

**Main Criteria:** 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.**

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.
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**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. 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.
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**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.

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

STRAND		Production and Distribution of Writing
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>

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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Craft and Structure</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>	<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.6.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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**

<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

**STRAND**      **Vocabulary Acquisition and Use**

<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>
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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.
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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).
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**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.
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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. 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.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**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.
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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.
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**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.
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**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.
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**CONTENT AREA / STANDARD**      **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.
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CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	NJLSA. 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	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>		<b>Knowledge of Language</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Key Ideas and Details</b>
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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>



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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>CONTENT STATEMENT</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>STRAND</b>		<b>Range of Writing</b>
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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**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.6.1.</b>	<b>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.</b>

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**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

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

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

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>

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. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
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.
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**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.
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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 STATEMENT	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”).
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**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.	<b>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.</b>
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.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR      L.6.2.B.      Spell correctly.

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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**

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

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.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	NJLSA. 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	NJLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
CONTENT STATEMENT	NJLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
CONTENT STATEMENT	NJLSA. 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. 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**  
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**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**  
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**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**  
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**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.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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CONTENT STATEMENT	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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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.
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CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.6.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
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**CONTENT AREA / STANDARD**      **NJ.SL.6. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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).
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CONTENT STATEMENT	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>
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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.
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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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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 5 Page 45-52

**New Jersey Student Learning Standards**  
**Language Arts**  
Grade 6 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
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.

<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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

<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
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. 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. Anchor Standards: Writing 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. Anchor Standards: Speaking and Listening SL.**

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. 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**

<b>STRAND</b>	<b>Knowledge of Language</b>
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Craft and Structure</b>
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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.
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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.
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CONTENT STATEMENT	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>
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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.
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**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.
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**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.
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CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CUMULATIVE PROGRESS INDICATOR	W.6.3.E.	Provide a conclusion that follows from the narrated experiences or events.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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**CONTENT AREA / STANDARD**      **NJ.SL.6. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.6.1.	<b>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.</b>
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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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CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**CONTENT AREA / STANDARD**      **NJ.SL.6. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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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).
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CONTENT STATEMENT	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

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

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**  
**R.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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<b>CONTENT STATEMENT</b>	<b>NJSLSA. R2.</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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. Anchor Standards: Speaking and Listening**  
**SL.**

**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. 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**  
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**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**

<b>STRAND</b>		<b>Craft and Structure</b>
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**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
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**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.
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**CONTENT AREA / STANDARD**      **NJ.SL.6. Progress Indicators for Speaking and Listening**

**STRAND**      **Comprehension and Collaboration**

CONTENT STATEMENT	SL.6.1.	<b>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.</b>
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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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CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**CONTENT AREA / STANDARD**      **NJ.SL.6. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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).
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CONTENT STATEMENT	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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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. Anchor Standards: Reading  
R.**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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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.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading  
R.**

<b>STRAND</b>	<b>Craft and Structure</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading  
R.**

<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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**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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. L</b>	<b>Anchor Standards: Language</b>
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
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND	Key Ideas and Details
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND	Craft and Structure
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND	Integration of Knowledge and Ideas
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

STRAND	Text Types and Purposes	
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.SL.6. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
<b>CONTENT STATEMENT</b>	<b>SL.6.1.</b>	<b>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.</b>
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
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.

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

STRAND		Vocabulary Acquisition and Use
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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

<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Range of Writing
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
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STRAND		Comprehension and Collaboration
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. L</b>	<b>Anchor Standards: Language</b>
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STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND		Knowledge of Language
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND		Craft and Structure
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND		Integration of Knowledge and Ideas
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

STRAND	Text Types and Purposes	
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.SL.6. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
<b>CONTENT STATEMENT</b>	<b>SL.6.1.</b>	<b>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.</b>
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
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.

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

STRAND		Vocabulary Acquisition and Use
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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. Anchor Standards: Reading  
R.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading  
R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading  
R.**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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**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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. L</b>	<b>Anchor Standards: Language</b>
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
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND		Key Ideas and Details
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND		Craft and Structure
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

STRAND		Integration of Knowledge and Ideas
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

STRAND	Text Types and Purposes	
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.SL.6. Progress Indicators for Speaking and Listening**

STRAND	Comprehension and Collaboration	
<b>CONTENT STATEMENT</b>	<b>SL.6.1.</b>	<b>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.</b>
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	
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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	
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.

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

STRAND	Vocabulary Acquisition and Use	
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<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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**New Jersey Student Learning Standards  
Language Arts  
Grade 6 - Adopted: 2016**

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

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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
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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**      **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. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>CONTENT STATEMENT</b>	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>CONTENT STATEMENT</b>	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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<b>CONTENT STATEMENT</b>	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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<b>CONTENT STATEMENT</b>	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Range of Writing</b>
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Conventions of Standard English</b>
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CONTENT STATEMENT	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Knowledge of Language</b>
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Craft and Structure</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

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

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.
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**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 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.

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

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. 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.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing**  
**W.**

<b>STRAND</b>	<b>Range of Writing</b>
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**  
**L.**

<b>STRAND</b>	<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	NJSLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**  
**L.**

<b>STRAND</b>	<b>Knowledge of Language</b>
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**  
**L.**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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<b>CONTENT STATEMENT</b>	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.
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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<b>CONTENT STATEMENT</b>	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.
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<b>CONTENT STATEMENT</b>	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.
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<b>CONTENT STATEMENT</b>	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.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

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.
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CUMULATIVE PROGRESS INDICATOR	W.6.3.B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CUMULATIVE PROGRESS INDICATOR	W.6.3.D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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**  
**R.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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. 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. Anchor Standards: Writing 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. Anchor Standards: Speaking and Listening SL.**

**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 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.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>CONTENT STATEMENT</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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”).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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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CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**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).
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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.
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**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.
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**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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
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**New Jersey Student Learning Standards  
Language Arts  
Grade 6 - Adopted: 2016**

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

<b>STRAND</b>	<b>Key Ideas and Details</b>
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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.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Craft and Structure</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Text Types and Purposes
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Research to Build and Present Knowledge
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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.
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Range of Writing
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
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STRAND		Comprehension and Collaboration
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Conventions of Standard English</b>
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CONTENT STATEMENT	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Knowledge of Language</b>
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Craft and Structure</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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").
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.6.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
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).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

**New Jersey Student Learning Standards**  
**Language Arts**  
Grade 6 - Adopted: 2016

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

<b>STRAND</b>		<b>Key Ideas and Details</b>
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<b>CONTENT STATEMENT</b>	<b>NJSLSA. R2.</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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. 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. Anchor Standards: Writing 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. Anchor Standards: Speaking and Listening SL.**

**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 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.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>CONTENT STATEMENT</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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”).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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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CUMULATIVE PROGRESS INDICATOR	SL.6.1.B.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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**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).
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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.
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**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.
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**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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
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**New Jersey Student Learning Standards  
Language Arts  
Grade 6 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Craft and Structure</b>
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CONTENT STATEMENT	NJLSA. 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.
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CONTENT STATEMENT	NJLSA. 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.
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJLSA. 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.
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Text Types and Purposes
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Research to Build and Present Knowledge
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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.
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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STRAND		Range of Writing
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
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STRAND		Comprehension and Collaboration
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Conventions of Standard English</b>
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CONTENT STATEMENT	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Knowledge of Language</b>
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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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.
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Craft and Structure</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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").
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.6.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
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).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

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

**New Jersey Student Learning Standards  
Language Arts  
Grade 6 - Adopted: 2016**

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

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>NJSLSA. W2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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**CONTENT AREA / STANDARD**      **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. Anchor Standards: Writing 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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

**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.
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**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.
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**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.
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**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.
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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.	<b>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.</b>
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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing**  
**W.**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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
<b>CONTENT STATEMENT</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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	Range of Writing	
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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	
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CONTENT STATEMENT	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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	
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CONTENT STATEMENT	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR      L.6.2.B. Spell correctly.

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

STRAND	Vocabulary Acquisition and Use	
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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.

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

STRAND	Text Types and Purposes	
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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. 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. Anchor Standards: Writing 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		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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>

<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CUMULATIVE  
PROGRESS  
INDICATOR

L.6.2.B. Spell correctly.

**CONTENT AREA / STANDARD**

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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. Anchor Standards: Reading**  
**R.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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. Anchor Standards: Reading**  
**R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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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. Anchor Standards: Reading**  
**R.**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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. Anchor Standards: Reading**  
**R.**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
CONTENT STATEMENT	NJLSA. 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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>		<b>Knowledge of Language</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Key Ideas and Details</b>
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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.F.	Provide a concluding statement or section that follows from the information or explanation presented.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>CONTENT STATEMENT</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.



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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>
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**

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

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

**New Jersey Student Learning Standards  
Language Arts  
Grade 6 - Adopted: 2016**

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

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

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

<b>STRAND</b>		<b>Craft and Structure</b>
<b>CONTENT STATEMENT</b>	<b>NJSLSA. R4.</b>	<b>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.</b>
<b>CONTENT STATEMENT</b>	<b>NJSLSA. R5.</b>	<b>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.</b>

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

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	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. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>

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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. Anchor Standards: Speaking and Listening SL.</b>	
<b>STRAND</b>	<b>Comprehension and Collaboration</b>	
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>	<b>Conventions of Standard English</b>	
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>	<b>Knowledge of Language</b>	
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>	
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>	<b>Key Ideas and Details</b>	
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).
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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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.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.
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CUMULATIVE PROGRESS INDICATOR	W.6.2.F.	Provide a concluding statement or section that follows from the information or explanation presented.
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**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 STATEMENT	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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.	<b>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.</b>

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
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.

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

STRAND		Vocabulary Acquisition and Use
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>
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**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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 22 Page 203-219

**New Jersey Student Learning Standards  
Language Arts  
Grade 6 - Adopted: 2016**

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

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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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. Anchor Standards: Reading R.**

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

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

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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. Anchor Standards: Writing W.**

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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>

Research to Build and Present Knowledge		
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>

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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>

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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>

Conventions of Standard English		
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>

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.
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>



STRAND		Vocabulary Acquisition and Use
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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.
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.6. Progress Indicators for Reading Literature</b>
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STRAND		Key Ideas and Details
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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.
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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.
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.6. Progress Indicators for Reading Literature</b>
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STRAND		Craft and Structure
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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.
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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.
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CONTENT STATEMENT	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.6. Progress Indicators for Reading Literature</b>
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STRAND		Range of Reading and Level of Text Complexity
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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.
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<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>
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STRAND		Key Ideas and Details
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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.
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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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6.</b>	<b>Progress Indicators for Reading Informational Text</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6.</b>	<b>Progress Indicators for Reading Informational Text</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.6.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.6.1.</b>	<b>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.</b>
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).
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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.
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**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.
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**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.
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**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.
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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).
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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. **Anchor Standards: Reading**  
R.

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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. **Anchor Standards: Reading**  
R.

<b>STRAND</b>		<b>Craft and Structure</b>
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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. **Anchor Standards: Reading**  
R.

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

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

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

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.
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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CONTENT STATEMENT	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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**CONTENT AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6.</b>	<b>Progress Indicators for Reading Informational Text</b>

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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6.</b>	<b>Progress Indicators for Reading Informational Text</b>

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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>

STRAND		Text Types and Purposes
<b>CONTENT STATEMENT</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>

STRAND		Text Types and Purposes
<b>CONTENT STATEMENT</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.6.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.6.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.6.1.</b>	<b>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.</b>
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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.3.B.	Maintain consistency in style and tone.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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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. Anchor Standards: Reading R.**

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

**CONTENT AREA / STANDARD**      **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.**

**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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.6. Progress Indicators for Reading Literature</b>	
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.6. Progress Indicators for Reading Literature</b>	
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Key Ideas and Details</b>
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).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.6. Progress Indicators for Reading Informational Text</b>	
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.1.D.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CUMULATIVE PROGRESS INDICATOR	L.6.2.B.	Spell correctly.
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CONTENT STATEMENT</b>	<b>L.6.4.</b>	<b>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.</b>
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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.
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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).
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<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.6. Progress Indicators for Language</b>
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<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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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.
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