Main Criteria: Investigations in Writing

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**

STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PI.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).

Lesson 02: Unit 2: Writiing from Notes, p. 19-28

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**

STRAND		**Writing: Text types, responding to reading, and research**

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**

STRAND		**Speaking and Listening: Flexible communication and collaboration**

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CONTENT AREA / STANDARD		**Language Domain**

STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

CONTENT STATEMENT	D.	Maintain consistency in style and tone.

CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 04: Unit 2: Writiing from Notes, p. 35-42

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.

CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3 .**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6. 7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD	**Language Domain Anchor Statements**
STRAND	**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	**Reading Domain Anchor Statements**
STRAND	**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	**Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

CONTENT STATEMENT	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.
CONTENT STATEMENT	D.	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.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.

CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

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Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.

CONTENT STATEMENT	D.	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.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**

STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

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Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD	**Language Domain Anchor Statements**
STRAND	**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	**Reading Domain Anchor Statements**
STRAND	**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	**Writing Domain Anchor Statements**
STRAND	**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.VL.6.3.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	D.	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.

CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RL.CR.6. 1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6. 4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3 .**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6. 7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**

CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT AREA / STANDARD		**Speaking and Listening Domain**

STRAND	SL.PI.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).

Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

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Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**

STRAND		**Language: System and structure, effective use, and vocabulary**

CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**

STRAND		**Reading: Text complexity and the growth of comprehension**

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**

STRAND		**Writing: Text types, responding to reading, and research**

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.6.2.	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.6.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PI.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).

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

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Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.VL.6.3.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	D.	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.

CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

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Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**

CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	D.	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.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1 .	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3 .**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

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Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

CONTENT AREA / STANDARD		Language Domain
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	D.	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.
CONTENT STATEMENT	E.	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).

CONTENT AREA / STANDARD		Reading Domain
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

CONTENT AREA / STANDARD		Writing Domain
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

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Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	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.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

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Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.SS.6.1.**	**Demonstrate command of the system and structure of the English language when writing or speaking.**
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.VL.6.3.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.

CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

STRAND	W.SE.6.6	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD	**Language Domain Anchor Statements**
STRAND	**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	**Reading Domain Anchor Statements**
STRAND	**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	**Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		Language Domain

STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	D.	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.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	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.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD		Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD		Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.VL.6.3.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.IW.6.2.	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	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.
STRAND	W.RW.6.7.	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.

CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

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New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.6.1.	**Demonstrate command of the system and structure of the English language when writing or speaking.**
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.6.3.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).

CONTENT AREA / STANDARD		Reading Domain
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	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.

STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 20: Unit 7 Inventive Writing, p. 173-180

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Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.6.1.	**Demonstrate command of the system and structure of the English language when writing or speaking.**
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.6.2.	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.6.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 21: Unit 7 Inventive Writing, p. 181-190

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6. 7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

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New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.SS.6.1.	**Demonstrate command of the system and structure of the English language when writing or speaking.**
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.IW.6.2.	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

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New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.SS.6.1.**	**Demonstrate command of the system and structure of the English language when writing or speaking.**
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**

| STRAND | SL.PI.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). |

Lesson 24: Unit 8 Formal Essay Models, p. 205-214

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD	**Language Domain Anchor Statements**
STRAND	**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	**Reading Domain Anchor Statements**
STRAND	**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	**Writing Domain Anchor Statements**
STRAND	**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	**Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.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.
CONTENT STATEMENT	C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PI.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).

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New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	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.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PI.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).

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3 .**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6. 7.	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.

CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 27: Unit 9 Formal Critique, p. 231-242

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		Language Domain

STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 28: Unit 9 Formal Critique, p. 243-250

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.SS.6.1.	**Demonstrate command of the system and structure of the English language when writing or speaking.**
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	L.KL.6.2.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3 .**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.SE.6.6 .	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.
STRAND	W.RW.6. 7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PI.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).

Lesson 29: Unit 9 Formal Critique, p. 251-260

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.6.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		Reading Domain

STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

CONTENT AREA / STANDARD		Writing Domain
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

STRAND	W.SE.6.6.	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.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).

Lesson 30: Unit 9 Formal Critique, p. 261-267

New Jersey Student Learning Standards

Language Arts

Grade **6** - Adopted: **2023**

CONTENT AREA / STANDARD		**Language Domain Anchor Statements**
STRAND		**Language: System and structure, effective use, and vocabulary**
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		**Reading Domain Anchor Statements**
STRAND		**Reading: Text complexity and the growth of comprehension**
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		**Writing Domain Anchor Statements**
STRAND		**Writing: Text types, responding to reading, and research**
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		**Speaking and Listening Anchor Statements**
STRAND		**Speaking and Listening: Flexible communication and collaboration**
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.SS.6.1.**	**Demonstrate command of the system and structure of the English language when writing or speaking.**
CONTENT STATEMENT	E.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.KL.6.2.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

CONTENT AREA / STANDARD		**Language Domain**
STRAND	**L.VL.6.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.**
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		**Reading Domain**
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.IW.6.2.**	**Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
CONTENT STATEMENT	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 aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.

CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	**W.NW.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD		**Writing Domain**
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.SE.6.6.	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.
STRAND	W.RW.6.7.	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.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	**SL.PE.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.**
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		**Speaking and Listening Domain**
STRAND	SL.PI.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).