top of Everest," 474–475; Other Resources: Common Core Companion, 75–76A

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NJSLS	Student Learning Objectives	myPerspectives Grade 6
RL 6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following: SE/TE: "Hachiko," 119; "A Blessing," 139; The Phantom Tollbooth, Act I, 283; from Tales From the Odyssey, 453; Lewis & Clark, 477</p> <p>Additional Resources SE/TE: First-Read Guides, 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489; from Brown Girl Dreaming, 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 Alice's Adventures in Wonderland, 363; "Jabberwocky," 373; Independent-Learning Selections (Digital Only): from Peter Pan, "Oranges," "Raymond's Run," "Eleven," from The Wind in the Willows, "How the Camel Got His Hump," "All Watched Over By Machines of Loving Grace," "Sonnet, without Salmon," from The Wonderful Wizard of Oz, "Our Wreath of Rose Buds," "The Shah of Blah," "Prince Francis," from Sacajawea; Other Resources: Common Core Companion, 82–83</p>

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Reading Informational Text		
RI 6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: from My Life With the Chimpanzees, 113; "The Importance of Imagination," 385; from A Long Way Home, 425; "Mission Twinpossible," 449; Other Resources: Common Core Companion, 90–91, 97 In addition, students address this standard in Analyze the Text features, which appear with every informational text selection. Additional Resources 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
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.	SE/TE: [Central Ideas and Their Development] from Bad Boy, 66; "The Importance of Imagination," 385; from A Long Way Home, 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). Additional Resources Other Resources: Common Core Companion, 103–104, 110
RI 6.3	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: "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; "Is Our Gain Also Our Loss?," 253; from A Long Way Home, 425; "Mission Twinpossible," 449; "To the Top of Everest," 472 Additional Resources SE/TE: "Declaration of the Rights of the Child," 46; Other Resources: Common Core Companion, 116–117

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NJSLS	Student Learning Objectives	myPerspectives Grade 6
RI 6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SE/TE: from Brown Girl Dreaming, 22; from Bad Boy / "I Was a Skinny Tomboy Kid," 76; from A Long Way Home, 427; "Mission Twinpossible," 444; Other Resources: Common Core Companion, 123-124

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NJSLS	Student Learning Objectives	myPerspectives Grade 6
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.	SE/TE: "Declaration of the Rights of the Child," 47; "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; from Bad Boy, 66; from A Long Way Home, 425; "Mission Twinpossible," 449 Additional Resources Other Resources: Common Core Companion, 130-131
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 Bad Boy, 66; from My Life With the Chimpanzees, 113; "Teens and Technology Share a Future," 211; "Is Our Gain Also Our Loss?," 253; "The Importance of Imagination," 385 Additional Resources Other Resources: Common Core Companion, 137-138
RI 6.7	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.	SE/TE: "Monkey Master," 152-160; "The Internet of Things," 224-227; from Tales From the Odyssey / "To the Top of Everest," 474-475; from Lewis & Clark, 483; Other Resources: Common Core Companion, 144-145
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

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RI 6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)	SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina" / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from Bad Boy / "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

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RI 6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<p>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</p> <p>SE/TE: from Brown Girl Dreaming, 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>Additional Resources</p> <p>SE/TE: First-Read Guides, 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489; "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; from Bad Boy, 61; from My Life With the Chimpanzees, 101; "Monkey Master," 153; "Teens and Technology Share a Future," 207; "The Internet of Things," 225; "Bored...and Brilliant? A Challenge to Disconnect From Your Phone," 257; "The Importance of Imagination," 381; from A Long Way Home, 411; "BBC Science Club: All About Exploration," 431; "Mission Twinpossible," 445; from Lewis & Clark, 477; Independent-Learning Selections (Digital Only): "The Boy Nobody Knew," "The Girl Who Gets Gifts From Birds," "Pet Therapy: How Animals and Humans Heal Each Other," "7-Year-Old Girl Gets New Hand From 3-D Printer," "Screen Time Can Mess With the Body's 'Clock,'" "Teen Researchers Defend Media Multitasking," "Mars Can Wait. Oceans Can't.," from Shipwreck at the Bottom of the World, "The Legacy of Arctic Explorer Matthew Henson," "Should NASA Pay Companies to Fly Astronauts to the International Space Station?" / "Should Polar Tourism Be Allowed?"; Other Resources: Common Core Companion, 165-166</p>

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NJSLs	Student Learning Objectives	myPerspectives Grade 6
Writing		
W 6.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal/academic style, approach, and form.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>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</p> <p>Additional Resources SE/TE: "Feathered Friend," 204; from A Long Way Home, 428</p> <p>W.6.1a 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</p> <p>W.6.1b 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</p> <p>W.6.1c SE/TE: Whole-Class Performance Tasks, 231–232, 438; Other Resources: Common Core Companion: 178</p> <p>W.6.1.d SE/TE: Whole-Class Performance Tasks, 232, 437; Other Resources: Common Core Companion: 178</p> <p>W.6.1.e SE/TE: from A Long Way Home, 428; Whole-Class Performance Tasks, 230, 436; Other Resources: Common Core Companion: 179</p>

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NJSLS	Student Learning Objectives	myPerspectives Grade 6
W 6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal/academic style, approach, and form.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>SE/TE: "A Blessing" / "Predators," 150–151; from Alice's Adventures in Wonderland, 371; "All About Exploration," 433; "Mission Twinpossible," 451; Whole-Class Performance Tasks, 128–130, 132</p> <p>Additional Resources</p> <p>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</p> <p>W.6.2.a SE/TE: from 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</p> <p>W.6.2.b SE/TE: "The Importance of Imagination," 387; "All About Exploration," 433; "Mission Twinpossible," 451; from Tales From the Odyssey / "To the Top of Everest," 474; Whole-Class Performance Task, 129</p> <p>W.6.2.c SE/TE: from 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</p> <p>W.6.2.d SE/TE: from My Life With the Chimpanzees, 116; "The Importance of Imagination," 387; Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189</p> <p>W.6.2.e SE/TE: Whole-Class Performance Task, 132; Other Resources: Common Core Companion, 189; Interactive Writing Lessons: The Writing Process: Revising: Style and Tone</p> <p>W.6.2.f SE/TE: Whole-Class Performance Task, 130; Other Resources: Common Core Companion, 190; Interactive Writing Lessons: Informative/ Explanatory Writing—Middle School: Learn More: Conclusion</p>

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W 6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <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> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <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> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE/TE: "Hachiko," 126; The Phantom Tollbooth, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356</p> <p>Additional Resources SE/TE: Small-Group Performance Task, 388–389; Other Resources: Common Core Companion, 196–206</p> <p>W.6.3.a SE/TE: "Hachiko," 126; The Phantom Tollbooth, Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356</p> <p>W.6.3.b SE/TE: "The Fun They Had," 247; The Phantom Tollbooth, Act II, 344; Whole-Class Performance Tasks, 33, 35–36, 353</p> <p>W.6.3.c SE/TE: Whole-Class Performance Tasks, 34, 356; Other Resources: Common Core Companion, 201</p> <p>W.6.3.d SE/TE: "The Fun They Had," 247; Whole-Class Performance Tasks, 33, 35–36, 353</p> <p>W.6.3.e SE/TE: Whole-Class Performance Task, 354; Other Resources: Common Core Companion: 202; Interactive Writing Lessons: The Writing Process: Drafting, Revising</p>

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W 6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/TE: Whole-Class Performance Tasks, 32–36, 128–132, 228–232, 352–356, 434–438
W 6.5	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.	SE/TE: “A Blessing” / “Predators,” 151; “The Importance of Imagination,” 387; Whole-Class Performance Tasks, 37, 133, 439
W 6.6	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.	SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439

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W 6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SE/TE: "Feathered Friend," 205; "Bored ... and Brilliant? A Challenge to Disconnect From Your Phone," 259; "BBC Science Club: All About Exploration," 433; from Lewis & Clark, 483; Other Resources: Interactive Research Lessons: Research Writing-Middle School Additional Resources SE/TE: "Gallery of Calvin and Hobbes Comics," 31; "Monkey Master," 161; "Black Cowboy, Wild Horses," 171; from Alice's Adventures in Wonderland, 371; "Mission Twinpossible," 451; Other Resources: Common Core Companion, 246–247, 250; Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Interactive Research Lessons: Sources and Evidence-Middle School
W 6.8	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.	SE/TE: "Gallery of Calvin and Hobbes Comics," 31; "Monkey Master," 161; "Black Cowboy, Wild Horses," 171; from Alice's Adventures in Wonderland, 371; "Mission Twinpossible," 451 Additional Resources SE/TE: "Bored ... and Brilliant? A Challenge to Disconnect From Your Phone," 259; from Lewis & Clark, 483; Other Resources: Common Core Companion, 253–266; Interactive Research Lessons: Research Writing-Middle School; Interactive Research Lessons: Integrating Quotations, Citations, and Images—Middle School; Interactive Research Lessons: Sources and Evidence-Middle School

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W 6.9	Draw evidence from informational texts to support analysis, reflection, and research	<p>SE/TE: "Declaration of the Rights of the Child," 49; from My Life With the Chimpanzees, 116; "A Blessing" / "Predators," 150-151; "Feathered Friend," 204; Performance Task, 434-439</p> <p>Additional Resources</p> <p>SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 59; Performance Task, 128-133; "Black Cowboy, Wild Horses," 171; "Teens and Technology Share a Future" / "The Black Hole of Technology," 222-223; "The Internet of Things," 227; "Bored ... and Brilliant? A Challenge to Disconnect From Your Phone," 259; The Phantom Tollbooth (drama) / from The Phantom Tollbooth (multimedia), 350-351; "The Importance of Imagination," 387; from A Long Way Home, 428-429; "Mission Twinpossible," 451; from Tales From the Odyssey / "To the Top of Everest," 474-475</p>
W 6.10	Write routinely over an extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>SE/TE: Whole-Class Performance Tasks, 32, 128, 228, 352, 434; Performance-Based Assessments, 180, 268, 396, 492</p> <p>In addition, students encounter numerous opportunities for writing in both short and extended time frames at unit-, section-, and selection-levels throughout the program.</p>

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Speaking & Listening		
SL 6.1	<p>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>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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</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>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SE/TE: from Brown Girl Dreaming, 25; "Gallery of 'Calvin and Hobbes' Comics," 31; from My Life with the Chimpanzees, 117; "Hachiko," 127; "Monkey Master," 161</p> <p>Additional Resources SE/TE: "Is Our Gain Also Our Loss?," 255; "Jabberwocky," 379; from A Long Way Home, 429; Share Your Independent Learning: 178, 490; Small-Group Performance Task, 389; Other Resources: myPerspectives+, Conversations and Discussions—Middle School; Common Core Companion, 286–291</p> <p>SL.6.1.a SE/TE: from Brown Girl Dreaming, 25; "Gallery of 'Calvin and Hobbes' Comics," 31; from My Life With the Chimpanzees, 117; "Hachiko," 127; "Is Our Gain Also Our Loss?," 255</p> <p>SL.6.1.b SE/TE: from Brown Girl Dreaming, 25; My Life With the Chimpanzees, 117; "Hachiko," 127; "Is Our Gain Also Our Loss?," 255</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview</p> <p>SL.6.1.c SE/TE: Brown Girl Dreaming, 25; "Gallery of 'Calvin and Hobbes' Comics," 31; from My Life With the Chimpanzees, 117; "Monkey Master," 161; Other Resources: myPerspectives+ ELA: Conversations and Discussions - Middle School;</p> <p>SL.6.1.d SE/TE: "Gallery of 'Calvin and Hobbes' Comics," 31; from A Long Way Home, 429 In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</p>

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SL 6.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE/TE: "Gallery of 'Calvin and Hobbes' Comics," 31; "The Internet of Things," 227; from A Long Way Home, 429; Other Resources: Common Core Companion, 293–294 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

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NJSLS	Student Learning Objectives	myPerspectives Grade 6
SL 6.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SE/TE: Small-Group Performance Task, 260–261; Other Resources: myPerspectives+: Evaluating Presentations—Middle School; Common Core Companion, 297–298, 301
SL 6.4	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.	SE/TE: “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485; Other Resources: Common Core Companion, 304–305, 308
SL 6.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SE/TE: “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; “Jabberwocky,” 379; “All About Exploration,” 433 Additional Resources SE/TE: Lewis & Clark, 483; Small-Group Performance Tasks, 78, 172, 261, 389, 485; Other Resources: Common Core Companion, 311–312
SL 6.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SE/TE: Small-Group Performance Tasks, 79, 173; Other Resources: Common Core Companion, 313–314, 317

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NJSLS	Student Learning Objectives	myPerspectives Grade 6
Language		
L 6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE: "The Black Hole of Technology," 221, 223; The Phantom Tollbooth, Act II, 343–344; from Alice’s Adventures in Wonderland, 370; Whole-Class Performance Tasks, 131–133, 355–357 Additional Resources SE/TE: from Brown Girl Dreaming, 23; Declaration of the Rights of the Child, 48; "Michaela DePrince: The War Orphan Who Became a Ballerina," 58; from Bad Boy, 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; The Phantom Tollbooth, Act I, 311; The Phantom Tollbooth (multimedia), 351; from Alice’s Adventures in Wonderland, 370; "The Importance of Imagination," 386; "Mission Twinpossible," 450; from Tales From the Odyssey, 461; "To the Top of Everest," 473, 475; Whole-Class Performance Tasks, 35, 37, 231, 233; 437, 439; Grammar Handbook, R54–R60
L 6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: from My Life With the Chimpanzees, 115–116; "Hachiko," 125–126; "Teens and Technology Share a Future," 212; Whole-Class Performance Tasks, 37, 357 Additional Resources SE/TE: from Brown Girl Dreaming, 22; from Bad Boy / "I Was a Skinny Tomboy Kid," 77; "Teens and Technology Share a Future," 212; "The Black Hole of Technology," 221; from Alice’s Adventures in Wonderland, 370; Whole-Class Performance Tasks, 133, 233, 439; Grammar Handbook, R54, R61–R63

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L 6.3	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.	SE/TE: Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439 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.

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L 6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<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>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p> <p>Additional Resources</p> <p>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</p>
L 6.5	Demonstrate understanding of word relationships and nuances in word meanings.	<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; The Phantom Tollbooth, Act I, 310; from Alice’s Adventures in Wonderland, 368</p> <p>Additional Resources</p> <p>SE/TE: “Hachiko: The True Story of a Loyal Dog,” 124; “A Blessing,” 142; “Predators,” 149; “Monkey Master,” 154; “Black Cowboy, Wild Horses,” 163; The Phantom Tollbooth, Act II, 316; A Long Way Home, 415; “Mission Twinpossible,” 444</p>

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L 6.6	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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	SE/TE: Gallery of Calvin and Hobbes Comics, 26, 30; "Teens and Technology Share a Future," 206, 212; Unit Introductions, 5, 93; Other Resources: Common Core Companion, 353–354 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. Additional Resources SE/TE: "The Internet of Things," 224, 226; "Bored ... and Brilliant?," 256, 258; The Phantom Tollbooth (media), 346, 349; "BBC Science Club: All About Exploration," 430, 432; "Mission Twinpossible," 444, 446, 448; Lewis & Clark, 476, 482; Unit Introductions: 187, 275, 403