

# 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 4: Extended Sustained Research

### Rationale

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

### Grade 6 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"><li>analyze how a key individual, is introduced, illustrated, and elaborated in a text through examples or anecdotes</li><li>analyze how a key event is introduced, illustrated, and elaborated in a text through examples or anecdotes</li><li>analyze how a key idea is introduced, illustrated, and elaborated in a text through examples or anecdotes</li></ul>
<b>RI.6.4.</b> 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"><li>determine the meaning of words and phrases as used in a text</li><li>determine the figurative meaning of words and phrases as used in a text</li><li>determine the connotative meaning of words and phrases as used in text</li><li>determine the technical meaning of words and phrases as used in a text</li></ul>
<b>RI.6.7.</b> 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"><li>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</li><li>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</li></ul>
<b>RI.6.7.</b> 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"><li>understanding of a topic or issue</li><li>information can be presented in different media or formats as well as words to develop an understanding of a topic or issue</li><li>integrate information presented in different media or formats and in words to develop an understanding of a topic or issue</li></ul>

## 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...
<b>RI.6.8.</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>▪ trace argument and specific claims in a text</li> <li>▪ evaluate an argument and its specific claims in a text</li> <li>▪ distinguish claims that are supported by reasons and evidence from claims that are not</li> </ul>
<b>RI.6.10.</b> 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"> <li>▪ read and comprehend literary nonfiction at grade-level text-complexity</li> </ul>
<b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>▪ questions can be answered by conducting short research projects</li> <li>▪ inquiry may need to be refocused</li> <li>▪ conduct short research projects to answer a question</li> <li>▪ conduct short research projects drawing on several sources</li> <li>▪ refocus inquiry when appropriate</li> </ul>
<b>W.6.8.</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> <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>
<b>W.6.10.</b> 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"> <li>▪ 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</li> <li>▪ write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> </ul>
<b>L.6.6.</b> 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"> <li>▪ acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>