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 3: Analyzing Point of View and Argumentative Writing

Rationale

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

Grade 6 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	▪ analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text
RL.6.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	▪ different forms or genres approach similar themes and topics in similar and different ways ▪ compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics
RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above
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.	▪ citing is one way of quoting textual evidence (citations mention the source of quoted text) ▪ there are explicit and implicit meanings that can be drawn from a text ▪ cite text evidence to support analysis of text and inferences drawn ▪ to make relevant connections to support analysis of the text and inferences drawn

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.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	▪ analyze how a key individual, is introduced, illustrated, and elaborated in a text through examples or anecdotes ▪ analyze how a key event is introduced, illustrated, and elaborated in a text through examples or anecdotes ▪ analyze how a key idea is introduced, illustrated, and elaborated in a text through examples or anecdotes
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	▪ determine the figurative meaning of words and phrases as used in a text ▪ determine the connotative meaning of words and phrases as used in text
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	▪ analyze how a particular sentence fits into the overall structure of a text ▪ analyze how a particular paragraph fits into the overall structure of a text ▪ analyze how a particular chapter fits into the overall structure of a text ▪ analyze how a particular section fits into the overall structure of a text ▪ analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in a text
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	▪ determine an author's point of view ▪ explain how author's point of view is conveyed ▪ determine an author's purpose
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.	▪ an author makes specific claims in a text ▪ arguments and claims are supported by reasons and evidence ▪ trace argument and specific claims in a text ▪ evaluate an argument and its specific claims in a text ▪ distinguish claims that are supported by reasons and evidence from claims that are not
RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	▪ read and comprehend literary nonfiction at grade-level text-complexity
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	▪ explain how information presented diverse media and formats contributes to a topic, text, or issue under study

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…
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.	▪ claims need to be supported by reasons and evidence ▪ deconstruct a speaker's argument ▪ distinguish claims that are supported by reasons and evidence from those that are not

Grade 6 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly.	▪ arguments and claims are supported by clear reasoning and relevant evidence ▪ write arguments to support claims with clear reasons and relevant evidence ▪ introduce claims in argumentative writing ▪ organize the reasons and evidence clearly in argumentative writing
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	▪ support a claim(s) with clear reasoning and relevant evidence in argumentative writing ▪ use credible sources to demonstrate an understanding of the topic or text in argumentative writing
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	▪ use words, phrases, and clauses in argumentative writing ▪ clarify the relationships among claim(s), reasons, and evidence in argumentative writing
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal/academic style, approach, and form.	▪ writing can establish and maintain a formal style in argumentative writing ▪ establish and maintain a formal style/academic style, approach, and form in argumentative writing

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.6.1. Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from the argument presented.	▪ provide a concluding statement or section that follows from the argument presented
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	▪ writers assess the credibility of each source ▪ plagiarism should be avoided when quoting or paraphrasing from a source ▪ gather relevant information from multiple print and digital sources
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	▪ draw evidence from informational texts to support analysis, reflection, and research
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	▪ use pertinent descriptions, facts, and details to accentuate main ideas or themes ▪ use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	▪ include multimedia (e.g., graphics, images, music, sound) and visual displays to clarify information
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	▪ demonstrate command of formal English when indicated or appropriate

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.	▪ vary sentence patterns for meaning (syntax) ▪ vary sentence patterns for reader/listener interest ▪ vary sentence patterns for style/voice
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Maintain consistency in style and tone.	▪ maintain consistency in style and tone
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	▪ distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)