

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 2: Reading and Analyzing Multiple Informational Texts

Rationale

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 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
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">▪ relevant connections and text evidence are used to make inferences▪ that analysis is based on inferences made from text evidence and relevant connections▪ cite text evidence to support analysis of text and inferences drawn▪ to make relevant connections to support analysis of the text and inferences drawn
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">▪ determine how a central idea is conveyed through particular details
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).	<ul style="list-style-type: none">▪ a key individual is illustrated and elaborated in a text through examples or anecdotes▪ a key event is illustrated and elaborated in a text through examples or anecdotes▪ a key idea is 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.	<ul style="list-style-type: none">▪ determine the meaning of words and phrases as used in a text▪ determine the technical meaning of words and phrases as used in a text

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Standard	Student Learning Objectives We are learning to... / We are learning that...
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.	<ul style="list-style-type: none"> ▪ the structure of a text contributes to the overall development of ideas ▪ authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall structure of a text ▪ authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas
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"> ▪ determine an author’s point of view ▪ determine an author’s purpose
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"> ▪ compare, contrast, and reflect on events presented by different authors through different texts
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
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	<ul style="list-style-type: none"> ▪ information in diverse media and formats can be interpreted ▪ information in diverse media contributes to a topic, text, or issue under study ▪ interpret information presented in diverse media and format
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).	<ul style="list-style-type: none"> ▪ eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors ▪ present claims and findings ▪ sequence ideas logically
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	<ul style="list-style-type: none"> ▪ information can be clarified by including multimedia components and visual displays in presentation
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks

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Grade 6 – Unit 2, Module B

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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"> ▪ explain how author’s point of view is conveyed ▪ explain how the author’s purpose is conveyed
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.	<ul style="list-style-type: none"> ▪ informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content ▪ write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content ▪ write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
<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>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> ▪ informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc.) ▪ informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia ▪ use text structures to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension ▪ use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
<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>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> ▪ develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
<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>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> ▪ appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text ▪ use appropriate transitions to create cohesion in informative/explanatory text ▪ use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text

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<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. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ▪ use precise language to inform about or explain the topic in informative/explanatory text ▪ use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
<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. E. Establish and maintain a formal/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ▪ establish and maintain a formal/academic style, approach, and form in informative/explanatory text
<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. F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> ▪ provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text
<p>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”).</p>	<ul style="list-style-type: none"> ▪ draw evidence from informational texts to support analysis, reflection, and research ▪ draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<ul style="list-style-type: none"> ▪ 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 ▪ recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

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<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<ul style="list-style-type: none"> ▪ 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
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Spell correctly.</p>	<ul style="list-style-type: none"> ▪ spell correctly

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Grade 6 – Unit 2, Module C

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 connotative 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 connotative meanings of words 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"> ▪ analyze how a particular sentence, chapter, scene or stanza contributes to the development of the theme ▪ analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting ▪ analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot
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	<ul style="list-style-type: none"> ▪ different forms or genres approach similar themes and topics in similar and different ways
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 ▪ vary sentence patterns for reader/listener interest ▪ vary sentence patterns for style/voice
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.	<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 ▪ 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

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<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>	<ul style="list-style-type: none"> ▪ use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
<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>	<ul style="list-style-type: none"> ▪ 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>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>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ▪ verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>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>	<ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words