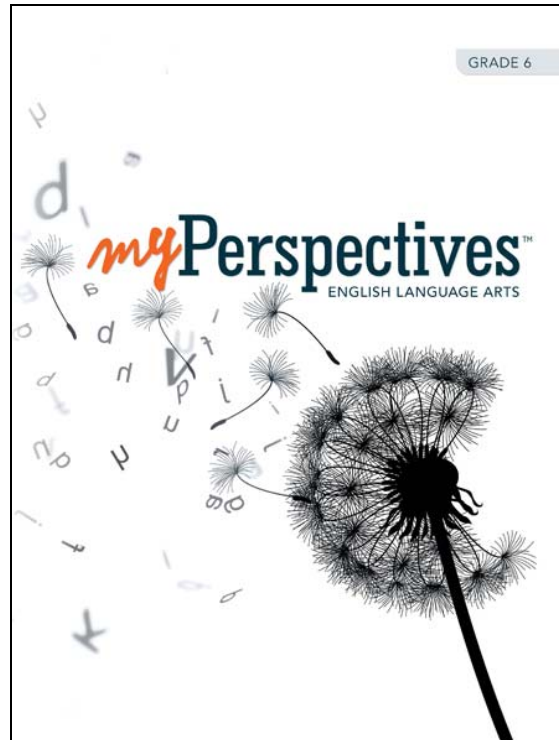


A Correlation of

myPerspectives

Grade 6, ©2017



To the

Virginia

English Standards of Learning

Grade 6



A Correlation of myPerspectives ©2017, Grade 6 to the Virginia English Standards of Learning

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Virginia English Standards of Learning*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or feature title 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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Grade Six	
Communication: Speaking, Listening, Media Literacy	
6.1 The student will participate in and contribute to small-group activities.	
a) Communicate as leader and contributor.	SE/TE: Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 480; Group Discussion, 433; Research and Discuss, 31, 161; Compare Notes, 150; Reflect and Discuss, 429; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485; Conduct a Small-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, 455, 461
b) Evaluate own contributions to discussions.	SE/TE: Evaluation Guide, 117, 127, Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400, 480, 485
c) Summarize and evaluate group activities.	SE/TE: Whole-Group Discussion, 117; Research: Class Discussion, 31; Prepare to Compare, 76, 351; Small-Group Performance Task: 261; Reflect and Discuss, 429; Debate, 25, 190, 278, 406
d) Analyze the effectiveness of participant interactions.	SE/TE: Whole-Group Discussion, 117; Partner Discussion, 127; Conduct a Small-Group Discussion, 8, 96, 190, 278, 406; Discussion Tip, 65; Share Your Independent Learning: 84, 178, 266, 394, 480
6.2 The student will present, listen critically, and express opinions in oral presentations.	
a) Distinguish between fact and opinion.	SE/TE: For related material see: Discussion Tip, 141; Debate, 25, 190, 278, 406; Performance Task: Present an Argument, 260–261, 474–475
b) Compare and contrast viewpoints.	SE/TE: Performance Task: Present an Argument, 260–261, 474–475; Debate, 25, 190, 278, 406
c) Present a convincing argument.	SE/TE: Performance Task: Present an Argument, 260–261, 474–475; Debate, 25, 190, 278, 406

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d) Paraphrase and summarize what is heard.	SE/TE: Video, 224, 346, 430; Analyze the Media, 226, 349, 433; Performance Task: Present and Evaluate, 79, 173, 261, 389, 475; Debate, 25, 190, 278, 406;
e) Use language and vocabulary appropriate to audience, topic, and purpose.	SE/TE: Performance Task: Present a Nonfiction Narrative, 78–79; Present an Explanatory Essay, 172–173; Present an Argument, 260–261, 474–475; Present a Fictional Narrative, 388–389; Assessment: Oral Presentation, 88, 182, 270, 398, 484; Debate, 25, 190, 278, 406; Multimedia Presentation, 171, 205, 255, 172, 379; Oral Report, 227; Theatrical Performance, 473; Dramatic Reading, 345; Oral Presentation, 59
6.3 The student will understand the elements of media literacy.	
a) Compare and contrast auditory, visual, and written media messages.	SE/TE: Analyze the Media, 30, 160, 226, 258, 349, 433, 472; Media: Art and Photography, 26, 152, 466; Video, 224, 346, 430; Audio, 256 TE only: Interpret Images, 27; Analyze Color, 15, 157; Analyze Sound Effects, 347; Analyze the Image, 467, 468, 471
b) Identify the characteristics and effectiveness of a variety of media messages.	SE/TE: Media: Art and Photography, 26, 152, 466; Video, 224, 346, 430; Audio, 256; also see: Analyze the Media, 30, 160, 226, 258, 349, 433, 472
c) Craft and publish audience-specific media messages.	SE/TE: Small-Group Performance Task: Present an Explanatory Essay, 172–173; Oral Presentation, 227; Multimedia Presentation, 171, 205, 255, 172, 379; Prepare for Discussion, 351; Annotated Map, 429; Theatrical Performance, 473
Reading	
6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.	
a) Identify word origins and derivations.	SE/TE: Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Prefix, 46, 244, 310, 455; Roots, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448; Suffix, 68, 73, 114, 147, 252, 342, 376, 426

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b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	SE/TE: Prefix, 46, 244, 310, 455; Roots, 5, 46, 65, 93, 124, 187, 202, 212, 275, 368, 403, 448; Suffix, 68, 73, 114, 147, 252, 342, 376, 426; Word Study: Synonyms and Antonyms, 56; Concept Vocabulary, 138, 202, 238, 310, 362, 372, 380, 458 TE only: Personalize for Learning, 311; Concept Vocabulary, 70, 240; Vocabulary Development, 331
c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	SE/TE: Context Clues, 50, 52, 60, 61, 62, 63, 64, 138, 139, 144, 238, 240, 362, 365, 372, 374, 380, 381, 382, 452, 454, 458, 459 Multiple-Meaning Words, 168, 220, 452;; also see: Word Network, 7, 95, 189, 277, 405 TE only: Personalize for Learning, 42; Concept Vocabulary, 43, 44, 166, 250, 251; Vocabulary Development, 124, 197, 203, 214, 293, 342, 468; Multiple Meanings, 15, 104, 420; Cognates, 5, 93, 107, 187, 200, 275, 310, 453
d) Identify and analyze figurative language.	SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 425; Word Study: Onomatopoeia, 141; Metaphor, 207; Personification, 369 TE only: Figurative Language, 145, 163, 219, 316
e) Use word-reference materials.	SE/TE: Word Study, 56, 65, 73, 124, 141, 202, 212, 244, 310, 342, 376, 384; Concept Vocabulary, 168, 220, 455, 458; Technical Vocabulary, 448; Academic Vocabulary, 5, 93, 187, 275, 403 TE only: Vocabulary Development, 124, 197, 203, 214, 256, 293; Personalize for Learning, 176

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f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	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, 452, 455, 458, 461; Academic Vocabulary, 5, 86, 93, 180, 187, 275, 396, 403; Media Vocabulary, 26, 30, 152, 160, 224, 226, 256, 258, 346, 349, 430, 432, 466, 472 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, 453, 454
6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.	
a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169; Dialogue in Drama, 309; Analyze Characterization and Personification, 369; Determine Theme, 201; Analyze Science Fiction Writing, 245; Determine Point of View, 21; Dialogue, 219 TE only: Examine Setting, 313; Examine Foreshadowing, 306; Analyze Narrator, 239; Analyze Characterization, 364; Analyze Characters, 69, 283, 289; Analyze Theme, 338; Analyze Conflict, 165; Characterization, 164
b) Make, confirm, and revise predictions.	SE/TE: Analyze Science Fiction Writing (Predict), 245 TE only: For related material see: Skim, Predict, and Use KWL Chart, 82; Read Aloud and Confirm Predictions, 83; Challenge, 251
c) Describe how word choice and imagery contribute to the meaning of a text.	SE/TE: Analyze Elements of Poetry: Structure, Speaker, and Word Meanings, 148; Prepare to Compare: Comparing Imagery in Poetry, 150; Writing to Compare, 151; Figurative Language, 22, 74, 75, 142, 150, 425; Imagery, 74; Why These Words?, 22; Determine Theme, 74; TE only: Interpret Images, 145

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d) Describe cause and effect relationships and their impact on plot.	SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169 TE only: Personalize for Learning: Climax, 165; Analyze the Text, 265; Examine Foreshadowing, 306; Conclude, 317
e) Use prior and background knowledge as context for new learning.	SE/TE: For related material see: First Read, 68, 138, 144, 162, 194, 238, 282, 312, 362 TE only: Importance of Background Knowledge, 138; Jump Start, 68, 138, 144, 162, 194, 238, 282, 312, 362
f) Use information in the text to draw conclusions and make inferences.	SE/TE: 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; Make Inferences, 20, 197, 199, 424 TE only: Conclude, 63, 69, 120, 145, 163, 165, 208, 239, 289, 313, 338, 347, 364, 373, 413, 419, 467, 468, 471
g) Explain how character and plot development are used in a selection to support a central conflict or story line.	SE/TE: Analyze Craft and Structure: Analyze Plot Structure, 169 TE only: Climax, 165; Analyze Conflict, 165; Analyze Characterization, 364; Analyze Characters, 69, 283, 289
h) Identify the main idea.	SE/TE: Determine Theme 74, 201; Comparing Development of Theme, 76–77; Analyze Science Fiction Writing, 245; Writing to Sources, 204; Summary, 8 TE only: Author’s Perspective, 22; Analyze Theme, 338; Theme, 71; Analyze Theme, 338
i) Identify and summarize supporting details.	SE/TE: Summary, 8, 278; Notebook, 19, 29, 55, 72, 140, 146, 199, 243, 307, 339, 375
j) Identify and analyze the author’s use of figurative language.	SE/TE: Figurative Language, 22, 74, 75, 142, 148, 150, 425; Analyze Elements of Poetry: Word Choice and Tone, 142; Author’s Style: Word Choice, 246; Word Study: Onomatopoeia, 141; Analyze Meaning and Tone: Sound Devices, 377; Metaphor, 207; Personification, 369

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k) Identify transitional words and phrases that signal an author's organizational pattern.	SE/TE: Repetition, 142; Figurative Language, 425; Plot, 169; also see: Language Development: Create Cohesion: Transitions, 231 TE only: Examine Foreshadowing, 306
l) Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 432, 448, 455, 461, 472
6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	
a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.	SE/TE: Writing to Sources: Explanatory Essay, 116; Visual Essay, 152–160; Headings, 446 TE only: For related material see: Skim, Predict, and Use KWL Chart, 82; Text Preview, 176
b) Use prior knowledge and build additional background knowledge as context for new learning.	SE/TE: For related material see: First Read, 42, 50, 60, 100, 206, 214, 248, 380, 410, 444, 452, 458 TE only: Importance of Background Knowledge, 138; Jump Start, 42, 50, 60, 100, 206, 214, 248, 380, 410, 444, 452, 458
c) Identify questions to be answered.	SE/TE: Analyzing the Text, 20, 21, 46, 56, 65, 112, 122, 141, 147, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448, 455, 461
d) Make, confirm, or revise predictions.	SE/TE: For related material see: Analyze Science Fiction Writing (Predict), 245 TE only: For related material see: Skim, Predict, and Use KWL Chart, 82; Read Aloud and Confirm Predictions, 83; Challenge, 251
e) Draw conclusions and make inferences based on explicit and implied information.	SE/TE: Draw Conclusions, 30, 112, 200; Make Inferences, 30, 200, 432; Determine the Central Idea: Make Inferences, 449; Conclude, 415, 417, 420, 421 TE only: Conclude, 27, 28, 51, 101, 106, 153, 155, 157, 195, 215, 225, 249, 257, 431, 445

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f) Differentiate between fact and opinion.	SE/TE: For related material see: Prepare to Compare: Comparing Arguments Chart, 464; Writing to Compare, 465; also see: Write an Argument, 228–233, 434–439
g) Identify main idea.	SE/TE: Determine a Central Idea, 66; Writing to Sources: Objective Summary, 227; Analyze Author’s Influence, 385; The Importance of Imagination: 385; Determine the Central Idea: Make Inferences, 449 TE only: Small Group Close Reading, 62; Analyze Details, 63; Main Idea, 153; Analyze Key Details, 445
h) Summarize supporting details.	SE/TE: Summary, 96, 190, 406; Writing to Sources, 49, 227; Notebook, 64, 121, 251, 383, 423, 447
i) Compare and contrast information about one topic, which may be contained in different selections.	SE/TE: Analyze Text Structure: Comparison-and-Contrast Organization, 456; Prepare to Compare: Comparing Points of View, 222; Comparing Arguments, 464; Writing to Compare, 223, 465
j) Identify the author’s organizational pattern.	SE/TE: Development of Ideas: Structure, 47; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449; Analyze Text Structure: Comparison-and-Contrast Organization, 456; Cause-and-Effect Organization, 462
k) Identify cause and effect relationships.	SE/TE: Analyze Text Structure: Cause-and-Effect Organization, 462; Writing to Sources, 387; Author’s Style, 427 TE only: Close Read, 83, 177, 265; Challenge, 383
l) Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: Analyzing the Text, 20, 21, 46, 56, 65, 112, 122, 141, 147, 160, 200, 210, 211, 218, 219, 252, 258, 384, 424, 425, 432, 448, 455, 461

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Writing	
6.7 The student will write narration, description, exposition, and persuasion.	
a) Identify audience and purpose.	SE/TE: Performance Task: Introduction & Elements: Nonfiction Narrative, 32; Explanatory Essay, 128; Argument, 228; Fictional Narrative, 352; Argument, 434 Revising For Purpose And Organization, 36, 132, 232
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	SE/TE: Prewriting/Planning, 33, 129, 229, 353, 435
c) Organize writing structure to fit mode or topic.	SE/TE: Drafting: Organizing Argument, 436; Organizing Text, 130, 230; Revising For Purpose And Organization, 36, 232; Revising for Logical Organization, 132; Writing to Compare, 77, 151, 223, 351, 465
d) Establish a central idea and organization.	SE/TE: Thesis Statement, 128, 129, 179, 229, 435; Topic Sentence, 85, 130, 395; Drafting: Organizing Argument, 436; Organizing Text, 130, 230; Revising For Purpose And Organization, 36, 232
e) Compose a topic sentence or thesis statement if appropriate.	SE/TE: Thesis Statement, 128, 129, 179, 229, 435; Topic Sentence, 85, 130, 395; Writing to Sources, 126; Drafting, 130; Writing to Compare, 151, 223, 351 TE only: Personalize for Learning, 33
f) Write multiparagraph compositions with elaboration and unity.	SE/TE: Performance Task: Write a Nonfiction Narrative, 32–37; Write an Explanatory Essay, 128–133; Write an Argument, 228–233; Write Fictional Narrative, 352–357; Write an Argument, 434–439; QuickWrite, 9, 83, 97, 177, 191, 265, 279, 393, 407, 479; Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473; Performance-Based Assessment, 86, 180, 268, 396, 482
g) Select vocabulary and information to enhance the central idea, tone, and voice.	SE/TE: Revising for Evidence and Elaboration, 132, 232; Revising for Precise Language, 36; Sensory Language, 353; Facts & Examples, 129, 132; Invented Language, 378; Figurative Language, 75

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h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	SE/TE: Modifiers, 254; Adjectives and Adverbs, 67; Predicate Adjective, 463
i) Revise sentences for clarity of content including specific vocabulary and information.	SE/TE: Revising, 36, 132, 232, 356, 438; also see: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Sentence Structure, 35
j) Use computer technology to plan, draft, revise, edit, and publish writing.	SE/TE: Whole-Class Performance Task: Publishing and Presenting, 37, 133, 233, 439; Improve Your Use of Media, 475; Multimedia Slideshow, 259; Multimedia Presentation, 260–261, 379 TE only: Written Response, 50C; Digital Perspectives, 88, 182
6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	SE/TE: Drafting, 34, 130, 230, 354, 436; also see: Conventions: Simple, Compound, and Complex Sentences, 343; Combining Sentences for Variety, 355; Revising, 36
b) Use subject-verb agreement with intervening phrases and clauses.	SE/TE: Subject and Verb Agreement, R55; also see: Editing for Conventions, 37, 133, 233, 357, 439
c) Use pronoun-antecedent agreement to include indefinite pronouns.	SE/TE: Conventions: Pronoun-Antecedent Agreement, 386; Grammar Handbook, R55
d) Maintain consistent verb tense across paragraphs.	SE/TE: Verb Tenses, 143, 170, R55 TE only: Personalize for Learning: Using Verb Tenses, 170
e) Eliminate double negatives.	SE/TE: For related material see: Editing for Conventions, 37, 133, 233, 357, 439
f) Use quotation marks with dialogue.	SE/TE: Proofread for Accuracy, 37, 357; Grammar Handbook, R58
g) Choose adverbs to describe verbs, adjectives, and other adverbs.	SE/TE: Conventions: Adjectives and Adverbs, 67, 254; Grammar Handbook, R54 TE only: Vocabulary Development, 248

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h) Use correct spelling for frequently used words.	SE/TE: Writing to Compare, 77, 151; Conventions: Spelling and Capitalization, 125; Whole-Class Performance Task, 133; Editing and Proofreading, 439 TE only: Editing and Proofreading, 223
Research	
6.9 The student will find, evaluate, and select appropriate resources for a research product.	
a) Collect information from multiple sources including online, print, and media.	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, 454, 460; Research, 259, 371, 451; Research and Discuss, 31, 161; Speaking and Listening, 59, 127, 171, 205; Writing to Compare, 201; Gather Evidence and Media, 682; Writing to Sources, 473; Research Handbook, R24–R35 TE only: Cross-Cultural Perspectives, 51, 57, 63, 105, 112, 157, 169, 198, 206, 242, 412, 423, 431, 446, 467; Personalize for Learning, 110, 226, 255, 324, 334, 465
b) Evaluate the validity and authenticity of texts.	SE/TE: Writing to Sources, 473; Research, 259, 371, 451; Reviewing Research Findings, R28–R29
c) Use technology as a tool to research, organize, evaluate, and communicate information.	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, 454, 460; Conducting Research, R24–R27
d) Cite primary and secondary sources.	SE/TE: Research, 259, 371, 451; Writing to Sources, 86; Analyze Evidence, 257; Formats for Citing Sources, R32–R33 TE only: Performance Based-Assessment Prep, 81, 175, 263, 391, 477
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	SE/TE: Research, 259, 371, 451; Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34