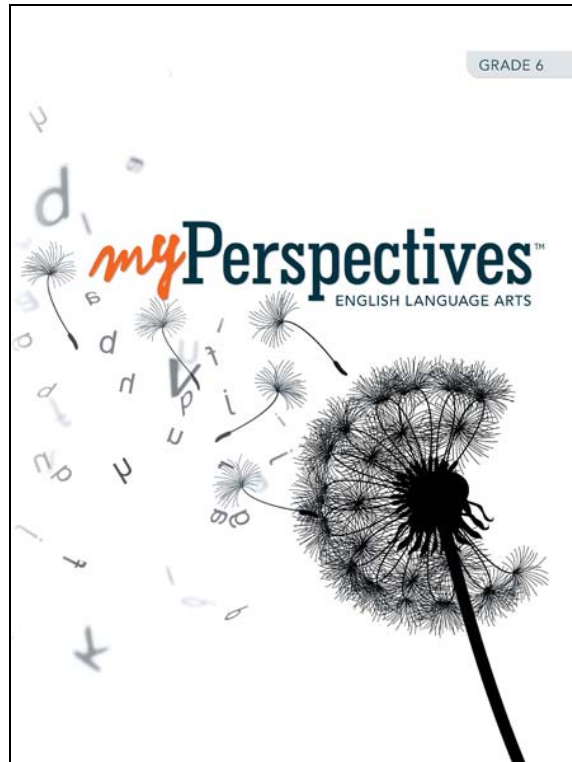


## A Correlation of



**Grade 6, ©2017**

To the

**The College Board  
Redesigned SAT<sup>®</sup>  
Grade 6**

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**Introduction**

This document demonstrates how **myPerspectives™ English Language Arts** meets the Reading, Writing and Language and Essay Domains of The College Board Redesigned SAT®. Correlation references are to the Student Edition and Teacher’s Edition and are cited by unit and page number.

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

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

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

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<b>SAT READING DOMAIN</b>	
<b>Text Complexity</b>	
<p>The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.</p>	<p>At the 6<sup>th</sup> grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required for a specified range of text complexities from grades 9–10 to postsecondary entry.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students.</p> <p>Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p><b>TE only:</b> Personalize for Learning: U1: 12C; U2: 138C; Teaching: U2: 172-173; U5: 410-429; Facilitating: U2: 138-143; U3: 238-247</p>
<b>Information and Ideas</b>	
<p>These questions focus on the informational content of text.</p>	<p><b>SE/TE:</b> Cite Textual Evidence, U1: 20, 21, 73, 74; U2: 141, 147, 168; U3: 200, 210, 211, 218, 219, 244; U4: 308, 309, 340, 341, 368, 376, 384; U5: 424, 425, 432, 448, 455, 461, 472</p> <p><b>TE only:</b> Conclude, U1: 63, 69; U2: 120, 145, 163, 165; U3: 208, 239, 289; U4: 313, 338, 347, 364, 373; U5: 413, 419, 467, 468, 471</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p>

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<b>Reading closely</b>	
These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.	<b>SE/TE:</b> Analyzing the Text/Media, U1: 20, 30, 46, 56, 65; U2: 112, 122, 141, 147, 160; U3: 200, 210, 218, 226, 244, 252; U4: 308, 340, 349; U5: 424, 432, 448, 459, 471, 482
<b>Determining explicit meanings</b>	
The student will identify information and ideas explicitly stated in text.	<b>SE/TE:</b> Determine a Central Idea, U1: 66; Central Ideas and Their Development, U5: 425, 472; Determine the Central Idea: Make Inferences, U5: 449; Unit Introductions (summary), U1: 8; U2: 96; U3: 190; U5: 406  In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., U1: 19; U2: 111; U3: 251; U4: 383; U5: 470).
<b>Determining implicit meanings</b>	
The student will draw reasonable inferences and logical conclusions from text.	<b>SE/TE:</b> Make Inferences, U1: 20, 30; U3: 197, 199, 200; U5: 424; Conclude, U4: 283, 284, 302, 304, 314, 315, 317, 319, 321, 325, 327, 330, 332, 335, 336 <b>TE only:</b> Conclude, U1: 63, 69; U2: 120, 145, 163, 165; U3: 208, 239, 289; U4: 313, 338, 347, 364, 373; U5: 413, 419, 467, 468, 471
<b>Using analogical reasoning</b>	
The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.	<b>SE/TE:</b> Research to Clarify & Research to Explore, U1: 19, 45, 55, 64, 72; U2: 111, 121, 140, 146, 167; U3: 199, 209, 217, 243, 251; U4: 307, 339, 367, 375, 383; U5: 447, 454, 460; Essential Question, U1: 20, 30, 46, 56; U2: 112, 141; U3: 244, 252; U5: 424, 448, 459, 471, 482
<b>Citing textual evidence</b>	
The student will cite the textual evidence that best supports a given claim or point.	<b>SE/TE:</b> Analyzing the Text/Media, U1: 20, 30, 46, 56, 65; U2: 112, 122, 141, 147, 160; U3: 200, 210, 218, 226, 244, 252; U4: 308, 340, 349; U5: 424, 432, 448, 459, 471, 482

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<b>Determining central ideas and themes</b>	
The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.	<p><b>SE/TE:</b> Determine Theme, U1: 74; U2: 123; U3: 201, 245; U5: 460; Comparing Development of Theme, U1: 76-77; Determine a Central Idea, U1: 66; Central Ideas and Their Development, U5: 425, 472; Determine the Central Idea: Make Inferences, U5: 449; Unit Introductions (summary), U1: 8; U2: 96; U3: 190; U5: 406.</p> <p>In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., U1: 19; U2: 111; U3: 251; U4: 383; U5: 470).</p>
<b>Summarizing</b>	
The student will identify a reasonable summary of a text or of key information and ideas in text.	<p><b>SE/TE:</b> Unit Introductions (summary), U1: 8; U2: 96; U3: 190; U4: 278; U5: 406 Writing to Sources: Objective Summary, U3: 227</p>
<b>Understanding relationships</b>	
The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	<p><b>SE/TE:</b> Development of Ideas, U1: 57; Analyze Key Ideas: Characterization, U2: 123; Development of Ideas: Reflective Writing, U3: 253; Analyze Author’s Influences, U4: 385; Analyze Text Structure: Comparison-and-Contrast Organization, U5: 456; Cause-and-Effect Organization, 462; Analyze Craft and Structure, U5: 425, 449, 472 <b>TE: only:</b> Analyze Sequence of Events, U1: 51</p>
<b>Interpreting words and phrases in context</b>	
The student will determine the meaning of words and phrases in context.	<p><b>SE/TE:</b> Context Clues, U1: 50, 52, 60, 61, 62, 63, 64; U2: 138, 139, 144; U3: 238, 240; U4: 362, 365, 372, 374, 380, 381, 382; U5: 452, 454, 458, 459; also see: Word Network, U1: 7; U2: 95; U3: 189; U4: 277; U5: 405 <b>TE only:</b> Concept Vocabulary, U1: 43, 44; U2: 66; U3: 250, 251</p>

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<b>Rhetoric</b>	
These questions focus on the rhetorical analysis of text.	<b>SE/TE:</b> Author’s Perspective: Argument, U3: 211; “Persuasive Techniques, U3: 219; Prepare to Compare, U5: 222, U5: 464; Writing to Compare, U3: 223, U5: 465; What on Earth Is Left to Explore?, U5: 404–407
<b>Analyzing word choice</b>	
The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.	<b>SE/TE:</b> Determine Author’s Purpose and Point of View, U3: 211, 219; The Black Hole of Technology: U3: 219; Analyze Word Choice: Figurative and Technical Meanings, U5: 425; Concept Vocabulary (informational), U1: 22, 42, 46, 50, 56, 60, 65; U2: 100, 114, 118, 124, 138, 141, 144, 147; U3: 194, 202, 214, 220, 248, 252; U5: 410, 426, 452, 455, 458, 461; Writing to Compare, U1: 76; Word Choice and Mood, U5: 427; Technical Vocabulary, U5: 444
<b>Analyzing text structure</b>	
These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.	<b>SE/TE:</b> Analyze Craft and Structure (examples), U1: 47, 66; U2: 142, 148; U3: 211, 219; U4: 309, 341, 385; U5: 449, 472
Analyzing overall text structure	
The student will describe the overall structure of a text.	<b>SE/TE:</b> Development of Ideas: U1: Structure, 47; Biographical Writing, U1: 57; Development of Ideas: Reflective Writing, U3: 253; Determine the Central Idea: Make Inferences, U5: 449; Analyze Text Structure: Comparison-and-Contrast Organization, U5: 456; Cause-and-Effect Organization, U5: 462; Author’s Craft and Structure, U1: 66
Analyzing part-whole relationships	
The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.	<b>SE/TE:</b> Development of Ideas: U1: Structure, 47; Biographical Writing, U1: 57; Development of Ideas: Reflective Writing, U3: 253; Analyze Text Structure: Comparison-and-Contrast Organization, U5: 456; Cause-and-Effect Organization, 462; Analyze Craft and Structure, U5: 425, 449, 472 <b>TE: only:</b> Analyze Sequence of Events, U1: 51

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<b>Analyzing point of view</b>	
The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.	<b>SE/TE:</b> Point of View, U1: 21; Analyze Author’s Purpose and Point of View, U2: 113; U3: 211, 219; Author’s Purpose, U1: 66; Preparing for Discussion, U3: 222; Writing to Compare, U3: 223; Author’s Craft and Structure, U3: 253; U4: 385 <b>TE only:</b> Analyze First-Person Narrative, U2: 101; Analyze Persuasive Techniques, U3: 208; Challenge, U3: 221
<b>Analyzing purpose</b>	
The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).	<b>SE/TE:</b> Analyze Author’s Purpose and Point of View, U2: 113; U3: 211, 219; Author’s Purpose, U1: 66; also see: Author’s Perspective: Argument, U3: 211; “Persuasive Techniques, U3: 219; Prepare to Compare, U5: 222, U5: 464; Writing to Compare, U3: 223, U5: 465; What on Earth Is Left to Explore?, U5: 404–407
<b>Analyzing arguments</b>	
These questions focus on analyzing arguments for their content and structure.	<b>SE/TE:</b> Author’s Perspective: Argument, U3: 211; “Persuasive Techniques, U3: 219; Prepare to Compare, U5: 222, U5: 464; Writing to Compare, U3: 223, U5: 465; What on Earth Is Left to Explore?, U5: 404–407 <b>TE only:</b> Analyze Persuasive Techniques, U3: 208
<b>Analyzing claims and counterclaims</b>	
The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.	<b>SE/TE:</b> Claims, U3: 211; Writing: Argument (claims), U3: 232; also see: “Persuasive Techniques, U3: 219; What on Earth Is Left to Explore?, U5: 404–407 <b>TE only:</b> Analyze Persuasive Techniques, U3: 208



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<b>Assessing reasoning</b>	
The student will assess an author’s reasoning for soundness.	<b>SE/TE:</b> Author’s Perspective: Argument, U3: 211; “Persuasive Techniques, U3: 219; Prepare to Compare, U5: 222, U5: 464; Writing to Compare, U3: 223, U5: 465; What on Earth Is Left to Explore?, U5: 404–407
<b>Analyzing evidence</b>	
The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.	<b>SE/TE:</b> Claims, U3: 211; Writing: Argument (claims), U3: 232; also see: Development of Ideas: U1: Structure, 47; Determine the Central Idea: Make Inferences, U5: 449 <b>TE only:</b> Analyze Persuasive Techniques, U3: 208
<b>Synthesis</b>	
These questions focus on synthesizing multiple sources of information.	<b>SE/TE:</b> Research to Clarify & Research to Explore (examples), U1: 19, 45; U2: 111, 121, 140, 146, 167; U3: 199, 209; U5: 447, 454, 460; Compare Texts: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, U1: 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” U1: 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” U3: 222–223; Writing to Compare, U3: 223
<b>Analyzing multiple texts</b>	
The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)	<b>SE/TE:</b> Compare Texts: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, U1: 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” U1: 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” U3: 222–223; Writing to Compare, U3: 223

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<b>Analyzing quantitative information</b>	
The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.	<b>SE/TE:</b> For related material see: Blog Post: "Teens and Technology Share a Future" / "The Black Hole of Technology," U3: 222–223; Writing to Compare, U3: 223 ; Research to Clarify & Research to Explore (examples), U1: 19, 45; U2: 111, 121, 140, 146, 167; U3: 199, 209; U5: 447, 454, 460
<b>SAT WRITING AND LANGUAGE DOMAIN</b>	
<b>Text Complexity</b>	
The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	At the 6 <sup>th</sup> grade level, in <i>myPerspectives</i> , several opportunities for evidence- based writing are present in the form of independent and shared learning strategies, cross curricular activities, writing from and to various sources, and writing that addresses a particular purpose presented in the text. Performance tasks are integrated for careful analyses of text through writing based activities that are strategically incorporated to compliment the text.  <b>SE/TE:</b> Performance Task: Write an Explanatory Essay, U2: 128–133; Write an Argument, U3: 228–233; Write an Argument, U5: 434–439; Writing to Compare, U1: 77; U2: 151; U3: 223; U4: 351; U5: 465
<b>Expression of Ideas</b>	
These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.	<b>SE/TE:</b> Writing to Compare, U1: 77; U2: 151; U3: 223; U4: 351; U5: 465; Performance Task: Write an Explanatory Essay, U2: 128–133; Write an Argument, U3: 228–233; Write an Argument, U5: 434–439
<b>Development</b>	
These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	<b>SE/TE:</b> Performance Task: Write an Explanatory Essay, U2: 128–133; Write an Argument, U3: 228–233; Write an Argument, U5: 434–439

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<b>Proposition</b>	
The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.	<b>SE/TE:</b> Claims, U3: 211; Writing: Argument (claims), U3: 232; also see: Development of Ideas: U1: Structure, 47; Determine the Central Idea: Make Inferences, U5: 449; Writing to Compare, U1: 77; U2: 151; U3: 223; U4: 351; U5: 465
<b>Support</b>	
The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.	<b>SE/TE:</b> Writing to Compare: Compare-and-Contrast Essay, U1: 77; Writing to Sources: Explanatory Essay, U2: 116; Gather Evidence from Sources, 129; Writing to Compare, U3: 223; U4: 351; U5: 475; Write Your Essay, U4: 387; Explanatory Essay, U5: 433; Organize Your Information, U5: 451; Whole-Class Performance Task: Revising, U2: 132
<b>Focus</b>	
The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	<b>SE/TE:</b> Whole-Class Performance Task: Evidence and Elaboration, U2: 132; Write Your Essay, U4: 387; Writing to Sources: Essays, 387; Explanatory Essay, U5: 433; Drafting, U1: 77; Writing to Sources, U2: 116; Writing to Compare, U2: 150–151, U4: 350–351; Research, U4: 371
<b>Quantitative information</b>	
The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	<b>SE/TE:</b> Improve Your Use of Media, U5: 475; Multimedia Slideshow, U3: 259; Multimedia Presentation, U3: 205, 260–261, U4: 379; Deliver an Informative Presentation, U2: 172–173 <b>TE only:</b> Written Response, U1: 50C; Digital Perspectives, U1: 88; U2: 182
<b>Organization</b>	
These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.	<b>SE/TE:</b> Review and Revise, U1: 77; Writing to Sources: Explanatory Essay, U2: 116; Drafting, U2: 130; Organize Your Ideas, U2: 173; Write You Essay, U4: 387; Organize Your Information, U5: 451

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<b>Logical sequence</b>	
The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	<b>SE/TE:</b> Organize Your Ideas, U2: 173; Review and Revise, U1: 77; Writing to Sources: Explanatory Essay, U2: 116; Drafting, U2: 130; Write Your Essay, U4: 387; Organize Your Information, U5: 451
<b>Introductions, conclusions, and transitions</b>	
The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	<b>SE/TE:</b> Draft, U2: 77; Writing to Sources, U1: 49; U4: 387; "All About Exploration," U5: 433; Research, U5: 433, 451; Writing to Compare, U5: 474; Whole-Class Performance Task: Drafting, U2: 130
<b>Effective language use</b>	
These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	<b>SE/TE:</b> Writing to Sources: Explanatory Essay, U2: 116; Why These Words, U2: 126; Whole-Class Performance Task: U2: 132; Writing to Compare, U2: 151; Writing to Compare, U4: 351; Organize Your Information, U5: 451
<b>Precision</b>	
The student will revise text as needed to improve the exactness or content appropriateness of word choice.	<b>SE/TE:</b> Why These Words, U2: 126; Whole-Class Performance Task: U2: 132; Writing to Compare, U2: 151; Writing to Compare, U4: 351; Organize Your Information, U5: 451; Revising, 438
<b>Concision</b>	
The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	<b>SE/TE:</b> Writing to Sources: Explanatory Essay, U2: 116; Why These Words, U2: 126; Whole-Class Performance Task: U2: 132; Writing to Compare, U2: 151; Writing to Compare, U4: 351; Organize Your Information, U5: 451
<b>Style and tone</b>	
The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	<b>SE/TE:</b> Nonfiction Narrative in Verse, Nonfiction Narrative in Verse, U1: 24; Whole-Class Performance Task: U1: 35; Language Development, U1: 36; Why These Words, U2: 126; Prewriting and Planning, U4: 353; Revising, U4: 356; Flashback, U3: 247

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<b>Syntax</b>	
The student will use various sentence structures to accomplish needed rhetorical purposes.	<b>SE/TE:</b> Conventions: Sentence Parts and Types, U4: 311; Sentence Structure, U4: 343; Combining Sentences for Variety, U4: 355; Grammar Handbook: Sentence Structure, R56–R57
<b>Standard English Conventions</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 37; U2: 133; U3: 233; U4: 357; U5: 439; Conventions, U1: 23, 48, 58, 67; U2: 115, 125, 143, 170; U3: 203, 213, 221, 254; U4: 311, 343, 370, 378, 386; U5: 437, 450, 473; Grammar Handbook, R54–R63
<b>Sentence structure</b>	
These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	<b>SE/TE:</b> Conventions: Sentence Parts and Types, U4: 311; Sentence Structure, U4: 343; Combining Sentences for Variety, U4: 355; Performance Task: Editing/ Proofreading, U1: 37; U2: 133; U3: 233; U4: 357; U5: 439; Grammar Handbook: Sentence Structure, R56–R57
<b>Sentence formation</b>	
These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.	<b>SE/TE:</b> Conventions: Sentence Parts and Types, U4: 311; Sentence Structure, U4: 343; Combining Sentences for Variety, U4: 355; Grammar Handbook: Sentence Structure, R56–R57
<b>Sentence boundaries</b>	
The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).	<b>SE/TE:</b> Grammar Handbook: Sentence Structure, R56–R57
<b>Subordination and coordination</b>	
The student will recognize and correct problems in coordination and subordination in sentences.	<b>SE/TE:</b> Sentences Fluency, U4: 311, 343, 355; Grammar Handbook: Sentence Structure, R56–R57

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<b>Parallel structure</b>	
The student will recognize and correct problems in parallel structure in sentences.	<b>SE/TE:</b> Conventions: Sentence Parts and Types, U4: 311; Sentence Structure, U4: 343; Combining Sentences for Variety, U4: 355; Grammar Handbook: Sentence Structure, R56–R57
<b>Modifier placement</b>	
The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).	<b>SE/TE:</b> Conventions: Sentence Parts and Types, U4: 311; Sentence Structure, U4: 343; Combining Sentences for Variety, U4: 355; Grammar Handbook: Using Modifiers, R58
<b>Inappropriate shifts in construction</b>	
These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	<b>SE/TE:</b> Conventions: Perfect Tenses of Verbs, U2: 170; Word Choice Style and Tone, U5: 437; Grammar Handbook: Verbs, R54; Using Verbs, R58
<b>Verb tense, mood, and voice</b>	
The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.	<b>SE/TE:</b> Conventions: Perfect Tenses of Verbs, U2: 170; Word Choice Style and Tone, U5: 437; Grammar Handbook: Verbs, R54; Using Verbs, R58
<b>Pronoun person and number</b>	
The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.	<b>SE/TE:</b> Pronouns, U1: 48, 58; Pronoun Case, U2: 131; Pronoun-Antecedent Agreement, U4: 386; Grammar Handbook: Pronouns, R54; Pronoun and Antecedent Agreement, R57
<b>Conventions of Usage</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 37; U2: 133; U3: 233; U4: 357; U5: 439; Conventions, U1: 23, 48, 58, 67; U2: 115, 125, 143, 170; U3: 203, 213, 221, 254; U4: 311, 343, 370, 378, 386; U5: 437, 450, 473; Grammar Handbook, R54–R63

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<b>Pronouns</b>	
These questions focus on the proper use of pronouns.	<b>SE/TE:</b> Pronouns, U1: 48, 58; Pronoun Case, U2: 131; Pronoun-Antecedent Agreement, U4: 386; Grammar Handbook: Pronouns, R54; Pronoun and Antecedent Agreement, R57
<b>Pronoun clarity</b>	
The student will recognize and correct pronouns with unclear or ambiguous antecedents.	<b>SE/TE:</b> Pronouns, U1: 48, 58; Pronoun Case, U2: 131; Pronoun-Antecedent Agreement, U4: 386; Grammar Handbook: Pronouns, R54; Pronoun and Antecedent Agreement, R57
<b>Possessive determiners</b>	
The student will recognize and correct cases in which possessive determiners ( <i>its, your, their</i> ), contractions ( <i>it's, you're, they're</i> ), and adverbs ( <i>there</i> ) are confused with each other.	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R59–R60
<b>Agreement</b>	
These questions focus on ensuring grammatical agreement.	<b>SE/TE:</b> Pronoun-Antecedent Agreement, U4: 386; Grammar Handbook: Pronoun and Antecedent Agreement, R57; Subject and Verb Agreement, R57
<b>Pronoun-antecedent agreement</b>	
The student will recognize and correct lack of agreement between pronoun and antecedent.	<b>SE/TE:</b> Pronoun-Antecedent Agreement, U4: 386; Grammar Handbook: Pronouns, R54; Pronoun and Antecedent Agreement, R57
<b>Subject-verb agreement</b>	
The student will recognize and correct lack of agreement between subject and verb.	<b>SE/TE:</b> Grammar Handbook: Subject and Verb Agreement, R57
<b>Noun agreement</b>	
The student will recognize and correct lack of agreement between nouns.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R57; Agreement, R57; also see Nouns, U1: 23; Subject Complements, U5: 473
<b>Frequently confused words</b>	
The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except, allusion/illusion</i> ).	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R59–R60

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<b>Logical comparison</b>	
The student will recognize and correct cases in which unlike terms are compared.	<b>SE/TE:</b> Comparative and Superlative Adjectives & Adverbs, U3: 254; Grammar Handbook: Adjectives & Adverbs, R54; Using Modifiers, R58
<b>Conventional expression</b>	
The student will recognize and correct cases in which a given expression is inconsistent with standard written English.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R57; Agreement, R57; also see Nouns, U1: 23; Subject Complements, U5: 473
<b>Conventions of Punctuation</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	<b>SE/TE:</b> Conventions: Commas, Parentheses, and Dashes, U2: 115; Performance Task: Editing/ Proofreading, U1: 37; U2: 133; U3: 233; U4: 357; U5: 439; Grammar Handbook: Punctuation, R61–R62
<b>End-of-sentence punctuation</b>	
The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.	<b>SE/TE:</b> Conventions: Sentence Parts and Types, U4: 311; Performance Task: Performance Task: Editing/ Proofreading, U1: 37; U2: 133; U3: 233; U4: 357; U5: 439; Grammar Handbook: Classifying Sentences by Function, R56–R57
<b>Within-sentence punctuation</b>	
The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.	<b>SE/TE:</b> Conventions: Punctuation Marks, U2: 115; Grammar Handbook: Punctuation, R61–R62
<b>Possessive nouns and pronouns</b>	
The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.	<b>SE/TE:</b> Common, Proper, and Possessive Nouns, U1: 23; Revising for Correct Pronoun Case, U2: 131; Grammar Handbook: Pronoun Case, R58
<b>Items in a series</b>	
The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.	<b>SE/TE:</b> Commas, U2: 115; Grammar Handbook: Commas, R61



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Nonrestrictive and parenthetical elements	
The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.	<b>SE/TE:</b> Conventions: Commas, Parentheses, and Dashes, U2: 115; Grammar Handbook: Commas, R61; Dashes & Parentheses, R62
Unnecessary punctuation	
The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.	<b>SE/TE:</b> Conventions: Punctuation Marks, U2: 115; Performance Task: Editing/ Proofreading, U1: 37; U2: 133; U3: 233; U4: 357; U5: 439; Grammar Handbook: Punctuation, R61–R62
<b>SAT ESSAY DOMAIN (PROVISIONAL)</b>	<p>The end of every unit in the program concludes with Performance-Based Assessment Prep activities. These writing, reading, and note-taking assignments are intended to be completed as independently as possible to encourage student synthesis of the reading and writing lessons that have come earlier in the unit. The analytical and writing skills covered in these assignments mirror the SAT standards and objectives. Examples include the following:</p> <p><b>SE/TE:</b> Performance-Based Assessment Prep: Review Evidence for Explanatory Essay, U2: 179; Writing to Sources: Explanatory Essay, U2: 180–181; Review Evidence for an Argument, U3: 267; Writing to Sources: Argument, U3: 268–269; Review Evidence for an Argument, U5: 491; Writing to Sources: Argument, U3: 492–493</p>

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<b>Reading</b>	
Comprehension of the source text	<b>SE/TE:</b> Research to Clarify & Research to Explore, U1: 19, 45, 55, 64, 72; U2: 111, 121, 140, 146, 167; U3: 199, 209, 217, 243, 251; U4: 307, 339, 367, 375, 383, U5: 447, 454, 460; Research, U3: 259; U4: 371; U5: 451; Research and Discuss, U1: 31; U2: 161; Speaking and Listening, U1: 59; U2: 127, 171; U3: 205; Writing to Compare, U3: 201; Writing to Sources, 473; Conducting Research, R24–R33
Understanding of central ideas, important details, and their interrelationship	<b>SE/TE:</b> Development of Ideas, U1: 57; Central Ideas, U1: 66; U4: 385; U5: 449, 472; Development of Ideas: Reflective Writing, U3: 253
Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)	<b>SE/TE:</b> Writing to Compare, U3: 201; Writing to Sources, 473; Research to Clarify & Research to Explore, U1: 19, 45, 55, 64, 72; U2: 111, 121, 140, 146, 167; U3: 199, 209, 217, 243, 251; U4: 307, 339, 367, 375, 383, U5: 447, 454, 460; Conducting Research, R24–R33
Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text	<b>SE/TE:</b> Cite Textual Evidence, U1: 20, 21, 73, 74; U2: 141, 147, 168; U3: 200, 210, 211, 218, 219, 244; U4: 308, 309, 340, 341, 368, 376, 384; U5: 424, 425, 432, 448, 455, 461, 472; Research to Clarify & Research to Explore, U1: 19, 45, 55, 64, 72; U2: 111, 121, 140, 146, 167; U3: 199, 209, 217, 243, 251; U4: 307, 339, 367, 375, 383, U5: 447, 454, 460; Conducting Research, R24–R33
<b>Analysis</b>	
Analysis of the source text and understanding of the analytical task	<b>SE/TE:</b> Analyze Craft and Structure (examples), U1: 47, 66; U2: 142, 148; U3: 211, 219; U4: 309, 341, 385; U5: 449, 472; Cite Textual Evidence, U1: 20, 21, 73, 74; U2: 141, 147, 168; U3: 200, 210, 211, 218, 219, 244; U4: 308, 309, 340, 341, 368, 376, 384; U5: 424, 425, 432, 448, 455, 461, 472;

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Evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student	<b>SE/TE:</b> Author’s Perspective: Argument, U3: 211; “Persuasive Techniques, U3: 219; Prepare to Compare, U5: 222, U5: 464; Writing to Compare, U3: 223, U5: 465; What on Earth Is Left to Explore?, U5: 404–407 <b>TE only:</b> Analyze Persuasive Techniques, U3: 208
Support for claims or points made in the response	<b>SE/TE:</b> Claims, U3: 211; Writing: Argument (claims), U3: 232; also see: “Persuasive Techniques, U3: 219; What on Earth Is Left to Explore?, U5: 404–407 <b>TE only:</b> Analyze Persuasive Techniques, U3: 208
Focus on features of the text most relevant to addressing the task	<b>SE/TE:</b> Writing to Compare, U3: 201; Writing to Sources, 473; Research to Clarify & Research to Explore, U1: 19, 45, 55, 64, 72; U2: 111, 121, 140, 146, 167; U3: 199, 209, 217, 243, 251; U4: 307, 339, 367, 375, 383, U5: 447, 454, 460; Conducting Research, R24–R33
<b>Writing</b>	
Use of a central claim	<b>SE/TE:</b> Claims, U3: 211; Writing: Argument (claims), U3: 232; also see: Development of Ideas: U1: Structure, 47; Determine the Central Idea: Make Inferences, U5: 449; Writing to Compare, U1: 77; U2: 151; U3: 223; U4: 351; U5: 465
Use of effective organization and progression of ideas	<b>SE/TE:</b> Organize Your Ideas, U2: 173; Review and Revise, U1: 77; Writing to Sources: Explanatory Essay, U2: 116; Drafting, U2: 130; Write You Essay, U4: 387; Organize Your Information, U5: 451
Use of varied sentence structures	<b>SE/TE:</b> Conventions: Sentence Parts and Types, U4: 311; Sentence Structure, U4: 343; Combining Sentences for Variety, U4: 355; Grammar Handbook: Using Modifiers, R58

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<p>Employment of precise word choice</p>	<p><b>SE/TE:</b> Why These Words, U2: 126; Whole-Class Performance Task: U2: 132; Writing to Compare, U2: 151; Writing to Compare, U4: 351; Organize Your Information, U5: 451; Revising, 438</p>
<p>Maintenance of a consistent, appropriate style and tone</p>	<p><b>SE/TE:</b> Nonfiction Narrative in Verse, Nonfiction Narrative in Verse, U1: 24; Whole-Class Performance Task: U1: 35; Language Development, U1: 36; Why These Words, U2: 126; Prewriting and Planning, U4: 353; Revising, U4: 356; Flashback, U3: 247</p>
<p>Command of the conventions of standard written English</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 37; U2: 133; U3: 233; U4: 357; U5: 439; Conventions, U1: 23, 48, 58, 67; U2: 115, 125, 143, 170; U3: 203, 213, 221, 254; U4: 311, 343, 370, 378, 386; U5: 437, 450, 473; Grammar Handbook, R54–R63</p>