

NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 6	UNIT #: 3	UNIT NAME: Reading Information/Writing Argument
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1
2.	Determine a central idea of a text and how it is conveyed through particular details .	RI.6.2
3.	When reading a 6th grade informational text, provide a summary of the text distinct from personal opinions or judgments.	RI.6.2
4.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	RI.6.3
5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4
6.	Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5
7.	Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5
8.	Analyze how a particular chapter fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5
9.	Analyze how a particular section fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5
10.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6
11.	Integrate information presented in different media or formats (e.g., visually,	RI.6.7

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	quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
12.	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.	RI.6.8
13.	Write arguments to introduce and support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1a.b.
14.	Gather relevant information from multiple print and digital sources and assess the credibility of each source.	W.6.8
15.	When writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	W.6.1c.d.
16.	When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.	W.6.1e.
17.	When writing arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4
18.	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
19.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W.6.6
20.	Provide basic bibliographic information for sources when writing arguments.	W.6.8

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21.	Draw evidence from informational texts to support analysis, reflection, and research; 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”).	W.6.9b.
22.	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.	W.6.10
23.	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.	SL.6.1
24.	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.	SL.6.1a.
25.	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b.
26.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c.
27.	When participating in collaborative discussions, review the key ideas	SL.6.1d.

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	expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
28.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.6.2
29.	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3
30.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.	SL.6.6
31.	Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing and speaking.	L.6.1a.
32.	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1b.
33.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2a.
34.	Demonstrate command of the conventions of standard English to spell correctly.	L.6.2b.
35.	Vary sentence patterns for meaning when writing and speaking.	L.6.3a.

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36.	Maintain consistency in style and tone when writing and speaking.	L.6.3b.
37.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	L.6.4a.
38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4b.
39.	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; 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.
40.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a	L.6.6

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word or phrase important to comprehension or expression.

Code #	Common Core State Standards
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details ; provide a summary of the text distinct from personal opinions or judgments .
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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 ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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.
RI.6.8	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.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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	<p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
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.
W.6.9b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
W.6.10	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.
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. 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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	<ul style="list-style-type: none"> b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

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	<ul style="list-style-type: none"> b. Spell correctly.
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.6.6	<p>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.</p>