

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 6 – Unit 1: Introduction to Analytical Writing

Rationale

Unit 1 is intentionally crafted as the first unit of instruction to focus on narrative reading and writing with a foundational introduction to analytical writing. In addition, students will engage with nonfiction texts and be able to analyze a variety of genres to write for multiple purposes. Narrative writing has been spiraled throughout previous grades and will continue to be strengthened as students interact with narrative text and develop their voice as narrative writers. In this unit, students will also explore word meaning and usage as well as be introduced to speaking and listening expectations.

Grade 6 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text)▪ there are different types of connections▪ there are explicit and implicit meanings that can be drawn from a text▪ relevant connections and text evidence are used to make inferences▪ cite textual evidence to support analysis of what the text says explicitly▪ cite textual evidence to support analysis of inferences drawn from the text▪ make relevant connections to support analysis of what the text says explicitly▪ make relevant connections to support analysis of inferences drawn from the text▪ draw inferences from the text

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.6.2. Determine a theme/central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> ▪ theme or central idea is conveyed through particular details in a text ▪ summaries do not include personal opinions ▪ determine a theme or central idea of a text ▪ provide a summary distinct from personal opinions or judgments
RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> ▪ the plot of a story or drama unfolds in a series of episodes (i.e. literary elements: exposition, rising action, etc.) ▪ characters respond or change as the plot moves towards a resolution ▪ describe how the story’s or drama’s plot unfolds in a series of episodes ▪ describe how the characters respond or change as the plot moves toward a resolution
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> ▪ there are different points of view in a story or poem ▪ an author develops the point of view of the narrator or speaker ▪ explain how an author develops the point of view of the narrator in a text ▪ explain how an author develops the point of view of the speaker in a text
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> ▪ there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version ▪ compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<ul style="list-style-type: none"> ▪ write routinely over <i>extended time frames</i> (time for research, reflection, metacognition/self correction and revision) for a range of discipline-specific tasks, purposes, and audiences
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 6 topics, texts</i>, and issue building on others’ ideas and expressing their own clearly ▪ building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ▪ come to discussions prepared, having read or studied required material
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<ul style="list-style-type: none"> ▪ following rules for collegial discussions helps us engage in collaborative discussion ▪ defining individual roles as needed helps us engage in collaborative discussion

2016 NJSLs-ELA Instructional Units

<p align="center">Standard</p>	<p align="center">Student Learning Objectives</p> <p align="center">We are learning to... / We are learning that...</p>
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<ul style="list-style-type: none"> ▪ posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> ▪ reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<ul style="list-style-type: none"> ▪ speakers adapt their speech appropriate to a task and situation

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ the meaning of unknown or multiple-meaning words can be determined through consulting different materials ▪ use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<ul style="list-style-type: none"> ▪ words carry different meanings depending on how they are used
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<ul style="list-style-type: none"> ▪ vocabulary knowledge is important to comprehension

Grade 6 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> ▪ words have figurative meanings ▪ specific word choice in a text has an impact on meaning and tone ▪ determine the meaning of words and phrases as used in a text ▪ determine the meaning of figurative language as used in a text ▪ analyze the impact of word choice on meaning and tone

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> ▪ authors make deliberate decisions to include particular sentences, chapters, scenes, and/or stanzas to contribute to the overall development of the theme, setting, or plot
RI.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> ▪ there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version ▪ compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ▪ citing is one way of quoting textual evidence (citations mention the source of quoted text) ▪ there are explicit and implicit meanings that can be drawn from a text
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	<ul style="list-style-type: none"> ▪ providing a summary is distinct from personal opinions or judgments
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ▪ how words and phrases are used in a text determine its meaning ▪ words and phrases have figurative meanings ▪ words and phrases have connotative meanings ▪ words and phrases have technical meanings
RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text	<ul style="list-style-type: none"> ▪ authors write for different purposes ▪ an author’s point of view is conveyed in a text
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> ▪ information can be presented in different media or formats as well as words to develop an understanding of a topic or issue ▪ integrate information presented in different media or formats and in words to develop an understanding of a topic or issue
RI.6.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.	<ul style="list-style-type: none"> ▪ one author’s presentation of events may differ with that of another (e.g., memoir and biography)

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<ul style="list-style-type: none"> ▪ narratives use effective technique, relevant descriptive details, and well-structured event sequences ▪ write narratives to develop real or imagined experiences or events using effective technique ▪ use relevant descriptive details to create a narrative ▪ use well-structured event sequences to create a narrative ▪ engage and orient the reader by establishing a context in narrative writing ▪ introduce a narrator and/or characters in narrative writing ▪ organize an event sequence that unfolds naturally and logically in narrative writing
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> ▪ use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</p>	<ul style="list-style-type: none"> ▪ transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing ▪ transition words, phrases, and clauses show the relationship among experiences and events in narrative writing ▪ use a variety of transition words, phrases, and clauses to convey sequence

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<ul style="list-style-type: none"> ▪ use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative writing
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from the narrated experiences or events</p>	<ul style="list-style-type: none"> ▪ provide a conclusion that follows from the narrated experiences or events
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ writers use different voice and style according to task, purpose and audience ▪ organize writing that is appropriate to task, purpose and audience ▪ develop writing that is appropriate to task, purpose and audience
<p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> ▪ with some guidance and support from peers and adults, develop and strengthen writing by planning ▪ with some guidance and support from peers and adults, develop and strengthen writing by revising ▪ with some guidance and support from peers and adults, develop and strengthen writing by editing ▪ with some guidance and support from peers and adults, develop and strengthen writing by rewriting ▪ with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> ▪ use technology, including the internet, to produce and publish writing ▪ use technology, including the internet, to interact and collaborate with others to produce and publish writing

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience	<ul style="list-style-type: none"> ▪ write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<ul style="list-style-type: none"> ▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ recognize variations from standard English in their own and others' writing and speaking ▪ identify and use strategies to improve expression in conventional language ▪ ensure that pronouns are in the proper case (subjective, objective, possessive)
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use intensive pronouns (e.g., myself, ourselves).	<ul style="list-style-type: none"> ▪ use intensive pronouns (e.g., myself, ourselves)
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Recognize and correct inappropriate shifts in pronoun number and person.	<ul style="list-style-type: none"> ▪ recognize and correct inappropriate shifts in pronoun number and person
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<ul style="list-style-type: none"> ▪ recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<ul style="list-style-type: none"> ▪ following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English ▪ demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing ▪ use punctuation to set off nonrestrictive/parenthetical elements
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Spell correctly.</p>	<ul style="list-style-type: none"> ▪ spell correctly
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p>	<ul style="list-style-type: none"> ▪ varying sentence patterns impacts meaning, interest, style and voice
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> ▪ be consistent in style and tone

2016 NJSL-ELA Instructional Units

Grade 6 – Unit 2: Reading and Analyzing Multiple Informational Texts

Rationale

In this unit, sixth graders will learn how to comprehend, interpret, and analyze ideas within one or more texts. Unit two mainly provides students with the opportunities to read and analyze **informational texts**. **Expository texts** come with their own set of idiosyncrasies, and students need explicit practice on how to engage effectively with **nonfiction texts**. Such skills will be instrumental when students need to be able to gather research when constructing arguments in later units. In addition, in this unit, students will continue to **practice analyzing and interpreting literature** and demonstrate their understanding through analytical essays.

Grade 6 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ▪ relevant connections and text evidence are used to make inferences ▪ that analysis is based on inferences made from text evidence and relevant connections ▪ cite text evidence to support analysis of text and inferences drawn ▪ to make relevant connections to support analysis of the text and inferences drawn
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> ▪ determine how a central idea is conveyed through particular details
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> ▪ a key individual is illustrated and elaborated in a text through examples or anecdotes ▪ a key event is illustrated and elaborated in a text through examples or anecdotes ▪ a key idea is illustrated and elaborated in a text through examples or anecdotes

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ▪ determine the meaning of words and phrases as used in a text ▪ determine the technical meaning of words and phrases as used in a text
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> ▪ the structure of a text contributes to the overall development of ideas ▪ authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall structure of a text ▪ authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas
RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text	<ul style="list-style-type: none"> ▪ determine an author’s point of view ▪ determine an author’s purpose
RI.6.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person)	<ul style="list-style-type: none"> ▪ compare, contrast, and reflect on events presented by different authors through different texts
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study	<ul style="list-style-type: none"> ▪ information in diverse media and formats can be interpreted ▪ information in diverse media contributes to a topic, text, or issue under study ▪ interpret information presented in diverse media and format

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> ▪ eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors ▪ present claims and findings ▪ sequence ideas logically
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	<ul style="list-style-type: none"> ▪ information can be clarified by including multimedia components and visual displays in presentation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks

Grade 6 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text	<ul style="list-style-type: none"> ▪ explain how author’s point of view is conveyed ▪ explain how the author’s purpose is conveyed

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> ▪ informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content ▪ write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content ▪ write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> ▪ informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc.) ▪ informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia ▪ use text structures to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension ▪ use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> ▪ develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> ▪ appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text ▪ use appropriate transitions to create cohesion in informative/explanatory text ▪ use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ▪ use precise language to inform about or explain the topic in informative/explanatory text ▪ use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ▪ establish and maintain a formal/academic style, approach, and form in informative/explanatory text
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> ▪ provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text
<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<ul style="list-style-type: none"> ▪ draw evidence from informational texts to support analysis, reflection, and research ▪ draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ recognize variations from standard English in their own and others' writing and speaking ▪ identify and use strategies to improve expression in conventional language ▪ recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing ▪ use punctuation to set off nonrestrictive/parenthetical elements
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.</p>	<ul style="list-style-type: none"> ▪ spell correctly

2016 NJSLS-ELA Instructional Units

Grade 6 – Unit 2, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> ▪ words have connotative meanings ▪ specific word choice in a text has an impact on meaning and tone ▪ determine the meaning of words and phrases as used in a text ▪ determine the connotative meanings of words as used in a text ▪ analyze the impact of word choice on meaning and tone
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> ▪ analyze how a particular sentence, chapter, scene or stanza contributes to the development of the theme ▪ analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting ▪ analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot
RL.6.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics	<ul style="list-style-type: none"> ▪ different forms or genres approach similar themes and topics in similar and different ways
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.	<ul style="list-style-type: none"> ▪ varying sentence patterns impacts meaning, interest, style and voice ▪ vary sentence patterns for reader/listener interest ▪ vary sentence patterns for style/voice

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ the meaning of unknown or multiple-meaning words can be determined through consulting different materials ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<ul style="list-style-type: none"> ▪ use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<ul style="list-style-type: none"> ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ▪ verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words

2016 NJSLs-ELA Instructional Units

Grade 6 – Unit 3: Analyzing Point of View and Argumentative Writing

Rationale

A primary focus of this unit is learning how to comprehend and analyze **points of view and arguments**. **Argumentative** writing is formally introduced in sixth grade, and in this unit, students will be expected to put their understanding of analytical writing and expository texts into practice. In order to help students write argumentatively, this unit also expects students to be able to **debate and present coherently** about their positions. Students will be provided with opportunities to **analyze various forms of informative texts** and **synthesize the information into argumentative essays**. In addition, in this unit, students will continue to **practice analyzing and interpreting literature** and demonstrate their understanding through **argumentative responses**.

Grade 6 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> ▪ analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text
RL.6.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<ul style="list-style-type: none"> ▪ different forms or genres approach similar themes and topics in similar and different ways ▪ compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above

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Standard	Student Learning Objectives We are learning to... / We are learning that...
RI. 6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ▪ citing is one way of quoting textual evidence (citations mention the source of quoted text) ▪ there are explicit and implicit meanings that can be drawn from a text ▪ cite text evidence to support analysis of text and inferences drawn ▪ to make relevant connections to support analysis of the text and inferences drawn
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> ▪ analyze how a key individual, is introduced, illustrated, and elaborated in a text through examples or anecdotes ▪ analyze how a key event is introduced, illustrated, and elaborated in a text through examples or anecdotes ▪ analyze how a key idea is introduced, illustrated, and elaborated in a text through examples or anecdotes
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ▪ determine the figurative meaning of words and phrases as used in a text ▪ determine the connotative meaning of words and phrases as used in text
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> ▪ analyze how a particular sentence fits into the overall structure of a text ▪ analyze how a particular paragraph fits into the overall structure of a text ▪ analyze how a particular chapter fits into the overall structure of a text ▪ analyze how a particular section fits into the overall structure of a text ▪ analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in a text
RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> ▪ determine an author’s point of view ▪ explain how author’s point of view is conveyed ▪ determine an author’s purpose

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> ▪ an author makes specific claims in a text ▪ arguments and claims are supported by reasons and evidence ▪ trace argument and specific claims in a text ▪ evaluate an argument and its specific claims in a text ▪ distinguish claims that are supported by reasons and evidence from claims that are not
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<ul style="list-style-type: none"> ▪ explain how information presented diverse media and formats contributes to a topic, text, or issue under study
SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> ▪ claims need to be supported by reasons and evidence ▪ deconstruct a speaker’s argument ▪ distinguish claims that are supported by reasons and evidence from those that are not

2016 NJSL-ELA Instructional Units

Grade 6 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<ul style="list-style-type: none"> ▪ arguments and claims are supported by clear reasoning and relevant evidence ▪ write arguments to support claims with clear reasons and relevant evidence ▪ introduce claims in argumentative writing ▪ organize the reasons and evidence clearly in argumentative writing
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<ul style="list-style-type: none"> ▪ support a claim(s) with clear reasoning and relevant evidence in argumentative writing ▪ use credible sources to demonstrate an understanding of the topic or text in argumentative writing
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<ul style="list-style-type: none"> ▪ use words, phrases, and clauses in argumentative writing ▪ clarify the relationships among claim(s), reasons, and evidence in argumentative writing
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ▪ writing can establish and maintain a formal style in argumentative writing ▪ establish and maintain a formal style/academic style, approach, and form in argumentative writing
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from the argument presented.</p>	<ul style="list-style-type: none"> ▪ provide a concluding statement or section that follows from the argument presented
<p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> ▪ writers assess the credibility of each source ▪ plagiarism should be avoided when quoting or paraphrasing from a source ▪ gather relevant information from multiple print and digital sources
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<ul style="list-style-type: none"> ▪ draw evidence from informational texts to support analysis, reflection, and research
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<ul style="list-style-type: none"> ▪ use pertinent descriptions, facts, and details to accentuate main ideas or themes ▪ use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> ▪ include multimedia (e.g., graphics, images, music, sound) and visual displays to clarify information
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> ▪ demonstrate command of formal English when indicated or appropriate
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.	<ul style="list-style-type: none"> ▪ vary sentence patterns for meaning (syntax) ▪ vary sentence patterns for reader/listener interest ▪ vary sentence patterns for style/voice
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Maintain consistency in style and tone.	<ul style="list-style-type: none"> ▪ maintain consistency in style and tone

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<ul style="list-style-type: none">▪ distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)

2016 NJSL-ELA Instructional Units

Grade 6 – Unit 4: Extended Sustained Research

Rationale

In this unit, students are learning to make evidence-based decisions as they read, research, and analyze various issues and topics. This is an extended sustained research unit in which students will learn to apply their research skills and present their findings to one another in an organized fashion. Students will be expected to analyze a variety of literary and informational texts and convert their understanding into multimodal presentations to share with their peers.

Grade 6 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none">▪ analyze how a key individual, is introduced, illustrated, and elaborated in a text through examples or anecdotes▪ analyze how a key event is introduced, illustrated, and elaborated in a text through examples or anecdotes▪ analyze how a key idea is introduced, illustrated, and elaborated in a text through examples or anecdotes
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none">▪ determine the meaning of words and phrases as used in a text▪ determine the figurative meaning of words and phrases as used in a text▪ determine the connotative meaning of words and phrases as used in text▪ determine the technical meaning of words and phrases as used in a text
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none">▪ there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version▪ compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> ▪ understanding of a topic or issue ▪ information can be presented in different media or formats as well as words to develop an understanding of a topic or issue ▪ integrate information presented in different media or formats and in words to develop an understanding of a topic or issue
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> ▪ trace argument and specific claims in a text ▪ evaluate an argument and its specific claims in a text ▪ distinguish claims that are supported by reasons and evidence from claims that are not
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> ▪ questions can be answered by conducting short research projects ▪ inquiry may need to be refocused ▪ conduct short research projects to answer a question ▪ conduct short research projects drawing on several sources ▪ refocus inquiry when appropriate
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> ▪ assess the credibility of each source ▪ quote or paraphrase the data and conclusions of others to avoid plagiarism ▪ provide basic bibliographic information for sources
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> ▪ write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none">▪ acquire and use accurately grade-appropriate general academic and domain-specific words and phrases▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression