

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 6	UNIT #: 2	Unit Name: Reading Information/Writing Informative/Explanatory
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	<b>Cite textual evidence to support analysis</b> of what the text says explicitly as well as inferences drawn from the text.	RI.6.1
2.	Determine the <b>central idea</b> of a text and <b>how it is conveyed through particular details</b> .	RI.6.2
3.	<b>When reading a 6<sup>th</sup> grade informational text, provide a summary of the text distinct from personal opinions or judgments.</b>	RI.6.2
4.	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</b>	RI.6.3
5.	Determine the meaning of <b>words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b>	RI.6.4
6.	<b>Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.</b>	RI.6.5
7.	<b>Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.</b>	RI.6.5
8.	<b>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b>	RI.6.9
9.	Write informative/explanatory texts to examine a topic and convey ideas, <b>through the selection of relevant content.</b>	W.6.2
10.	Write informative/explanatory texts to examine a topic and convey ideas <b>through the organization of relevant content; introduce a topic; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</b>	W.6.2a.

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 6	UNIT #: 2	Unit Name: Reading Information/Writing Informative/Explanatory
-------------------	----------	-----------	--

	when useful to aiding comprehension.	
<b>11.</b>	<b>Organize ideas, using strategies such as definition, classification, comparison/contrast, and cause/effect.</b>	W.6.2a.
<b>12.</b>	Develop the topic with <b>relevant</b> facts, definitions, concrete details, quotations, or other information and example	W.6.2b.
<b>13.</b>	<b>Use appropriate transitions to clarify the relationships among ideas and concepts.</b>	W.6.2c.
<b>14.</b>	When writing informative/explanatory text, use precise language to inform about or explain the topic.	W.6.2d.
<b>15.</b>	Provide a concluding statement or section <b>that follows from</b> the information or explanation presented.	W.6.2f.
<b>16.</b>	Write informative/explanatory texts to examine a topic and convey ideas, <b>through the analysis of relevant content; establish and maintain a formal style.</b>	W.6.2e.
<b>17.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4
<b>18.</b>	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.	W.6.5
<b>19.</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	W.6.6
<b>20.</b>	Demonstrate sufficient command of keyboarding skills to type a minimum of <b>three pages</b> in a single sitting.	W.6.6

## NJDOE MODEL CURRICULUM

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<b>21.</b>	Draw evidence from informational texts to support analysis and reflection; apply <b>grade 6</b> Reading standards to literary nonfiction (e.g., <b>“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”</b> ).	<b>W.6.9b.</b>
<b>22.</b>	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 discipline-specific tasks, purposes, and audiences.	<b>W.6.10</b>
<b>23.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 6</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.	<b>SL.6.1</b>
<b>24.</b>	Come to discussions prepared, having read or studied required material.	<b>SL.6.1a.</b>
<b>25.</b>	Come to discussions prepared, having read or studied required material; explicitly draw on preparation for a discussion by <b>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b>	<b>SL.6.1a.</b>
<b>26.</b>	When taking part in collaborative discussions, follow <b>rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</b>	<b>SL.6.1b.</b>
<b>27.</b>	Pose and respond to specific questions <b>with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</b>	<b>SL.6.1c.</b>
<b>28.</b>	When participating in collaborative discussions, review the key ideas expressed.	<b>SL.6.1d.</b>
<b>29.</b>	<b>Demonstrate understanding of multiple perspectives through reflection and paraphrasing when participating in collaborative discussions.</b>	<b>SL.6.1d.</b>
<b>30.</b>	<b>Interpret information presented in diverse media and formats (e.g., visually,</b>	<b>SL.6.2</b>

## NJDOE MODEL CURRICULUM

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	<b>quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b>	
<b>31.</b>	<b>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</b>	<b>SL.6.6</b>
<b>32.</b>	<b>Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing or speaking.</b>	<b>L.6.1a.</b>
<b>33.</b>	<b>Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking</b>	<b>L.6.1b.</b>
<b>34.</b>	<b>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</b>	<b>L.6.2a.</b>
<b>35.</b>	<b>Demonstrate command of the conventions of standard English to spell correctly.</b>	<b>L.6.2b.</b>
<b>36.</b>	<b>Vary sentence patterns for meaning when writing, speaking, reading, or listening.</b>	<b>L.6.3a.</b>
<b>37.</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>	<b>L.6.4</b>
<b>38.</b>	<b>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.</b>	<b>L.6.4a.</b>
<b>39.</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>	<b>L.6.4b.</b>
<b>40.</b>	<b>Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</b>	<b>L.6.4b.</b>

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 6</b>	<b>UNIT #: 2</b>	<b>Unit Name: Reading Information/Writing Informative/Explanatory</b>
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<b>41.</b>	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; 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).	L.6.4c.d.
<b>42.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	L.6.6
<b>43.</b>	<b>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression;</b>	L.6.6

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 6	UNIT #: 2	Unit Name: Reading Information/Writing Informative/Explanatory
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Code #	Common Core State Standards
RI.6.1	<b>Cite textual evidence to support analysis</b> of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a <b>central idea</b> of a text and <b>how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>
RI.6.3	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</b>
RI.6.4	Determine the meaning of <b>words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b>
RI.6.5	<b>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</b>
RI.6.6	<b>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</b>
RI.6.9	<b>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b>
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, <b>concepts, and information through the selection, organization, and analysis of relevant content.</b> <ol style="list-style-type: none"> <li>a. Introduce a topic; <b>organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</b> when useful to aiding comprehension.</li> <li>b. Develop the topic with <b>relevant</b> facts, definitions, concrete details, quotations, or other information and examples.</li> </ol>

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 6</b>	<b>UNIT #: 2</b>	<b>Unit Name: Reading Information/Writing Informative/Explanatory</b>
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	<ul style="list-style-type: none"> <li>c. <b>Use appropriate transitions to clarify the relationships among ideas and concepts.</b></li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. <b>Establish and maintain a formal style.</b></li> <li>f. Provide a concluding statement or section <b>that follows from</b> the information or explanation presented.</li> </ul>
<b>W.6.4</b>	Produce clear and coherent writing in which the development, organization, <b>and style</b> are appropriate to task, purpose, and audience.
<b>W.6.5</b>	With <b>some</b> guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>W.6.6</b>	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 <b>three pages</b> in a single sitting.
<b>W.6.9b</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <b>grade 6</b> Reading standards to literary nonfiction ( <b>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”</b> ).
<b>W.6.10</b>	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 discipline-specific tasks, purposes, and audiences.
<b>SL.6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 6</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation <b>by referring to evidence on the topic, text, or issue to probe and reflect on</b></li> </ul>

## NJDOE MODEL CURRICULUM

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	<p><b>ideas under discussion.</b></p> <ul style="list-style-type: none"> <li>b. Follow <b>rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</b></li> <li>c. Pose and respond to specific questions <b>with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</b></li> <li>d. Review the key ideas expressed and <b>demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b></li> </ul>
<b>SL.6.2</b>	<b>Interpret information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally) <b>and explain how it contributes to a topic, text, or issue under study.</b>
<b>SL.6.6</b>	Adapt speech to a variety of contexts and tasks, <b>demonstrating command of formal English when indicated or appropriate.</b>
<b>L.6.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. <b>Ensure that pronouns are in the proper case (subjective, objective, possessive).</b></li> <li>b. <b>Use intensive pronouns (e.g., myself, ourselves).</b></li> <li>c. <b>Recognize and correct inappropriate shifts in pronoun number and person.</b></li> <li>d. <b>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b></li> <li>e. <b>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></li> </ul>
<b>L.6.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (<b>commas, parentheses, dashes</b>) to <b>set off nonrestrictive/parenthetical</b></li> </ul>

## NJDOE MODEL CURRICULUM

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	<p><b>elements.</b></p> <p>b. Spell correctly.</p>
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a. Vary sentence patterns for meaning, reader/listener interest, and style.</b></p> <p><b>b. Maintain consistency in style and tone.</b></p>
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 6</b> reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (<b>e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence</b>) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<b>e.g., audience, auditory, audible</b>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation <b>of a word</b> or determine or clarify <b>its precise meaning or its part of speech</b>.</p> <p><b>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></p>
L.6.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>