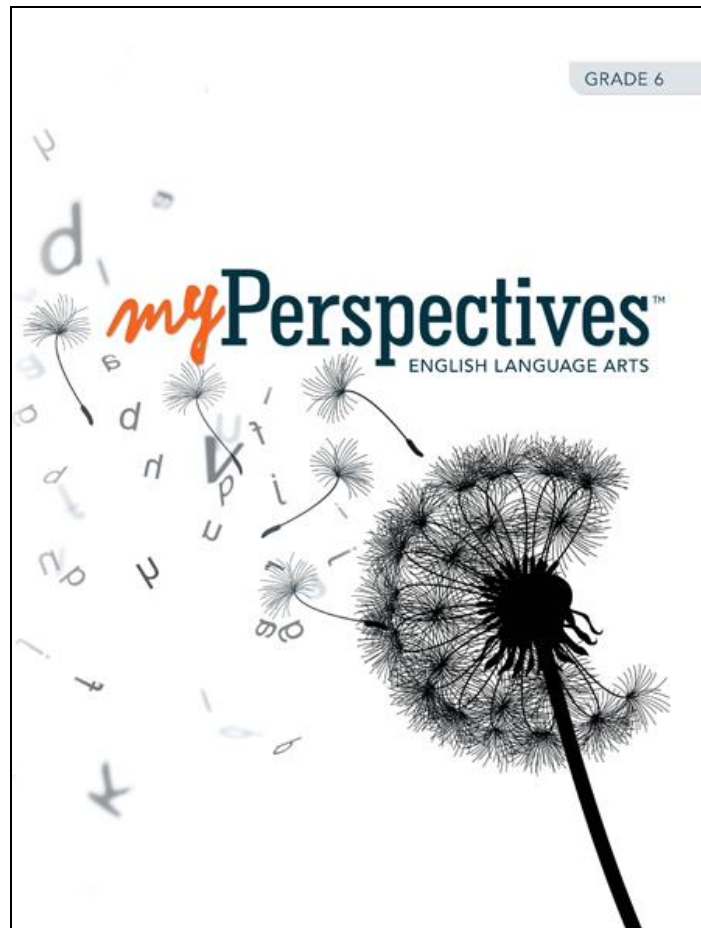


A Correlation of



Grade 6, ©2017

To the

Oklahoma Academic Standards for English Language Arts Grade 6



A Correlation of **myPerspectives, Grade 6 to the Oklahoma Academic Standards for English Language Arts**

Introduction

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

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

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

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

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Table of Contents

6.1 Speaking and Listening.....	4
6.2 Reading Foundations	6
6.3 Critical Reading and Writing	8
6.4 Vocabulary	13
6.5 Language	14
6.6 Research	17
6.7 Multimodal Literacies	19
6.8 Independent Reading and Writing	20

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.1 Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
6.1.R Reading: Students will develop and apply effective communication skills through speaking and active listening.	
6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.	<p>SE/TE: Class Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 490; Research and Discuss, 31, 161; Reflect and Discuss, 429; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Launch Activity: Group Discussion, 8, 96, 190, 278, 406; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 448; Working as a Team, 40, 136, 236, 360, 442</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions Middle School>Group Discussions</p>
6.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	<p>SE/TE: Speaking and Listening: Partner Discussion, 127; Poetry Reading – Project Plan, 379; Plan the Project, 259; Assign Roles, 345; Small-Group Performance Task: Perform a Fictional Narrative, 388–389; Discuss, 429</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview. For example, see 40, 136, 236, 360, 442</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 6</p>
<p>6.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>SE/TE: Class Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 490; Research and Discuss, 31, 161; Reflect and Discuss, 429; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Launch Activity: Group Discussion, 8, 96, 190, 278, 406; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 448; Working as a Team, 40, 136, 236, 360, 442</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions Middle School>Group Discussions</p>
<p>6.1.W Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.</p>	<p>SE/TE: Performance Task: Present a Retelling, 78–79; Deliver an Informative Presentation, 172–173; Deliver a Multimedia Presentation, 260–261; Perform a Fictional Narrative, 388–389; Present an Advertisement, 484–485; Assessment: Oral Presentation, 88, 182, 270, 398; Debate, 25, 190, 278, 406; Multimedia Presentation, 171, 205, 172, 379; Oral Report, 227; Theatrical Performance; Dramatic Reading, 345; Oral Presentation, 59</p>
<p>6.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>SE/TE: Working as a Team, 40, 136, 236, 360, 442; Multimedia Presentation, 171, 205, 379; Research: Multimedia Slideshow, 259</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.2 Reading Foundations with Reading and Writing Process	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
6.2.F Fluency: Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	SE/TE: Performance Task: Speaking and Listening Focus, 78–79, 172–173, 260–261, 388–389, 484–485; Performance-Based Assessment: Speaking and Listening, 88, 182, 270, 398, 494; Dramatic Poetry Reading, 379 TE only: Read Aloud and Confirm Predictions, 83; Text Analysis, 118C, 144C; Language, 238C, 444C; Meaning, 248C; Strategic Support, 429
Students will use a variety of recursive reading and writing processes.	
6.2.R Reading: Students will read and comprehend increasingly complex literary and informational texts.	
6.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	SE/TE: Writing to Sources: Informational Article, 49; Objective Summary, 227; Summary, 8, 96, 190, 278, 406; Respond, 82, 176, 264, 392; Notebook, 19, 55, 64, 72, 111, 121, 159, 190, 243, 251, 307, 339, 367, 375, 383, 423, 447, 458, 470
6.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	SE/TE: Cite Textual Evidence, 20, 21, 46, 56, 65, 66, 73, 74, 112, 122, 141, 147, 160, 168, 200, 210, 218, 219, 244, 245, 252, 258, 308, 309, 340, 341, 368, 376, 384, 424, 432, 448; Biographical Writing, 57; Historical Fiction, 123; Author’s Perspective: Argument, 211; Reflective Writing, 253; Reflective Essay, 385; Autobiographical Writing, 425
6.2.R.3 Students will paraphrase main ideas with supporting details in a text.	SE/TE: Hold a Discussion, 31; Paraphrase, 38, 134, 210, 234, 340, 358, 429, 435, 438, 440, R30 TE only: Paraphrase, 44, 53, 62

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.2.W Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407; Writing to Compare, 76–77, 150–151, 222–223, 350–351
6.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407; Writing to Compare, 76–77, 150–151, 222–223, 350–351; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86, 180, 268–269, 396 Digital Resources <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising
6.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	SE/TE: Prewriting/Planning, 33, 129, 229, 353, 435; Writing to Compare: Prewriting, 76, 150, 222, 350, 474 Digital Resources <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising
6.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	SE/TE: Drafting, 34, 130, 230, 354, 436; Writing to Compare: Drafting, 77, 151, 223, 351, 475 Digital Resources <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.	<p>SE/TE: Revising, 36, 132, 232, 356, 438; Editing, 37, 133, 233, 357, 439; Writing to Compare: Review, Revise, and Edit, 77, 151, 223, 351, 475</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School> Drafting, Revising</p>
6.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	<p>SE/TE: Review, Revise, and Edit, 77; Conventions: Spelling and Capitalization, 125; Review the Criteria, 151; Editing, 37, 133, 233, 357, 439; Grammar Handbook, R62–R63</p> <p>TE only: Editing and Proofreading, 222–223</p>
6.3 Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
6.3.R Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.	<p>SE/TE: Analyze Craft and Structure: Development of Ideas, 47; Author’s Purpose, 66, 113; Writing to Compare, 76–77, 150–151, 222–223, 350–351, 474–475</p>
6.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	<p>SE/TE: Analyze the Text, 20, 210; Analyze Craft and Structure: Determine Point of View, 21; Author’s Purpose, 66, 113; Persuasive Techniques, 219; Drama, 308</p> <p>TE only: Analyze First-Person Narrative, 101, 412; Analyze Narrator, 239; Blog Post, 249; Point of View, 367</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Reading Skills and Literary Analysis>Point of View, 1–2</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:	
6.3.R.3.a setting	SE/TE: Analyze Craft and Structure: Historical Fiction, 123; Analyze the Text, 141; Comprehension Check, 146; Determine Theme, 201; Science-Fiction Writing, 245; Practice, 309; Comprehension Check, 348 TE only: Examine Setting, 313; Close Read, 363; Setting, 474
6.3.R.3.b plot	SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Science-Fiction Writing, 245; Plot in Drama, 309 TE only: Analyze Sequence of Events, 51; Writing to Sources: Story Adaptation, 126; Close Read, 363
6.3.R.3.c characters (i.e., protagonist, antagonist)	SE/TE: Comprehension Check, 348; Conclude, 17; Analyze the Text, 20, 122, 308; Media Vocabulary, 30; Historical Fiction, 123; Plot, 169; Analyze the Media, 349; Analyze Key Ideas: Characterization, 123, 369 TE only: Analyze Character, 28, 69, 283, 289; close Read: Short Story, 162; Analyze Narrator, 239
6.3.R.3.d characterization	SE/TE: Analyze the Text, 20; Analyze Key Ideas: Characterization, 123, 369; Analyze the Media, 349; Prewriting/Planning, 353 TE only: Analyze Character, 28, 69, 289; Characterization, 164, 323, 365; Develop Your Ideas, 388
6.3.R.3.e theme	SE/TE: Determine Theme 74, 123, 201, 245; Comparing Development of Theme, 76–77; Analyze Science Fiction Writing, 245; Writing to Sources, 204; Summary, 8, 307 TE only: Author’s Perspective, 22; Analyze Theme, 338; Analyze Details, 63; Theme, 71; Challenge, 140; Small-Group Learning, 144, 363; Conclude, 313; Analyze Theme, 338

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.3.R.3.f conflict (i.e., internal and external)	SE/TE: Analyze Craft and Structure: Historical Fiction (conflict), 123; Analyze Craft and Structure: Story Structure: Plot and Conflict, 169; Analyze Craft and Structure: Dramatic Structures, 309; Central Idea, 425 TE only: Analyze Conflict, 165, 453, 466; Resolution, 337
6.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:	
6.3.R.4.a simile	SE/TE: Author's Style: Figurative Language, 75; Elements of Poetry, 142 TE only: Decide and Plan, 138C, 206C; Analyze Simile, 154; Figurative Language, 163
6.3.R.4.b metaphor	SE/TE: Author's Style: Figurative Language, 75 TE only: Prewriting, 76; Decide and Plan, 138C, 144C, 206C, 214C
6.3.R.4.c personification	SE/TE: Author's Style: Figurative Language, 75 TE only: Figurative Language, 316
6.3.R.4.d onomatopoeia	SE/TE: Onomatopoeia, 22; Conclude, 112; Sound Devices, 377
6.3.R.4.e hyperbole	TE only: Hyperbole, 285
6.3.R.4.f imagery	SE/TE: Why These Words? 22 TE only: Using Imagery, 74, 150; Prewriting, 76; Decide and Plan, 372C
6.3.R.4.g symbolism	SE/TE: Analyze the Text, 122 TE only: Writing a Poem, 140; Annotate, 144; Close Read, 368
6.3.R.4.h tone	SE/TE: Analyze Elements of Poetry: Word Choice and Tone, 142; Concept Vocabulary, 147; Author's Style, 149; Analyze Meaning and Tone: Sound Devices, 377; Word Choice and Mood, 427
6.3.R.5 Students will categorize facts included in an argument as for or against an issue.	SE/TE: Author's Perspective: Argument, 211; Persuasive Techniques, 219; Writing to Compare, 222–223; What on Earth Is Left to Explore?, 404–407

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.3.R.6 Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.	<p>SE/TE: Analyze Craft and Structure: Development of Ideas: 47; Biographical Writing, 57; Historical Fiction, 123; Author’s Perspective: Argument, 211; Reflective Writing, 253; Reflective Essay, 385; Autobiographical Writing, 425; Make Inferences, 449</p> <p>TE only: Close Read, 83, 177, 265, 393, 489; Analyze Structure, 294, 319</p>
6.3.R.7 Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	<p>SE/TE: Cite Textual Evidence 20, 21, 46, 56, 65, 73, 74, 112, 122, 141, 147, 160, 168, 200, 210, 211, 218, 219, 244, 252, 258, 308, 309, 340, 341, 368, 376, 384, 424, 425, 432, 448; Conclude, 283, 284, 288, 291, 292, 294, 296, 299, 301, 302, 304, 314, 315, 317, 319, 321, 325, 327, 330, 332, 333, 334, 335, 336, 415, 417, 420, 421; Make Inferences, 20, 30, 197, 199, 200, 424, 432</p> <p>TE only: Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419</p> <p>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p>
6.3.W Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
6.3.W.1 Narrative: Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.	<p>SE/TE: Whole-Class Performance Tasks: Nonfiction Narrative, 32–37; Write a Short Story, 352–357; Writing to Sources: Nonfiction Narrative, 86–87; Story Adaptation, 126; Scene with Dialogue, 247; Narrative Retelling, 344; Small-Group Performance Task: Perform a Fictional Narrative, 388–389; Fictional Narrative, 396–397</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

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<p>6.3.W.2 Informative: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.</p>	<p>SE/TE: Whole-Class Performance Task: Write an Explanatory Essay, 128–133; Writing to Sources: Explanatory Essay, 180–181; Cause-And-Effect Essay, 387; Comparison-And-Contrast Essay, 387; How-To Essay, 116; Informational Article, 49; Objective Summary, 227; Essay, 49; Writing to Compare, 150–151, 222–223; Speaking and Listening: Multimedia Presentation, 171; Research: Brochure, 259; Research Report, 371; How-to Guide, 451</p>
<p>6.3.W.3 Opinion - Grade Level Focus: Students will clearly state an opinion supported with facts and details.</p>	<p>SE/TE: Whole-Class Performance Task: Argument, 228–233, 434–439; Small-Group Performance Task: Writing to Compare: Multimedia Presentation (Persuasive), 260–261; Writing to Sources: Essay, 49; Argumentative Essay, 204; Argument, 428; Performance-Based Assessment: Argument, 268–269, 492–494</p>
<p>6.3.W.4 Opinion - Grade Level Focus: Students will show relationships among facts, opinions, and supporting details.</p>	<p>SE/TE: Whole-Class Performance Task: Argument, 228–233, 434–439; Small-Group Performance Task: Writing to Compare: Multimedia Presentation (Persuasive), 260–261; Writing to Sources: Essay, 49; Argumentative Essay, 204; Argument, 428; Performance-Based Assessment: Argument, 268–269, 492–494</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.4 Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
6.4.R Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
6.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<p>SE/TE: SE/TE: Word Network, 7, 95, 189, 277, 405; Concept Vocabulary, 12, 22, 42, 46, 50, 56, 60, 65, 68, 73, 100, 114, 118, 124, 138, 141, 144, 147, 162, 168, 194, 202, 214, 220, 238, 244, 248, 252, 282, 310, 312, 342, 362, 372, 376, 380, 384, 410, 426; Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Media Vocabulary, 26, 30, 152, 160, 224, 226, 256, 258, 346, 349, 430, 432</p> <p>TE only: Concept Vocabulary, 43, 44, 52, 61, 62, 63, 70, 71, 1339, 140, 145, 146, 240, 241, 250, 251, 365, 368, 374, 381, 382</p> <p>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.</p>
6.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	<p>SE/TE: Prefix, 46, 244, 310; Root, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448; Suffix, 68, 73, 114, 147, 252, 342, 376, 426</p> <p>TE only: Personalize for Learning, 311; Concept Vocabulary, 70, 240; Vocabulary Development, 331</p>
6.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	<p>SE/TE: Context Clues, 50, 52, 60, 61, 62, 63, 64, 138, 139, 144, 238, 240, 362, 365, 372, 374, 380, 381, 382; also see: Word Network, 7, 95, 189, 277, 405</p> <p>TE only: Personalize for Learning, 42; Concept Vocabulary, 43, 44, 166, 250, 251; Vocabulary Development, 124, 197, 203, 214, 293, 342</p>
6.4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.	<p>SE/TE: Word Study: Synonyms and Antonyms, 56; Synonyms, 138, 162, 238, 362, 452; Practice, 220; Multiple-Meaning Words, 141, 168, 220; Using a Specialized Dictionary, 152</p> <p>TE only: Shades of Meaning, 298; Multiple Meanings, 15, 104, 295, 420</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	SE/TE: Word Study, 56, 65, 73, 124, 141, 202, 212, 244, 310, 342, 376, 384; Concept Vocabulary, 168, 220, 471; Technical Vocabulary, 448; Academic Vocabulary, 5, 93, 187, 275, 403; Using a Specialized Dictionary, 152 TE only: Vocabulary Development, 124, 197, 203, 214, 256, 293; Personalize for Learning, 176; Dictionary Use, 453
6.4.W Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
6.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	SE/TE: Performance-Task Writing: Academic Vocabulary, 32, 128, 228, 352, 434; Drafting, 34, 130, 230, 354, 436 Digital Resources <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School
6.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	SE/TE: Drafting, 34, 130, 230, 354, 436; Precise Language, 36; Sensory Language, 353 Digital Resources <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School
6.5 Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
6.5.R Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
6.5.R.1 Students will recognize simple and compound sentences to signal differing relationships among ideas.	SE/TE: Conventions: Simple, Compound, and Complex Sentences, 343 Digital Resources <i>myPerspectives Plus ELA</i> >Conventions>Interactive Grammar Practice Lessons>Sentences: Simple and Compound Sentences <i>myPerspectives Plus ELA</i> >Conventions>Grammar Tutorials>Sentence Structure (Simple, Compound, & Complex) Grammar Tutorial

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

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<p>6.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p>	<p>SE/TE: Verbs and Verb Tenses, 143; Grammar Handbook: The Tenses of Verbs, R58 TE only: Using Verb Tenses, 170</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Verbs: Simple Tenses and Perfect Tenses <i>myPerspectives Plus ELA</i>>Conventions>Grammar Tutorials>Verbs: Perfect Tenses & Simple Tenses Grammar Tutorial</p>
<p>6.5.R.3 Students will recognize the subject and verb agreement.</p>	<p>SE/TE: Grammar Handbook: Subject and Verb Agreement, R57</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons> Agreement: Subject-Verb <i>myPerspectives Plus ELA</i>>Conventions>Grammar Tutorials>Subject-Verb Agreement Grammar Gab</p>
<p>6.5.W Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
<p>6.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p>	<p>SE/TE: Conventions: Common, Proper, and Possessive Nouns, 23; Using Commas, Parentheses, and Dashes, 115; Appositives and Appositive Phrases, 213; Independent and Dependent Clauses, 221; Grammar Handbook, R61–R62</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons> Punctuation to Set Off Nonrestrictive or Parenthetical Elements</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

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<p>6.5.W.2 Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.</p>	<p>SE/TE: Conventions: Simple, Compound, and Complex Sentences, 343</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons> Sentences: Simple and Compound Sentences <i>myPerspectives Plus ELA</i>>Conventions>Grammar Tutorials>Sentence Structure (Simple, Compound, & Complex) Grammar Tutorial</p>
<p>6.5.W.3 Students will use intensive and reflexive pronouns.</p>	<p>SE/TE: Conventions: Reflexive and Intensive Pronouns, 58; Grammar Handbook, R54</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Pronouns: Reflexive and Intensive</p>
<p>6.5.W.4 Students will recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Pronoun Case: Unnecessary Shifts in Number or Person; Interactive Grammar Practice Lessons>Agreement: Pronoun-Antecedent</p>
<p>6.5.W.5 Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R57</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Pronoun Case: Unnecessary Shifts in Number or Person; Interactive Grammar Practice Lessons>Agreement: Pronoun-Antecedent</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.6 Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
6.6.R Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
6.6.R.1 Students will use their own viable research questions to find information about a specific topic.	<p>SE/TE: Research, 259, 371, 451; Research and Discuss, 31, 161; Research to Clarify & Research to Explore, 111, 121, 146, 199, 209, 243, 307, 339, 367, 375, 383, 423, 447, 458, 470</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lessons>Research Writing-Middle School>Interactive Research Lessons</p>
6.6.R.2 Students will record and organize information from various primary and secondary sources (e.g., print and digital).	<p>SE/TE: Research, 259, 371, 451; Research and Discuss, 31, 161; Research to Clarify & Research to Explore, 111, 121, 146, 199, 209, 243, 307, 339, 367, 375, 383, 423, 447, 458, 470; Speaking and Listening, 429; Plan with Your Group, 260-261; Prewriting/Planning, 129</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lessons>Research Writing-Middle School>Interactive Research Lessons</p>
6.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	<p>SE/TE: Research, 259, 371, 451; Research and Discuss, 31, 161; Research to Clarify & Research to Explore, 111, 121, 146, 199, 209, 243, 307, 339, 367, 375, 383, 423, 447, 458, 470</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.6.W Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
6.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447; Research, 259, 371, 451; Research and Discuss, 31, 161</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lessons>Research Writing-Middle School>Integrating Quotations, Citations, and Images</p>
6.6.W.2 Students will refine and formulate a viable research question and/or topic from initial findings.	<p>SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447; Research, 259, 371, 451; Research and Discuss, 31, 161</p> <p>TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446; Personalize for Learning, 110, 226, 255, 324, 334</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lessons>Research Writing-Middle School Interactive Research Lessons>Integrating Quotations, Citations, and Images-Middle School</p>
6.6.W.3 Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support.	<p>SE/TE: Finding Examples, 49; Include a Works-Cited List, 171; Cite Your Sources, 451; Research Handbook: Formats for Citing Sources, R32; MLA Style, R33</p> <p>TE only: Gather Evidence and Media Examples, 260</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lessons>Research Writing-Middle School Interactive Research Lessons>Integrating Quotations, Citations, and Images-Middle School</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.6.W.4 Students will summarize and present information in a report.	SE/TE: Research to Clarify & Research to Explore, 19, 45, 55, 64, 72, 111, 121, 140, 146, 167, 199, 209, 217, 243, 251, 307, 339, 367, 375, 383, 447; Research, 259, 371, 451; Research and Discuss, 31, 161
6.7 Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
6.7.R Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
6.7.R.1 Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.	SE/TE: Analyze the Media, 30, 160, 226, 258, 349; Small-Group Performance Task: Deliver an Informative Presentation, 172–173; Oral Presentation, 227; Multimedia Presentation, 171, 205, 172, 379; Prepare for Discussion, 351; Annotated Map, 429; Theatrical Performance In addition, students address this standard throughout the program with Launch Activity features that appear in the Unit Introduction, Working as a Team, and Group Discussion Tips.
6.7.R.2 Students will analyze the impact of selected media and formats on meaning.	SE/TE: Analyze the Media, 30, 160, 226, 258, 349; Michaela DePrince: The War Orphan Who Became a Ballerina, 51-54; Hachiko: The True Story of a Loyal Dog, 119-121
6.7.W Writing: Students will create multimodal texts to communicate knowledge and develop arguments.	
6.7.W.1 Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.	SE/TE: Performance Task: Present a Retelling, 78–79; Multimedia Presentation, 171, 205, 379; Theatrical Performance; Dramatic Reading, 345; Oral Report, 227; Annotated Map, 429; Research: Multimedia Slideshow, 259
6.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	SE/TE: Performance Task: Present a Retelling, 78–79; Multimedia Presentation, 171, 205, 379; Theatrical Performance; Dramatic Reading, 345; Research: Multimedia Slideshow, 259; Small-Group Performance Task: 78–79, 172–173, 260–261, 388–389; Oral Report, 227; Annotated Map, 429

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

Oklahoma Academic Standards English Language Arts	myPerspectives Grade 6
6.8 Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
6.8.R Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following: SE/TE: First-Read Guide: 82, 176, 264, 392; Close-Read Guide: 83, 177, 265, 393</p> <p>Also see: from <i>Brown Girl Dreaming</i>, 13; "Gallery of 'Calvin and Hobbes' Comics," 27; "I Was a Skinny Tomboy Kid," 69; "Hachiko," 119; "A Blessing," 139; "Black Cowboy, Wild Horses," 163; "Feathered Friend," 195; "The Fun They Had," 239; <i>The Phantom Tollbooth</i>, Act I, 283; from <i>Alice's Adventures in Wonderland</i>, 363; "Jabberwocky," 373</p> <p>Digital Resources: <i>myPerspectives ELA National Grade 6</i>>Student Edition>Units 1-5 Independent Learning</p>
6.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: Overview: Independent Learning, 80–81, 174–175, 262–263, 390–391, 486–487; Independent Learning, 82–84, 176–178, 264–266, 392–394, 488–490</p> <p>TE only: Teaching with Trade Books, T36–T45; Independent Learning, 82A–82E, 176A–176D, 264A–264D, 392A–392D, 488A–488E</p>

**A Correlation of myPerspectives, Grade 6 to the
Oklahoma Academic Standards for English Language Arts**

<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 6</p>
<p>6.8.W Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407; Writing to Compare, 77, 150–151, 222–223, 351; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86, 180, 268–269, 396</p> <p>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>
<p>6.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write a Short Story, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407; Writing to Compare, 76–77, 150–151, 222–223, 350–351; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428; Performance-Based Assessment, 86, 180, 268–269, 396</p>