



## Grade 6: New Jersey Student Learning Standards for English Language Arts Prerequisite Standards and Learning Objectives

### *Unit 1*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 generally align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 1, **\*Cite textual evidence\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

The primary focus of this unit is analytical reading and writing. Students read various genres of fiction and nonfiction while analyzing the development of an author's message through structure, diction and details. In addition, students write about their analyses and use mentor texts to develop their own skills as writers. The supporting standards in this unit allow for a robust integration of standards which enhances the quality of instruction and increases student engagement in reading, writing, speaking, listening and language.

During the course of this year, the two anchor standards that should be an overarching part of every unit are the following:

## Grade 6: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

- R.7.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
  - RL 7.10. 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.
  - RI 7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 1, Module A*

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

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

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 <b>*grade 6*</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. <b>*Come to discussions prepared, having read or studied required material;*</b> explicitly draw on that preparation by referring to evidence on the topic, text, or issue to <b>*probe and reflect on ideas*</b> under discussion.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*come to discussions prepared, having read or studied required material*</b></li> <li>▪ 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</li> <li>▪ building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions</li> </ul>	<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>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</b></li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 5 topics</i></li> </ul>	<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>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: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<i>and texts</i> , building on others’ ideas and expressing their own clearly	
<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 <b>*collegial*</b> discussions, <b>*set specific goals and deadlines,*</b> and define individual roles as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*following rules for collegial discussions helps us engage in collaborative discussion*</b></li> <li>▪ defining individual roles as needed helps us engage in collaborative discussion</li> </ul>	<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>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*follow agreed-upon rules for discussions*</b></li> <li>▪ <b>*carry out assigned roles for discussions*</b></li> </ul>	<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>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 <b>*with elaboration and detail*</b> by making comments that contribute to the <b>*topic, text, or issue*</b> under discussion.</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>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<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>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>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

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"> <li>▪ <b>*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*</b></li> </ul>	<p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*pose to specific questions that contribute to the discussion*</b></li> <li>▪ respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> </ul>	
<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>D. Review the key ideas expressed and <i>*demonstrate understanding of multiple perspectives through reflection and paraphrasing.*</i></b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ reviewing the key ideas expressed and <b>*demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion*</b></li> </ul>	<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>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"> <li>▪ review the key ideas expressed and knowledge gained from the discussions</li> <li>▪ <b>*draw conclusions in light of information and knowledge gained from the discussions*</b></li> </ul>	<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>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>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>
<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 <b>*(e.g., the overall meaning</b></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</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>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p><b>of a sentence or paragraph; a word’s position or function in a sentence)*</b> as a clue to the meaning of a word or phrase.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots</li> <li>▪ the meaning of unknown or multiple-meaning words can be determined through consulting different materials</li> <li>▪ 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</li> </ul>	<p>and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</li> <li>▪ 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</li> <li>▪ use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase</li> </ul>	<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>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

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>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ words carry different meanings depending on how they are used</li> </ul>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>	<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</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.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*vocabulary knowledge is important to comprehension*</b></li> </ul>	<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"> <li>▪ <b>*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*</b></li> </ul>	<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>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>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 1, Module B*

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.6.1. <b>*Cite textual evidence*</b> 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"> <li>▪ <b>*citing is one way of quoting textual evidence (citations mention the source of quoted text)*</b></li> <li>▪ there are explicit and implicit meanings that can be drawn from a text</li> </ul>	<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"> <li>▪ <b>*quote accurately from a text*</b></li> <li>▪ make relevant connections when explaining what the text says explicitly</li> <li>▪ make relevant connections to a text when drawing inferences</li> </ul>	<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.6.6. 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. <b>*Compare, contrast*</b> and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) <b>*one author’s presentation of events with that of another*</b> (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"> <li>▪ <b>*one author’s presentation of events may differ with that of another (e.g., memoir and biography)*</b></li> </ul>	<p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural 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"> <li>▪ <b>*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*</b></li> <li>▪ <b>*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</b></li> </ul>	<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.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</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>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>W.6.4. Produce clear and coherent writing in which the development, organization, <b>*voice and style*</b> are appropriate to task, purpose, and audience.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*writers use different voice and style*</b> according to task, purpose and audience</li> <li>▪ organize writing that is appropriate to task, purpose and audience</li> <li>▪ develop writing that is appropriate to task, purpose and audience</li> </ul>	<p align="center"><b>knowledgeably*</b></p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience</b></li> <li>▪ produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</li> </ul>	<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.6.4. 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>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> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

## Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 2*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other 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 and the corresponding student learning objective for that new concept. For example, in Unit 2, **\*analysis is based on inferences made from text evidence and relevant connections\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

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: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 2, Module A*

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>RI. 6.1. <b>*Cite textual evidence*</b> and make relevant connections <b>*to support analysis*</b> 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"> <li>▪ relevant connections and text evidence are used to make inferences</li> <li>▪ <b>*analysis is based on inferences made from text evidence and relevant connections*</b></li> <li>▪ <b>*cite text evidence to support analysis of text and inferences drawn*</b></li> <li>▪ make relevant connections to support analysis of the text and inferences drawn</li> </ul>	<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"> <li>▪ <b>*quote accurately from a text*</b></li> <li>▪ <b>*determine what makes a quote relevant*</b></li> <li>▪ <b>*our explanations must be relevant to the quote*</b></li> <li>▪ make relevant connections when explaining what the text says explicitly</li> <li>▪ quote accurately and make relevant connections when drawing inference</li> </ul>	<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.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</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.6.4. Determine the meaning of words and phrases as they are used in a text, <b>*including figurative, connotative, and technical meanings.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ determine the meaning of words and phrases as used in a text</li> </ul>	<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"> <li>▪ <b>*determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area*</b></li> </ul>	<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>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-</p>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<ul style="list-style-type: none"> <li>▪ <b>*determine the technical meaning of words and phrases as used in a text*</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>*determine the meaning of domain specific words and phrases in a text relevant to a grade 5 topic or subject area*</b></li> </ul>	<p>specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>
<p>RI.6.9. <b>*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).*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*compare, contrast, and reflect on events presented by different authors through different texts*</b></li> </ul>	<p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural 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"> <li>▪ <b>*integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably*</b></li> </ul>	<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>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.6.6. 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>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners</p>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

<b>Focus Standard and Student Learning Objective</b>	<b>Previous Grade Standard and Prerequisite Concepts and Skills</b>	<b>Supporting Standards</b>
		on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 2, Module B*

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>*grade 6*</b> reading and content, choosing flexibly from a range of strategies.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<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>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</li> <li>▪ 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</li> </ul>	<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.6.4. 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>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>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ use common, grade-appropriate Greek or Latin affixes and roots as clues to the</li> </ul>	<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>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ use common, grade-appropriate Greek and Latin affixes and roots as clues to the</li> </ul>	<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>

**Grade 6: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>meaning of a word (e.g., audience, auditory, audible)</p>	<p>meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</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> <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>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<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>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"> <li>▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul>	<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>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>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><b>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</b></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>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</p>

Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p><b>dictionary).</b>*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*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).</b>*</li> </ul>	<p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>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"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</li> <li>▪ 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</li> <li>▪ <b>*use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase*</b></li> <li>▪ <b>*use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>)*</b></li> </ul>	<p>the impact of a specific word choice on meaning and tone.</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: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
	<ul style="list-style-type: none"> <li>▪ <b>*consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases*</b></li> <li>▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases</li> </ul>	
<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words</li> </ul>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</li> </ul>	<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>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: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 3*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade-level standard as listed on the left. The third column lists other 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 and the corresponding student learning objective for that new concept. For example, in Unit 3, **\*Cite textual evidence\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade-level material, it is recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

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.

Throughout the year, the following overarching standards should be incorporated in every unit:

## Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

- 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.
- 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.
- 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.

### Unit 3, Module A

Focus Standard and Student Learning Objective	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI. 6.1. <b>*Cite textual evidence*</b> and make relevant connections <b>*to support analysis*</b> 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"> <li>▪ <b>*citing is one way of quoting textual evidence (citations mention the source of quoted text)*</b></li> <li>▪ <b>*cite text evidence to support analysis of text and inferences drawn*</b></li> <li>▪ there are explicit and implicit meanings that can be drawn from a text</li> <li>▪ make relevant connections to support analysis of the text and inferences drawn</li> </ul>	<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"> <li>▪ <b>*quote accurately from a text*</b></li> <li>▪ <b>*determine what makes a quote relevant*</b></li> <li>▪ <b>*our explanations must be relevant to the quote*</b></li> <li>▪ make relevant connections when explaining what the text says explicitly</li> <li>▪ quote accurately and make relevant connections when drawing inference</li> </ul>	<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.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</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</p>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	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.6.2. 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> <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>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

*Unit 3, Module B*

<b>Focus Standard and Student Learning Objective</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<p>W.6.4. Produce clear and coherent writing in which the development, organization, <b>*voice and style*</b> are appropriate to task, purpose, and audience.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*produce clear and coherent writing with a voice that is appropriate to task, purpose and audience*</b></li> <li>▪ <b>*produce clear and coherent writing with a style that is appropriate to task, purpose and audience*</b></li> </ul>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience*</b></li> <li>▪ produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience.</li> <li>▪ different writing genres have their own purpose, audience, organization development</li> </ul>	<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>W.6.8. Gather relevant information from <b>*multiple*</b> print and digital sources; <b>*assess the credibility of each source*</b>; and <b>*quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.*</b></p> <p>We are learning to/that...</p>	<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"> <li>▪ <b>*there is a difference between paraphrasing and quoting*</b></li> </ul>	<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate</p>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ <b>*writers assess the credibility of each source*</b></li> <li>▪ <b>*assess the credibility of each source*</b></li> <li>▪ <b>*plagiarism should be avoided when quoting or paraphrasing from a source*</b></li> <li>▪ <b>*quote or paraphrase the data and conclusions of others to avoid plagiarism*</b></li> <li>▪ <b>*provide basic bibliographic information for sources*</b></li> <li>▪ gather relevant information from multiple print and digital sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ writers summarize and paraphrase information</li> <li>▪ recall relevant information from experiences</li> <li>▪ gather relevant information from print and digital sources</li> <li>▪ summarize information in notes and finished work</li> <li>▪ <b>*paraphrase information in notes and finished work*</b></li> <li>▪ <b>*provide a list of sources for information recalled, gathered, summarized or paraphrased from experiences, print, and digital sources*</b></li> </ul>	<p>main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p>

## Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

### *Unit 4*

#### **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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other 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 and the corresponding student learning objective for that new concept. For example, in Unit 4, **\*including figurative, connotative, and technical meanings\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

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.

Throughout the year, the following overarching standards should be incorporated in every unit:

- 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.
- 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.
- 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.

### *Unit 4, Module A*

**Grade 6: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, <b>*including figurative, connotative, and technical meanings.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ determine the meaning of words and phrases as used in a text</li> <li>▪ <b>*determine the technical meaning of words and phrases as used in a text*</b></li> </ul>	<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"> <li>▪ <b>*determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area*</b></li> <li>▪ <b>*determine the meaning of domain specific words and phrases in a text relevant to a grade 5 topic or subject area*</b></li> </ul>	<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.6.7. 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>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.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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"> <li>▪ read and comprehend literary nonfiction at grade-level text-complexity</li> </ul>	<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"> <li>▪ read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed</li> </ul>	
<p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or</p>	<p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or</p>	<p>RI.6.7. Integrate information presented in different media or formats (e.g., visually,</p>

**Grade 6: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>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"> <li>▪ assess the credibility of each source</li> <li>▪ quote or paraphrase the data and conclusions of others to avoid plagiarism</li> <li>▪ provide basic bibliographic information for sources</li> </ul>	<p>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"> <li>▪ there is a difference between paraphrasing and quoting</li> <li>▪ writers summarize and paraphrase information</li> <li>▪ recall relevant information from experiences</li> <li>▪ gather relevant information from print and digital sources</li> <li>▪ summarize information in notes and finished work</li> <li>▪ paraphrase information in notes and finished work</li> <li>▪ provide a list of sources for information recalled, gathered, summarized or paraphrased from experiences, print, and digital sources</li> </ul>	<p>quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>*gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*</b></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., <i>however, although, nevertheless, similarly, moreover, in</i></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.6.4. Determine the meaning of words and phrases as they are used in a text, including</p>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>▪ <b>*gather vocabulary knowledge when considering a word or phrase important to comprehension or expression*</b></li> </ul>	<p><i>addition</i>).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ <b>*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>)*</b></li> <li>▪ <b>*acquire and use accurately grade-appropriate domain-specific words and phrases*</b></li> </ul>	<p>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>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

**Grade 6: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit**