

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

Issued by the New Jersey Department of Education – Updated August 2019

Grade 6 – Unit 1: Introduction to Analytical Writing

Rationale

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

Grade 6 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text)▪ there are different types of connections▪ there are explicit and implicit meanings that can be drawn from a text▪ relevant connections and text evidence are used to make inferences▪ cite textual evidence to support analysis of what the text says explicitly▪ cite textual evidence to support analysis of inferences drawn from the text▪ make relevant connections to support analysis of what the text says explicitly▪ make relevant connections to support analysis of inferences drawn from the text▪ draw inferences from the text
RL.6.2. Determine a theme/central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none">▪ theme or central idea is conveyed through particular details in a text▪ summaries do not include personal opinions▪ determine a theme or central idea of a text▪ provide a summary distinct from personal opinions or judgments

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> ▪ the plot of a story or drama unfolds in a series of episodes (i.e. literary elements: exposition, rising action, etc.) ▪ characters respond or change as the plot moves towards a resolution ▪ describe how the story’s or drama’s plot unfolds in a series of episodes ▪ describe how the characters respond or change as the plot moves toward a resolution
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> ▪ there are different points of view in a story or poem ▪ an author develops the point of view of the narrator or speaker ▪ explain how an author develops the point of view of the narrator in a text ▪ explain how an author develops the point of view of the speaker in a text
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> ▪ there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version ▪ compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<ul style="list-style-type: none"> ▪ write routinely over <i>extended time frames</i> (time for research, reflection, metacognition/self correction and revision) for a range of discipline-specific tasks, purposes, and audiences

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 6 topics, texts</i>, and issue building on others' ideas and expressing their own clearly ▪ building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ▪ come to discussions prepared, having read or studied required material
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<ul style="list-style-type: none"> ▪ following rules for collegial discussions helps us engage in collaborative discussion ▪ defining individual roles as needed helps us engage in collaborative discussion
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<ul style="list-style-type: none"> ▪ posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> ▪ reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion
<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<ul style="list-style-type: none"> ▪ speakers adapt their speech appropriate to a task and situation

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

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

Grade 6 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> ▪ words have figurative meanings ▪ specific word choice in a text has an impact on meaning and tone ▪ determine the meaning of words and phrases as used in a text ▪ determine the meaning of figurative language as used in a text ▪ analyze the impact of word choice on meaning and tone
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> ▪ authors make deliberate decisions to include particular sentences, chapters, scenes, and/or stanzas to contribute to the overall development of the theme, setting, or plot

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> ▪ there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version ▪ compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> ▪ citing is one way of quoting textual evidence (citations mention the source of quoted text) ▪ there are explicit and implicit meanings that can be drawn from a text
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	<ul style="list-style-type: none"> ▪ providing a summary is distinct from personal opinions or judgments
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> ▪ how words and phrases are used in a text determine its meaning ▪ words and phrases have figurative meanings ▪ words and phrases have connotative meanings ▪ words and phrases have technical meanings
RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text	<ul style="list-style-type: none"> ▪ authors write for different purposes ▪ an author’s point of view is conveyed in a text
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> ▪ information can be presented in different media or formats as well as words to develop an understanding of a topic or issue ▪ integrate information presented in different media or formats and in words to develop an understanding of a topic or issue
RI.6.9. Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.	<ul style="list-style-type: none"> ▪ one author’s presentation of events may differ with that of another (e.g., memoir and biography)
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity

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

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

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none"> ▪ provide a conclusion that follows from the narrated experiences or events
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> ▪ writers use different voice and style according to task, purpose and audience ▪ organize writing that is appropriate to task, purpose and audience ▪ develop writing that is appropriate to task, purpose and audience
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.	<ul style="list-style-type: none"> ▪ with some guidance and support from peers and adults, develop and strengthen writing by planning ▪ with some guidance and support from peers and adults, develop and strengthen writing by revising ▪ with some guidance and support from peers and adults, develop and strengthen writing by editing ▪ with some guidance and support from peers and adults, develop and strengthen writing by rewriting ▪ with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<ul style="list-style-type: none"> ▪ use technology, including the internet, to produce and publish writing ▪ use technology, including the internet, to interact and collaborate with others to produce and publish writing
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience	<ul style="list-style-type: none"> ▪ write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<ul style="list-style-type: none"> ▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ recognize variations from standard English in their own and others' writing and speaking ▪ identify and use strategies to improve expression in conventional language ▪ ensure that pronouns are in the proper case (subjective, objective, possessive)
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use intensive pronouns (e.g., myself, ourselves).	<ul style="list-style-type: none"> ▪ use intensive pronouns (e.g., myself, ourselves)
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Recognize and correct inappropriate shifts in pronoun number and person.	<ul style="list-style-type: none"> ▪ recognize and correct inappropriate shifts in pronoun number and person
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<ul style="list-style-type: none"> ▪ recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<ul style="list-style-type: none"> ▪ following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English ▪ demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing ▪ use punctuation to set off nonrestrictive/parenthetical elements
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	<ul style="list-style-type: none"> ▪ spell correctly

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.	<ul style="list-style-type: none"> ▪ varying sentence patterns impacts meaning, interest, style and voice
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Maintain consistency in style and tone.	<ul style="list-style-type: none"> ▪ be consistent in style and tone