



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Grade 6: New Jersey Student Learning Standards for English Language Arts – Prerequisite Concepts and Skills

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards.

The standards are organized by strand: Reading Literature Text, Reading Informational Text, Writing, Speaking and Listening, and Language. The tables are each divided into two columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year follow the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards.

Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example ***Distinguish long from short vowel sounds in spoken single-syllable words*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Reading Literature

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *citing is a specific way of quoting textual evidence (citations mention the source of quoted text)* ▪ *cite textual evidence to support analysis of what the text says explicitly* ▪ *cite textual evidence to support analysis of inferences drawn from the 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 ▪ make relevant connections to support analysis of what the text says explicitly 	<p>RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *quoting accurately from a text supports drawing inferences* ▪ *quote accurately from a text* ▪ recall what makes a quote relevant ▪ make relevant connections when explaining what the text says explicitly ▪ make relevant connections to a text when drawing inferences 	<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>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.</p> <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>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ make relevant connections to support analysis of inferences drawn from the text ▪ draw inferences from the text 		
<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ determine the meaning of words and phrases as used in a text ▪ determine the meaning of figurative language 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* ▪ *words have figurative meanings* ▪ *words have connotative meanings* ▪ *specific word choice in a text has an impact on meaning and tone* 	<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *word meanings, including figurative language such as metaphors and similes, can be determined as they are used in text* ▪ determine the meaning of words as they are used in a text. ▪ determine the meaning of phrases as they are used in a text, *including figurative language such as metaphors and similes* 	<p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none">▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above	<p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none">▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed	n/a

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Reading Informational Text

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *citing is one way of quoting textual evidence (citations mention the source of quoted text)* ▪ *analysis is based on inferences made from text evidence and relevant connections* ▪ *cite text evidence to support analysis of text and inferences drawn* ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ make relevant connections to support analysis of the text and inferences drawn 	<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *quote accurately from a text* ▪ *determine what makes a quote relevant* ▪ *our explanations must be relevant to the quote* ▪ make relevant connections when explaining what the text says explicitly ▪ make relevant connections to a text when drawing inferences 	<p>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.</p> <p>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).</p> <p>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.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p>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.</p> <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>SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims</p>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<p>that are supported by reasons and evidence from claims that are not.</p> <p>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).</p>
<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, *including figurative, connotative, and technical meanings.*</p> <p>We are learning to/that...</p> <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* ▪ *determine the connotative meaning of words and phrases as used in text* ▪ *determine the figurative meaning of words and phrases as used in a text* 	<p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area* ▪ *determine the meaning of domain specific words and phrases in a text relevant to a grade 5 topic or subject area* 	<p>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.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
<p>RI.6.9. *Compare, contrast* and reflect on (e.g., practical knowledge, historical/cultural</p>	<p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural</p>	<p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular</p>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *one author's presentation of events may differ with that of another (e.g., memoir and biography)* ▪ *compare, contrast, and reflect on events presented by different authors through different texts* 	<p>context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write about the subject knowledgeably* ▪ *reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to speak about the subject knowledgeably* 	<p>details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p>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.</p> <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>RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity 	<p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. 	n/a

Writing

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *writers assess the credibility of each source* ▪ *assess the credibility of each source* ▪ *plagiarism should be avoided when quoting or paraphrasing from a source* ▪ *quote or paraphrase the data and conclusions of others to avoid plagiarism* ▪ *provide basic bibliographic information for sources* ▪ gather relevant information from multiple print and digital sources 	<p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *there is a difference between paraphrasing and quoting* ▪ *paraphrase information in notes and finished work* ▪ *provide a list of sources for information recalled, gathered, summarized or paraphrased from experiences, print, and digital sources* ▪ writers summarize and paraphrase information ▪ recall relevant information from experiences ▪ gather relevant information from print and digital sources ▪ summarize information in notes and finished work 	<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <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> <p>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).</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast 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”).</p> <p>B. Apply <i>grade 6 Reading standards</i> 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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ apply *grade 6* reading standards to literature ▪ *apply grade 6 reading standards to literary nonfiction* ▪ draw evidence from informational texts to support analysis, reflection, and research ▪ draw evidence from *literary texts* to support analysis, reflection, and research. 	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>B. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ apply grade 5 Reading standards to literature* ▪ *apply grade 5 Reading standards to informational texts* ▪ draw evidence from literary texts to support analysis, reflection, and research. ▪ draw evidence from informational texts to support analysis, reflection, and research 	<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>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.</p>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Speaking and Listening

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>B. Follow rules for *collegial* discussions, *set specific goals and deadlines,* and define individual roles as needed.</p> <p>C. Pose and respond to specific questions *with elaboration and detail* by making comments that contribute to the *topic, text, or issue* under discussion.</p> <p>D. Review the key ideas expressed and *demonstrate understanding of multiple perspectives through reflection and paraphrasing.*</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly 	<p>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.</p> <p>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).</p> <p>L.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.</p>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 5 topics, texts</i>, and issue building on others' ideas and expressing their own clearly ▪ *come to discussions prepared, having read or studied required material* ▪ building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ▪ *following rules for collegial discussions helps us engage in collaborative discussion* ▪ defining individual roles as needed helps us engage in collaborative discussion ▪ *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 ▪ reviewing the key ideas expressed and *demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion* 	<ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (in groups) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly ▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly ▪ explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ▪ *follow agreed-upon rules for discussions* ▪ *carry out assigned roles for discussions**pose to specific questions that contribute to the discussion* ▪ respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ▪ review the key ideas expressed and knowledge gained from the discussions ▪ *draw conclusions in light of information and knowledge gained from the discussions* 	

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

<i>Language</i>		
Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>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> <p>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> <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> <p>We are learning to/that...</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading 	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <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> <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 writing standards 1–3.)</p> <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>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) ▪ *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>and content, choosing flexibly from a range of strategies</p> <ul style="list-style-type: none"> ▪ use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase ▪ use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>) ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases 	

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. *Interpret figures of speech (e.g., personification) in context.*</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> <p>C. *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ words carry different meanings depending on how they are used ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ *interpret figures of speech in context* ▪ use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words 	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *demonstrate understanding of figurative language, word relationships, and nuances in word meanings* ▪ *interpret figurative language, including similes and metaphors, in context* ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ recognize and explain the meaning of common idioms, adages, and proverbs ▪ use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each 	<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> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <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>

Grade 6: NJSLS-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)* <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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *vocabulary knowledge is important to comprehension* ▪ 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>of the words</p>	
	<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *determine or clarify the meaning of unknown and multiple-meaning words based on grade 5 reading and content, choosing flexibly from a range of strategies* ▪ *acquire and use accurately grade-appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>)* ▪ *acquire and use accurately grade-appropriate domain-specific words and phrases* 	<p>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.</p> <p>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.</p>