$\label{eq:main_criteria:} \textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ 

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts Grade: 6

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

## New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading

R.

STANDARD		
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	L Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes

CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
CONTENT STATEMENT	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
		Stategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
AREA /	NJ.L.6.	
AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
AREA / STANDARD STRAND		Progress Indicators for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS	L.6.4.	Progress Indicators for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS	L.6.4.A.	Progress Indicators for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		New Jersey Student Learning Standards
		Language Arts Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT N	NJSLSA. NJ6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STATEMENT W	N6. NJSLSA.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD		Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
	NJSLSA. V8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT N AREA / W. STANDARD		Anchor Standards: Writing
STRAND		Range of Writing
	NJSLSA. W10.	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 N AREA / SL STANDARD		Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
	NJSLSA. SL1.	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 N AREA / SL STANDARD		Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
	NJSLSA. SL4.	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.
	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT N AREA / . STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
	NJSLSA. .1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.6.9.B.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / ST ANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
CONTENT STATEMENT	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA /	NJ.L.6.	Progress Indicators for Language
STANDARD		
STRAND		Vocabulary Acquisition and Use
	L.6.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
STRAND	<b>L.6.4.</b> L.6.4.A.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONTENT STATEMENT  CUMULATIVE PROGRESS		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS	L.6.4.A.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
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Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND Key Ideas and Details	
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge

CONTENT NJSLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy statement W8. Source, and integrate the information while avoiding plagiarism.  CONTENT NJSLSA. Draw evidence from literary or informational texts to support analysis, reflection, and research.  W9.  CONTENT NJSLSA. Anchor Standards: Writing W.	y of each
STATEMENT W9.  CONTENT NJSLSA. Anchor Standards: Writing	
STANDARD	
STRAND Range of Writing	
CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time STATEMENT W10. single sitting or a day or two) for a range of tasks, purposes, and audiences.	frames (a
CONTENT NJSLSA. Anchor Standards: Speaking and Listening AREA / SL. STANDARD	
STRAND Comprehension and Collaboration	
CONTENT NJSLSA. Prepare for and participate effectively in a range of conversations and collaborations with diverse participate statement SL1. on others' ideas and expressing their own clearly and persuasively.	rtners, building
CONTENT NJSLSA. Anchor Standards: Speaking and Listening AREA / SL. STANDARD	
STRAND Presentation of Knowledge and Ideas	
CONTENT NJSLSA. Present information, findings, and supporting evidence such that listeners can follow the line of reason STATEMENT SL4. organization, development, and style are appropriate to task, purpose, and audience.	ning and the
CONTENT NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal En	inglish when
CONTENT NJSLSA.L Anchor Standards: Language AREA / . ST ANDARD	
AREA / .	
AREA / . ST ANDARD	peaking.
AREA / STANDARD  STRAND  Conventions of Standard English  CONTENT  NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or specific conventions.	
STRAND  Conventions of Standard English  CONTENT STATEMENT  NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or specific standard English grammar and usage when writing or specific standard English capitalization, punctuation, and spelling	
STRAND  Conventions of Standard English  CONTENT STATEMENT  NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or specific standard English grammar and usage when writing or specific standard English capitalization, punctuation, and spelling STATEMENT  NJSLSA. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling STATEMENT  L2.  NJSLSA.L Anchor Standards: Language  NJSLSA.L Anchor Standards: Language	

#### NJSLSA.L Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA /	NJ.RI.6.	Progress Indicators for Reading Informational Text
STANDARD		
		Craft and Structure
STANDARD	RI.6.4.	Craft and Structure  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ST AND ST RAND  CONTENT	RI.6.4. RI.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
ST AND ARD  ST RAND  CONTENT STATEMENT  CONTENT		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
ST AND ARD  ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA I	RI.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
ST AND ARD  ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / ST AND ARD	RI.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  Progress Indicators for Reading Informational Text
STANDARD  STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	RI.6.5. NJ.RI.6.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  Progress Indicators for Reading Informational Text  Integration of Knowledge and Ideas  Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to
ST AND ARD  ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / ST AND ARD  CONTENT STATEMENT  CONTENT CONTENT STATEMENT  CONTENT STATEMENT	RI.6.5.  NJ.RI.6.  RI.6.7.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  Progress Indicators for Reading Informational Text  Integration of Knowledge and Ideas  Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.6.9.B.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

### NJ.W.6. Progress Indicators for Writing

STRAND		Range of Writing
CONTENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STRAND  CONTENT STATEMENT	SL.6.4.	Presentation of Knowledge and Ideas  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).
CONTENT	SL.6.4. SL.6.6.	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
CONTENT STATEMENT CONTENT		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).  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA /	SL.6.6.	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).  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD	SL.6.6.	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).  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Progress Indicators for Language
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD  STRAND  CONTENT	SL.6.6. NJ.L.6.	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).  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or

CONTENT AREA / STANDARD
STRAND
CONTENT STATEMENT
CUMULATIVE PROGRESS INDICATOR
CONTENT AREA / STANDARD
STRAND

#### NJ.L.6. **Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE	L.6.2.B.	Spell correctly.

NJ.L.6. **Progress Indicators for Language** 

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT AREA / **STANDARD** 

NJ.L.6. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

## New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / **STANDARD** 

NJSLSA. Anchor Standards: Reading R.

**Key Ideas and Details** STRAND CONTENT NJSLSA. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details STATEMENT R2. and ideas.

CONTENT NJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STATEMENT R3.

CONTENT NJSLSA. Anchor Standards: Reading AREA / R. STANDARD

**STRAND** Craft and Structure

CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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 /
<b>STANDARD</b>

# NJSLSA. Anchor Standards: Speaking and Listening SL.

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	- Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	- Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CONTENT STATEMENT	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STATEMENT	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RL.6.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.6.3.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.
CUMULATIVE PROGRESS	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CUMULATIVE PROGRESS INDICATOR	W.6.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / ST ANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
CONTENT STATEMENT	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.

L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
	context or in a dictionary).
NJ.L.6.	Progress Indicators for Language
	Vocabulary Acquisition and Use
L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
	New Jersey Student Learning Standards  Language Arts  Grade 6 - Adopted: 2016
NJSLSA. R.	Anchor Standards: Reading
	Key Ideas and Details
NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA. R.	Anchor Standards: Reading
	Craft and Structure
NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
NJSLSA. R.	Anchor Standards: Reading
	Range of Reading and Level of Text Complexity
NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
	Anchor Standards: Writing
N.	
	Text Types and Purposes
	NJSLSA. R3. NJSLSA. R3. NJSLSA. R4. NJSLSA. R6. NJSLSA.

CONTENT
AREA /
<b>STANDARD</b>

STATEMENT

L2.

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Writing W.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT	NJSLSA.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT
AREA /
<b>CT AND ADD</b>

NJSLSA.L Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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 / ST ANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / ST ANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STATEMENT	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity

CONTENT STATEMENT	RL.6.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.6.3.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.
CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CUMULATIVE PROGRESS INDICATOR	W.6.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT	NJ.W.6.	Progress Indicators for Writing

AREA / STANDARD

rd English grammar and usage when writing or
ing command of formal English when indicated or
using pertinent descriptions, facts, and details to behaviors (e.g., eye contact, adequate volume, and
d detail by making comments that contribute to the topic,
deadlines, and define individual roles as needed.
uired material; explicitly draw on that preparation by d reflect on ideas under discussion.
sions (one-on-one, in groups, and teacher-led) ssues, building on others' ideas and expressing
reflection, metacognition/self correction, and revision) a range of discipline-specific tasks, purposes, and
rces; assess the credibility of each source; and quote or g plagiarism and providing basic bibliographic
rces;

CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

## New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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 /
<b>STANDARD</b>

 $\ensuremath{\mathsf{NJSLSA}}.$  Anchor Standards: Speaking and Listening SL.

STANDARD		
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	. Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details

CONTENT STATEMENT	RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STATEMENT	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STATEMENT	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RL.6.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS	W.6.3.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.

INDICATOR

CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CUMULATIVE PROGRESS INDICATOR	W.6.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
AREA /	NJ.W.6.	Progress Indicators for Writing  Range of Writing
AREA / STANDARD	<b>NJ.W.6.</b> W.6.10.	
ST RAND  CONTENT	W.6.10.	Range of Writing  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
ST RAND  CONTENT STATEMENT  CONTENT AREA /	W.6.10.	Range of Writing  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.
STRAND  CONTENT STATEMENT  CONTENT AREA / STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Progress Indicators for Speaking and Listening

CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
CONTENT STATEMENT	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		New Jersey Student Learning Standards  Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT
AREA /
STANDARD

#### NJSLSA.L Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT
AREA /
<b>STANDARD</b>

#### NJ.W.6. Progress Indicators for Writing

CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

# CONTENT AREA / STANDARD

#### NJ.W.6. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

## CONTENT AREA / STANDARD

#### NJ.W.6. Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80
		New Jersey Student Learning Standards  Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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 / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT
AREA /
STANDARD

CTDAND		Manufacture of Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	_Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT
AREA /
<b>STANDARD</b>

#### NJ.W.6. Progress Indicators for Writing

CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

# CONTENT AREA / STANDARD

#### NJ.W.6. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

## CONTENT AREA / STANDARD

#### NJ.W.6. Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		New Jersey Student Learning Standards  Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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 / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT
AREA /
STANDARD

STRAND		Knowledge of Language
CONTENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / ST ANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT
AREA /
<b>STANDARD</b>

#### NJ.W.6. Progress Indicators for Writing

CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

# CONTENT AREA / STANDARD

#### NJ.W.6. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

## CONTENT AREA / STANDARD

#### NJ.W.6. Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.C.	Recognize and correct inappropriate shifts in pronoun number and person.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use

CONTENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STATEMENT	L.0.4.	6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98
		New Jersey Student Learning Standards
		Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes

CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.I	_Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	_Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / ST ANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / ST ANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT AREA / ST ANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT
AREA /
STANDARD

#### NJ.L.6. Progress Indicators for Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.

#### CONTENT AREA / STANDARD

#### NJ.L.6. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### CONTENT AREA / STANDARD

#### NJ.L.6. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

### New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

R.

NJSLSA. Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT
AREA /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Reading R.

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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

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STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	L Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing

CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
AREA / STANDARD	NJ.L.6.	Progress Indicators for Language  Vocabulary Acquisition and Use
AREA /	<b>NJ.L.6.</b> L.6.6.	

#### New Jersey Student Learning Standards

#### Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT
AREA /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Writing W

AREA / STANDARD	W.	
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

## CONTENT AREA / STANDARD

NJ.RL.6. Progress Indicators for Reading Literature

ng and Level of Text Complexity	RAND	STR
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CONTENT STATEMENT	RL.6.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.6.3.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.
CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR  L8.1E Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous aniecedents).  CUMULATIVE PROGRESS INDICATOR  NJ.L6. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT STANDARD  CONTENT STATEMENT  L6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS INDICATOR  NJ.L6. Progress indicators for Language  STRAND  Vocabulary Acquisition and Use  CONTENT STATEMENT  L6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of strategies.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE L6.4. 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.  CUMULATIVE PROGRESS INDICATOR  NJ.L6. Progress Indicators for Language  CUMULATIVE PROGRESS INDICATOR  NJ.L6. 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 STANDARD  NJ.L6. Progress Indicators for Language  STRAND  Vocabulary Acquisition and Use  CONTENT STANDARD  STRAND  Vocabulary Acquisition and Use  CONTENT L6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language STANDARD  STRAND Conventions of Standard English  CONTENT STATEMENT L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND Vocabulary Acquisition and Use  CONTENT STATEMENT L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE L.6.4. 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.  CUMULATIVE CONTENT AREA/STANDARD  NJ.L.6. Progress Indicators for Language  STRAND Vocabulary Acquisition and Use  CONTENT AREA/STANDARD  Vocabulary Acquisition and Use  CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	PROGRESS	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
STRAND  CONTENT STATEMNT  L6.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS INDICATOR  NJ.L.6.  CONTENT STATEMENT  TARBAN  Vocabulary Acquisition and Use  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT STAND  CONTENT L6.6.  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	PROGRESS	L.6.1.E.	
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND  Vocabulary Acquisition and Use  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND  Vocabulary Acquisition and Use  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language 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 NJ.L.6. Progress Indicators for Language  STRAND  Vocabulary Acquisition and Use  CONTENT NJ.L.6. Progress Indicators for Language  STRAND  Vocabulary Acquisition and Use  CONTENT AREA / STANDARD  STRAND  Vocabulary Acquisition and Use  CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	AREA /	NJ.L.6.	Progress Indicators for Language
STATEMENT   Spelling when writing.	STRAND		Conventions of Standard English
PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND Vocabulary Acquisition and Use  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language 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.  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND Vocabulary Acquisition and Use  CONTENT AREA / STANDARD  Vocabulary Acquisition and Use  CONTENT L6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather		L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND  Vocabulary Acquisition and Use  CONTENT STATEMENT  L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade of reading and content, choosing flexibly from a range of strategies.  CUMULATIVE PROGRESS INDICATOR  L.6.4.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.  CUMULATIVE PROGRESS INDICATOR  L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  CONTENT AREA / STANDARD  Vocabulary Acquisition and Use  CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	PROGRESS	L.6.2.B.	Spell correctly.
CONTENT STATEMENT  L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  CUMULATIVE PROGRESS INDICATOR  L.6.4.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.  CUMULATIVE PROGRESS INDICATOR  L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  CONTENT AREA / STANDARD  Vocabulary Acquisition and Use  CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	AREA /	NJ.L.6.	Progress Indicators for Language
CUMULATIVE PROGRESS INDICATOR  L.6.4.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.  CUMULATIVE PROGRESS INDICATOR  L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  CONTENT AREA / STANDARD  Vocabulary Acquisition and Use  CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	STRAND		Vocabulary Acquisition and Use
PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  CONTENT AREA / STANDARD  Vocabulary Acquisition and Use  CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather		L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND  Vocabulary Acquisition and Use  CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	PROGRESS	L.6.4.A.	
AREA / STANDARD  STRAND  Vocabulary Acquisition and Use  CONTENT  L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	PROGRESS	L.6.4.D.	
CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	AREA /	NJ.L.6.	Progress Indicators for Language
	STRAND		Vocabulary Acquisition and Use
		L.6.6.	
UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126			UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

## New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT	NJSLSA.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
STATEMENT	R2.	and ideas.

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		
		Production and Distribution of Writing
CONTENT	NJSLSA. W4.	
CONTENT	W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

CONTENT
AREA /
<b>STANDARD</b>

NJSLSA. Anchor Standards: Writing W.

OTANDAND		
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.I	_Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	_Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT
AREA /
STANDARD

### NJ.RI.6. Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STATEMENT	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STATEMENT paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  CONTENT AREA / STANDARD  Research to Build and Present Knowledge  CONTENT STATEMENT  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  CUMULATIVE  W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,			
ROGRESS INDICATOR  N.J.W.6. Progress Indicators for Writing  STRAND  Production and Distribution of Writing  CONTENT STARDENT  W.5.4. Produce clear and coherent witing in which the development, organization, voice and syle are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CONTENT  W.6.5. With some guidance and support from preers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CONTENT  W.6.5. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  CONTENT AREA in STANDAND  Research to Build and Present Knowledge  CONTENT  STATEMENT  W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  CONTENT  STATEMENT  W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or pappropriate information for sources.  CONTENT  STANDARD  Research to Build and Present Knowledge  CONTENT  N.J.W.6. Progress Indicators for Writing  Research to Build and Present Knowledge  CONTENT  N.J.W.6. Progress Indicators for Writing  Research to Build and Present Knowledge  CONTENT  N.J.W.6. Progress Indicators for Writing  Research to Build and Present Knowledge  CONTENT  N.J.W.6. Progress Indicators for Writing  Research to Build and Present Knowledge  CONTENT  N.J.W.6. Progress Indicators for Writing  Research to Build and Present Knowledge  CONTENT  N.J.W.6. Progress Indica	PROGRESS	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
		New Jersey Student Learning Standards  Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Denge of Booding and Lovel of Toyt Complexity
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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CONTENT
AREA /
STANDARD

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT
AREA /
STANDARD

STRAND

#### NJ.RI.6. Progress Indicators for Reading Informational Text

STRAND		Integration of Knowledge and Ideas
STRAND		integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STATEMENT	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing

Research to Build and Present Knowledge

CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.6.9.A.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
AREA /	NJ.L.6.	Progress Indicators for Language  Conventions of Standard English

CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
AREA /	NJ.L.6.	Progress Indicators for Language  Vocabulary Acquisition and Use
AREA / STANDARD	NJ.L.6. L.6.6.	

## New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading

Key Ideas and Details STRAND

CONTENT	NJSLSA.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
STATEMENT	R2.	and ideas.

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		
		Production and Distribution of Writing
CONTENT	NJSLSA. W4.	
CONTENT	W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

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<b>STANDARD</b>

NJSLSA. Anchor Standards: Writing W.

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT
AREA /
STANDARD

# NJ.RI.6. Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to
CONTENT STATEMENT	11.0.7	develop a coherent understanding of a topic or issue.
	RI.6.9.	develop a coherent understanding of a topic or issue.  Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STATEMENT		Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same
CONTENT CONTENT CONTENT AREA /	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT STATEMENT  CONTENT AREA / STANDARD	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  Progress Indicators for Writing
CONTENT AREA / STANDARD  CONTENT CONTENT	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  Progress Indicators for Writing  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.6.9.A.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# NJ.SL.6. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
		·
STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		New Jersey Student Learning Standards
		Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Denge of Booding and Lovel of Toyt Complexity
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
AREA /		Anchor Standards: Writing  Research to Build and Present Knowledge
AREA / STANDARD		Research to Build and Present Knowledge
ST RAND  CONTENT	W.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
ST RAND  CONTENT STATEMENT  CONTENT	NJSLSA. W7. NJSLSA. W8.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
STRAND  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA /	NJSLSA. W7.  NJSLSA. W8.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
ST RAND  ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / ST ANDARD	NJSLSA. W7.  NJSLSA. W8.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Anchor Standards: Writing
AREA / ST ANDARD  ST RAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / ST ANDARD  ST RAND  CONTENT	NJSLSA. W7.  NJSLSA. W8.  NJSLSA. W.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Anchor Standards: Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STAND  CONTENT AREA / STAND  CONTENT STATEMENT  CONTENT AREA / CONTENT STATEMENT	NJSLSA. W7.  NJSLSA. W8.  NJSLSA. W.  NJSLSA.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Anchor Standards: Writing  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

NJSLSA.L Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CONTENT
AREA /
STANDARD

STRAND

# NJ.RI.6. Progress Indicators for Reading Informational Text

STRAND		Integration of Knowledge and Ideas
STRAND		integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STATEMENT	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing

Research to Build and Present Knowledge

CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.6.9.A.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
AREA /	NJ.L.6.	Progress Indicators for Language  Conventions of Standard English

CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 17 Page 159-164
	L.6.6.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing W.

STRAND		Text Types and Purposes
CONTENT	NJSLSA.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STATEMENT	W2.	through the effective selection, organization, and analysis of content.

STRAND		Production and Distribution of Writing
CONTENT	NICLOA	
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	. Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	. Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.6.2.F.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
NJ.L.6.	Progress Indicators for Language
	Conventions of Standard English
L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
NJ.L.6.	Progress Indicators for Language
	Conventions of Standard English
L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.B.	Spell correctly.
NJ.L.6.	Progress Indicators for Language
	Vocabulary Acquisition and Use
L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	UNIT 7: INVENTIVE WRITING Week 18 Page 165-172
	SL.6.1.C.  NJ.L.6.  L.6.1.D.  L.6.1.E.  NJ.L.6.  NJ.L.6.

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Writing W.

STRAND Text Types and Purposes

CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.6.2.F.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.6.3.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.
CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CUMULATIVE PROGRESS INDICATOR	W.6.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.6.

CONTENT STATEMENT

CONTENT
AREA /
STANDARD

# NJ.W.6. Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
PROGRESS	L.6.2.B. NJ.L.6.	Spell correctly.  Progress Indicators for Language
PROGRESS INDICATOR  CONTENT AREA /		

# New Jersey Student Learning Standards

Language Arts
Grade 6 - Adopted: 2016

UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing

W.

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR

NJSLSA. Anchor Standards: Writing W.

STANDARD		
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.6.2.F.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision)
		and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.L.6.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
AREA /	NJ.L.6.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
AREA / STANDARD	NJ.L.6.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Progress Indicators for Language
STRAND  STRAND  CONTENT		and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS	L.6.1.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS	<b>L.6.1.</b> L.6.1.D.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use
AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	L.6.1.D.	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Progress Indicators for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		New Jersey Student Learning Standards  Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
		ocused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	
	W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
STATEMENT  CONTENT AREA /	W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Anchor Standards: Writing  Range of Writing
CONTENT AREA / STANDARD STRAND	W8.  NJSLSA.  W.  NJSLSA.  W10.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Anchor Standards: Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT AREA /	W8.  NJSLSA.  W.  NJSLSA.  W10.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Anchor Standards: Writing  Range of Writing  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 STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	- Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	_Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STATEMENT	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
CUMULATIVE PROGRESS INDICATOR	W.6.2.F.	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge

STATEMENT  Appropriate.  W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quot paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  CONTENT AREA / STANDARD  Research to Build and Present Knowledge  CONTENT STATEMENT  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  CUMULATIVE PROGRESS INDICATOR  W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g. stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topic stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topic stories and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CONTENT STATEMENT  NJ.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English  Conventions of Standard English			
paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  NJ.W.6. Progress Indicators for Writing  STRAND  Research to Build and Present Knowledge  CONTENT STATEMENT  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  STATEMENT  W.6.9. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., "Compare and contrast texts		W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
REAL STANDARD  Research to Build and Present Knowledge  CONTENT STATEMENT  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  CUMULATIVE PROCRESS STATEMENT  N.3.W.6. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g. REAL STANDARD  CONTENT  STANDARD  Range of Writing  Range of Writing  W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CONTENT  N.3.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English  CONTENT  STATEMENT  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or STATEMENT  L.6.1. Progress Indicators from the conventions of standard English grammar and usage when writing on STATEMENT  L.6.1. Progress Indicators from the conventions of standard English grammar and usage when writing on STATEMENT  L.6.1. Progress Indicators from the conventions of standard English grammar and usage when writing on STATEMENT  L.6.1. Progress Indicators from the conventional language.  CUMULATIVE  L.6.1. Progress Indicators for Language  STRAND  CONTENT  STANDARD  CONTENT  STATEMENT  N.3.L.6. Progress Indicators for Language  STRAND  CONTENT  STANDARD  CONTENT  STANDARD  CONTENT  STANDARD  STRAND  Conventions of Standard English  CONTENT  STATEMENT  N.3.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English  CONTENT  STATEMENT  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE  L.6.2. Spell correctly.		W.6.8.	
CONTENT STATEMENT  W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  CUMULATIVE PROGRESS Subsess and poems; historical novels and lantasy stories] in terms of their approaches to similar themes and topi NINICKATOR  NJ.W.6. Progress Indicators for Writing  STRAND  Range of Writing  CONTENT STATEMENT  W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision and shoner time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CONTENT NJ.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English  CONTENT L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or stratement speaking.  CUMULATIVE PROGRESS INDICATOR  U.6.1. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Progress Indicators for Language  CUMULATIVE L.6.1. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT RAND  CONTENT NJ.L.6. Progress Indicators for Language  C	AREA /	NJ.W.6.	Progress Indicators for Writing
CUMULATIVE PROGRESS INDICATOR  W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms or genres [e.g., "Compare and contrast texts in different forms of texts in the fames (it me 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 STANDARD  Conventions of Standard English  CONTENT STATEMENT  L6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CUMULATIVE PROGRESS INDICATOR  NJ.L6. Progress Indicators from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT STANDARD  CONTENT STANDARD  Conventions of Standard English	STRAND		Research to Build and Present Knowledge
Stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topin INDICATOR  NJ.W.6. Progress Indicators for Writing  Range of Writing  CONTENT STANDARD  W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CONTENT STANDARD  NJ.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English  CONTENT STATEMENT  CONTENT STATEMENT  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT AREA I  STRAND  Conventions of Standard English  CONTENT STANDARD  Conventions of Standard English  CONTENT STANDARD  CONTENT STANDARD  STRAND  Conventions of Standard English  CONTENT STANDARD  CONTENT STANDARD  STRAND  Conventions of Standard English  CONTENT STANDARD  CONTENT STA		W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND  Range of Writing  W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  NJ.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English  CONTENT STATEMENT  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  NJ.L.6. Progress Indicators for Language  STRAND  Conventions of Standard English  Content STANDARD  SPELICATOR  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	PROGRESS	W.6.9.A.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STATEMENT W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  CONTENT AREA I STANDARD  CONVENT STAND  CONVENT CONVENT STATEMENT  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE L.6.1.E. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT AREA I STANDARD  CONVENT STAND  CONVENT STANDARD  CONVENT STANDARD  CONVENT STANDARD  CONVENT STANDARD  SPEIL CORPORATES  Spell correctly.	AREA /	NJ.W.6.	Progress Indicators for Writing
and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  NJ.L.6. Progress Indicators for Language  CONTENT STANDARD  CONVENTION CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE L.6.1. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  PROGRESS INDICATOR  CONTENT STATEMENT  CONTENT Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT AREA / STANDARD  CONVENTION CONVENTIONS OF Standard English  CONTENT STAND Conventions of Standard English  CONTENT STATEMENT  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	STRAND		Range of Writing
STRAND  CONTENT STATEMENT  L.6.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  L.6.1.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT AREA / STANDARD  CONTENT STANDARD  CONTENT STATEMENT  L.6.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS  L.6.2.  Spell correctly.		W.6.10.	
CONTENT STATEMENT  L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT AREA / STANDARD  CONTENT STANDARD  CONVENTIONS OF Standard English  CONTENT STANDARD  CONVENTIONS OF Standard English  CONTENT STATEMENT  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	AREA /	NJ.L.6.	Progress Indicators for Language
CUMULATIVE PROGRESS INDICATOR  L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  CUMULATIVE PROGRESS INDICATOR  L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT AREA / STANDARD  CONTENT STANDARD  CONTENT CONTENT L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS  Spell correctly.	STRAND		Conventions of Standard English
PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  CONTENT AREA / STANDARD  CONTENT CONVENTIONS OF Standard English  CONTENT STATEMENT  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS  Spell correctly.		L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROGRESS INDICATOR  NJ.L.6. Progress Indicators for Language  STRAND  CONTENT AREA / STANDARD  COnventions of Standard English  CONTENT STATEMENT  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS  Strategies to improve expression in conventional language.	PROGRESS	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
STRAND  Conventions of Standard English  CONTENT STATEMENT  CUMULATIVE PROGRESS  Conventions of Standard English  Conventions of Standard English capitalization, punctuation, and spelling when writing.	PROGRESS	L.6.1.E.	
CONTENT STATEMENT  L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CUMULATIVE PROGRESS  L.6.2.B. Spell correctly.	AREA /	NJ.L.6.	Progress Indicators for Language
STATEMENT spelling when writing.  CUMULATIVE PROGRESS  L.6.2.B. Spell correctly.	STRAND		Conventions of Standard English
PROGRESS		L.6.2.	
	PROGRESS	L.6.2.B.	Spell correctly.

CONTENT	
AREA /	
STANDARD	)

## NJ.L.6. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

# UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD

STRAND

STATEMENT

NJSLSA. Anchor Standards: Reading

Integration of Knowledge and Ideas

R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Range of Writing
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
STRAND		Research to Build and Present Knowledge
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND		Production and Distribution of Writing
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND		Text Types and Purposes
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
STRAND		Range of Reading and Level of Text Complexity
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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 / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STATEMENT	RI.6.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
AREA /	NJ.W.6.	Progress Indicators for Writing  Text Types and Purposes
AREA / ST ANDARD	NJ.W.6.	
STANDARD STRAND CONTENT		Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS	W.6.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  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
AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS	<b>W.6.2.</b> W.6.2.A.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR  CUMULATIVE PROGRESS INDICATOR	W.6.2.A. W.6.2.B.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CTDAND		Production and Distribution of Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
STRAND CONTENT STATEMENT	W.6.9.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT	<b>W.6.9.</b> W.6.9.A.	
CONTENT STATEMENT CUMULATIVE PROGRESS		Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g.,
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	W.6.9.A.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD	W.6.9.A.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").  Progress Indicators for Writing
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT	W.6.9.A.  NJ.W.6.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").  Progress Indicators for Writing  Range of Writing  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
CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT CONTENT STATEMENT	W.6.9.A.  NJ.W.6.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").  Progress Indicators for Writing  Range of Writing  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 STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD	W.6.9.A.  NJ.W.6.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").  Progress Indicators for Writing  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.  Progress Indicators for Speaking and Listening

CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS	L.6.2.B.	Spell correctly.
INDICATOR		
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
CONTENT AREA /	NJ.L.6.	
CONTENT AREA / ST ANDARD	NJ.L.6. L.6.4.	Progress Indicators for Language
CONTENT AREA / STANDARD STRAND CONTENT		Progress Indicators for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CONTENT	
AREA /	
<b>STANDARD</b>	

#### NJ.L.6. **Progress Indicators for Language**

CONTENT L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	STRAND		Vocabulary Acquisition and Use
		L.6.6.	

# UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

# New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / **STANDARD** 

R.

NJSLSA. Anchor Standards: Reading

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / **STANDARD**

NJSLSA. Anchor Standards: Reading R.

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

#### CONTENT AREA / **STANDARD**

R.

NJSLSA. Anchor Standards: Reading

Range of Reading and Level of Text Complexity

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### CONTENT AREA / STANDARD

**STATEMENT** 

NJSLSA. Anchor Standards: Writing W.

**STRAND Text Types and Purposes** CONTENT NJSLSA. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA /	NJSLSA. W.	Anchor Standards: Writing
STANDARD	•••	

W3.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.I	_Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	_Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.I	_ Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		
STRAND		Craft and Structure
CONTENT	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative
CONTENT STATEMENT CONTENT		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT	RL.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA /	RL.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  Explain how an author develops the point of view of the narrator or speaker in a text.
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / STANDARD	RL.6.5.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  Explain how an author develops the point of view of the narrator or speaker in a text.  Progress Indicators for Reading Literature
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / ST ANDARD  ST RAND  CONTENT	RL.6.5.  RL.6.6.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  Explain how an author develops the point of view of the narrator or speaker in a text.  Progress Indicators for Reading Literature  Range of Reading and Level of Text Complexity  By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-
CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT AREA / ST ANDARD  CONTENT STATEMENT  CONTENT STATEMENT  CONTENT STATEMENT	RL.6.5.  RL.6.6.  NJ.RL.6.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  Explain how an author develops the point of view of the narrator or speaker in a text.  Progress Indicators for Reading Literature  Range of Reading and Level of Text Complexity  By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CUMULATIVE PROGRESS INDICATOR	W.6.3.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.
CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CUMULATIVE PROGRESS INDICATOR	W.6.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / ST AND ARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.6.3.B.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

# CONTENT NJ.L.6. Progress Indicators for Language AREA / STANDARD

context or in a dictionary).

L.6.4.D.

CUMULATIVE

PROGRESS

INDICATOR

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.6.5.A.	Interpret figures of speech (e.g., personification) in context.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230
		New Jersey Student Learning Standards  Language Arts  Grade 6 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes

CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.I	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	_Anchor Standards: Language
STRAND		Knowledge of Language

L3.	Apply knowledge of language 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.
NICICAL	
NJOLOA.I	Anchor Standards: Language
	Vocabulary Acquisition and Use
NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
NJ.RL.6.	Progress Indicators for Reading Literature
	Key Ideas and Details
RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
NJ.RL.6.	Progress Indicators for Reading Literature
	Craft and Structure
RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
NJ.RL.6.	Progress Indicators for Reading Literature
	Range of Reading and Level of Text Complexity
RL.6.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
NJ.RI.6.	Progress Indicators for Reading Informational Text
	NJ.RL.6.  NJ.RL.6.  RL.6.1.  RL.6.3.  NJ.RL.6.  RL.6.4.  RL.6.5.  RL.6.5.

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
AREA /	NJ.W.6.	Progress Indicators for Writing  Text Types and Purposes
AREA / ST ANDARD	NJ.W.6.	
STANDARD STRAND CONTENT	1	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS	W.6.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA /	<b>W.6.2.</b> W.6.2.B.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD	<b>W.6.2.</b> W.6.2.B.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Progress Indicators for Writing
AREA / STANDARD  STRAND  CONTENT STATEMENT  CUMULATIVE PROGRESS INDICATOR  CONTENT AREA / STANDARD  STRAND  CONTENT	W.6.2.B.  NJ.W.6.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Progress Indicators for Writing  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, relevant

CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CUMULATIVE PROGRESS INDICATOR	W.6.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT AREA / ST ANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / ST ANDARD	NJ.SL.6.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CUMULATIVE PROGRESS INDICATOR	SL.6.1.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 AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.6.3.B.	Maintain consistency in style and tone.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT
AREA /
<b>STANDARD</b>

#### NJ.L.6. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS	L.6.5.A.	Interpret figures of speech (e.g., personification) in context.

#### CONTENT AREA / STANDARD

**INDICATOR** 

#### NJ.L.6. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

# New Jersey Student Learning Standards Language Arts

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

CONTENT NJSLSA. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT NJSLSA. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA. Anchor Standards: Writing W.

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing W.

Range of Writing

CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STATEMENT W10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

NJSLSA.L Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD NJSLSA.L Anchor Standards: Language

STRAND		Knowledge of Language
CONTENT	NJSLSA.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STATEMENT	L3.	for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD NJSLSA.L Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA /	NJ.RL.6.	Progress Indicators for Reading Literature

STRAND

**STANDARD** 

Key Ideas and Details

interences drawn from the text.  CONTENT R. G. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CONTENT REAL TANDARD  Craft and Structure  CONTENT R. G. A. Determine the meaning of words and phrases as they are used in a text including figurative and compositive meanings; analyze the impact of a specific word choice on meaning and tone.  CONTENT REAL TANDARD  Range of Reading and Level of Text Complexity  CONTENT REAL TANDARD  Range of Reading and Level of Text Complexity  CONTENT REAL TANDARD  Range of Reading and Level of Text Complexity  CONTENT REAL TANDARD  Range of Reading and Level of Text Complexity  CONTENT REAL TANDARD  RANGE Progress Indicators for Reading Informational Text  CONTENT TANDARD  Key Ideas and Details  Key Ideas and Details  CONTENT Rid. 2. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  CONTENT Rid. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text STATEMENT  Rid. 3. Analyze in detail Invar a key individual, event, or idea is introduced, illustrated, and eliaborated in a text (e.g., through examples or anecdotes).  CONTENT Rid. 3. Analyze in detail Invar a key individual, event, or idea is introduced, illustrated, and eliaborated in a text (e.g., through examples or anecdotes).  CONTENT Rid. 4. Progress Indicators for Reading Informational Text  CONTENT Rid. 5. Progress Indicators for Reading Informational Text  CONTENT Rid. 6. Progress Indicators for Reading Informational Text  CONTENT Rid. 6. Progress Indicators for Reading Informational Text  CONTENT Rid. 6. Progress Indicators for Reading Informational Text  CONTENT Rid. 6. Progress Indicators for Reading Informational Text  CONTENT Rid. 6. Progress Indicators for Reading Informational Text  CONTENT Rid. 1. Analyze how a paracular sentence, p			
STATEMENT the text distinct from personal opinions or judgments.  STATEMENT NJ.RL6. Progress Indicators for Reading Literature  CONTENT REA   Annual Progress Indicators for Reading Literature  CONTENT RL6.4. Determine the meaning of words and phrases as they are used in a text including figurative and computative meanings; analyze the impact of a specific word choice on meaning and tone.  CONTENT RRAI NJ.RL6. Progress Indicators for Reading Literature  CONTENT RRAI RL6.5.10. By the end of the year read and comprehend therature, including stories, dramas, and poems at grade level lext-complexity or above, scaffolding as needed.  CONTENT RRAI AND ARD  Key Ideas and Details  CONTENT RRAI Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  CONTENT RR.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text STATEMENT RR.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CONTENT RR.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CONTENT RRAI TANDARD  Craft and Structure  CONTENT RR.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT RRAI Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT RRAI Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	CONTENT STATEMENT	RL.6.1.	
STRAND Craft and Structure CONTENT RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific world choice on meaning and tone.  CONTENT STATEMENT NJ.R.6. Progress Indicators for Reading Literature  REAL TANDARD Range of Reading and Level of Text Complexity  CONTENT STATEMENT RI.6.1. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, scalibiding as needed.  CONTENT RIRAL TANDARD  Key Ideas and Details  Key Ideas and Details  CONTENT RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  CONTENT RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text STATEMENT  CONTENT RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anectokes).  CONTENT RI.6.4. Progress Indicators for Reading Informational Text  CONTENT RI.6.5. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anectokes).  CONTENT RI.6.6. Progress Indicators for Reading Informational Text  CONTENT RI.6.7. Progress Indicators for Reading Informational Text  CONTENT RI.6.8. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and combinues to the development of the ideas.  CONTENT RI.6.9. Progress Indicators for Reading Informational Text  CONTENT RI.6.1. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and combinues to the development of the ideas.	CONTENT STATEMENT	RL.6.2.	
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  NJRL6. Progress Indicators for Reading Literature  Range of Reading and Level of Text Complexity  Range of Reading and Level of Text Complexity  RL6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scalabiding as needed.  NJRL6. Progress Indicators for Reading Informational Text  Key Ideas and Details  Key Ideas and Details  Key Ideas and Details  Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  CONTENT  RI6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CONTENT  RI6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdoties).  STATEMENT  NJ.RI.6. Progress Indicators for Reading Informational Text  CONTENT  RI6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT  RI6.5. Analyze how a particular sentence, paragraph, chapter, or section fils into the overall structure of a text and contributes to the development of the ideas.  CONTENT  RIG.5. Analyze how a particular sentence, paragraph, chapter, or section fils into the overall structure of a text and contributes to the development of the ideas.	CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STATEMENT  NJ.R.L.6. Progress Indicators for Reading Literature  TANDARD  Range of Reading and Level of Text Complexity  REA / I TANDARD  Range of Reading and Level of Text Complexity  REA / I Rea /	STRAND		Craft and Structure
REA / TYANDARD  Range of Reading and Level of Text Complexity  CONTENT RL6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  NJ.Rl.6. Progress Indicators for Reading Informational Text  REA / TANDARD  RI6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  CONTENT RI6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CONTENT RI6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIADARD  RI6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT RIGAT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text  CONTENT RIGAT NJ.Rl.6. Progress Indicators for Reading Informational Text	CONTENT STATEMENT	RL.6.4.	
CONTENT RL6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  NJ.Rl.6. Progress Indicators for Reading Informational Text  Key Ideas and Details  CONTENT RL6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  CONTENT RL6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CONTENT RL6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CONTENT RL6.4. Progress Indicators for Reading Informational Text  CONTENT RL6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT RL6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT RL6.5. Progress Indicators for Reading Informational Text  NJ.Rl.6. Progress Indicators for Reading Informational Text	CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
CONTENT STATEMENT CONTENT REA / STAND RIGHT REA / STAND RIGHT RIGHT REA / STATEMENT RIGHT	STRAND		Range of Reading and Level of Text Complexity
STRAND   Key Ideas and Details	CONTENT STATEMENT	RL.6.10.	
CONTENT STATEMENT  RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  CONTENT STATEMENT  RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  CONTENT STATEMENT  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  CONTENT RIREA I TANDARD  Craft and Structure  CONTENT RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT RI.6.5. Progress Indicators for Reading Informational Text  CONTENT RI.6.6. Progress Indicators for Reading Informational Text  CONTENT RI.6.1 Progress Indicators for Reading Informational Text  CONTENT RI.6.1 Progress Indicators for Reading Informational Text	CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
Inferences drawn from the text.  RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  RI.6.4. Progress Indicators for Reading Informational Text  CONTENT STATEMENT  RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT RI.6. Progress Indicators for Reading Informational Text  CONTENT RI.6. Progress Indicators for Reading Informational Text  CONTENT RI.6. Progress Indicators for Reading Informational Text	STRAND		Key Ideas and Details
distinct from personal opinions or judgments.  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  RI.6.3. Progress Indicators for Reading Informational Text  CONTENT REA / CONTENT STATEMENT  RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT RIREA / INTERNATIONAL REA / INTER	CONTENT STATEMENT	RI.6.1.	
STATEMENT examples or anecdotes).  NJ.RI.6. Progress Indicators for Reading Informational Text  STAND  Craft and Structure  CONTENT STATEMENT  RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT STATEMENT  RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT STATEMENT  NJ.RI.6. Progress Indicators for Reading Informational Text  STANDARD	CONTENT STATEMENT	RI.6.2.	
CONTENT STATEMENT  RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT RI.6. Progress Indicators for Reading Informational Text  CONTENT REA /  STANDARD	CONTENT STATEMENT	RI.6.3.	
CONTENT STATEMENT  RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  CONTENT STATEMENT  RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT STATEMENT  NJ.RI.6. Progress Indicators for Reading Informational Text  STANDARD	CONTENT AREA / ST ANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
STATEMENT technical meanings.  CONTENT RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  CONTENT RI.6. Progress Indicators for Reading Informational Text  STANDARD	STRAND		Craft and Structure
CONTENT NJ.RI.6. Progress Indicators for Reading Informational Text REA / STANDARD	CONTENT STATEMENT	RI.6.4.	
AREA / ST ANDARD	CONTENT STATEMENT	RI.6.5.	
STRAND Integration of Knowledge and Ideas	CONTENT AREA / STANDARD	NJ.RI.6.	Progress Indicators for Reading Informational Text
	STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.6.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
INDIO/ CIOT		
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
CONTENT AREA /	NJ.L.6.	Progress Indicators for Language  Vocabulary Acquisition and Use

CONTENT	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.6.4.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.
CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.