New Jersey English Language Arts

# Grade 6

| Language Domain | Language Domain |
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| **Demonstrate command of the system and structure of the English language when writing or speaking.** L.SS.6.1 | **A** Ensure that pronouns are in the proper case (subjective, objective, possessive). L.SS.6.1.A |
| | **B** Use intensive pronouns (e.g., myself, ourselves). L.SS.6.1.B |
| | **C** Recognize and correct inappropriate shifts in pronoun number and person. L.SS.6.1.C |
| | **D** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.SS.6.1.D |
| | **E** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. L.SS.6.1.E |
| | **F** Recognize spelling conventions. L.SS.6.1.F |
| **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.KL.6.2 | **A** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L.KL.6.2.A |
| | **B** Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.KL.6.2.B |
| | **C** Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. L.KL.6.2.C |
| | **D** Maintain consistency in style and tone. L.KL.6.2.D |
| **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of str** | **A** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.VL.6.3.A |
| | **B** Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. L.VL.6.3.B |
| | **C** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L.VL.6.3.C |

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| | **D** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.VL.6.3.D |
| | **E** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.VL.6.3.E |
| **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** L.VI.6.4 | **A** Interpret figures of speech (e.g., personification) in context. L.VI.6.4.A |
| | **B** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L.VI.6.4.B |
| | **C** Analyze the impact of a specific word choice on meaning and tone. L.VI.6.4.C |
| | **D** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). L.VI.6.4.D |
| **Reading Domain** | **Reading Domain** |
| **Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.** RL.CR.6.1 | **1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RL.CR.6.1 |
| **Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.** RI.CR.6.1 | **1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CR.6.1 |
| **Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text dis op juc** | **2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RL.CI.6.2 |

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| **Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.** RI.CI.6.2 | 2. **Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.** RI.CI.6.2 |
| **Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.** RL.IT.6.3 | 3. **Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.** RL.IT.6.3 |
| **Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.** RI.IT.6.3 | 3. **Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.** RI.IT.6.3 |
| **Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.** RL.TS.6.4 | 4. **Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.** RL.TS.6.4 |
| **Use text structures (e.g., cause-effect, problem-sol an graphics, captions,** Skip to main content | 4. **Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.** RI.TS.6.4 |

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| **indexes) to locate and integrate information.** RI.TS.6.4 | |
| **Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).** RL.PP.6.5 | **5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).** RL.PP.6.5 |
| **Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.** RI.PP.6.5 | **5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.** RI.PP.6.5 |
| **Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.** RL.MF.6.6 | **6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.** RL.MF.6.6 |
| **Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.** RI.MF.6.6 | **6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.** RI.MF.6.6 |
| **Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by rea fro no...** | **7. Trace the development of 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.AA.6.7 |

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| **Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.** RL.CT.6.8 | **8.** Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. RL.CT.6.8 |
| **Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.** RI.CT.6.8 | **8.** Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics. RI.CT.6.8 |

| Writing Domain | Writing Domain |
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| **Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.** W.AW.6.1 | **A** Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. W.AW.6.1.A |
| | **B** Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. W.AW.6.1.B |
| | **C** Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. W.AW.6.1.C |
| | **D** Establish and maintain a formal/academic style, approach, and form. W.AW.6.1.D |

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| | **E** Provide a concluding statement or section that follows from the argument presented. W.AW.6.1.E |
| **Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** W.IW.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 aid in comprehension. W.IW.6.2.A |
| | **B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.IW.6.2.B |
| | **C** Use appropriate transitions to clarify the relationships among ideas and concepts. W.IW.6.2.C |
| | **D** Use precise language and domain-specific vocabulary to inform about or explain the topic. W.IW.6.2.D |
| | **E** Acknowledge and attempt a formal/academic style, approach, and form. W.IW.6.2.E |
| | **F** Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented. W.IW.6.2.F |
| **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** W.NW.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. W.NW.6.3.A |
| | **B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.NW.6.3.B |
| | **C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.NW.6.3.C |
| | **D** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.NW.6.3.D |
| | **E** Provide a conclusion that follows from the narrated experiences or events. W.NW.6.3.E |
| **With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing an su composition needs and** | **4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. W.WP.6.4 |

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| purposes; and attempting to address purpose and audience. W.WP.6.4 | |
| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.WR.6.5 | 5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.WR.6.5 |
| 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.SE.6.6 | 6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.SE.6.6 |
| 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. W.RW.6.7 | 7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.RW.6.7 |
| **Speaking and Listening Domain** | **Speaking and Listening Domain** |
| Engage effectively in a range of collaborative dis on tea | 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. SL.PE.6.1.A |

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| diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.PE.6.1 | B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.PE.6.1.B |
| | C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.PE.6.1.C |
| | D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.PE.6.1.D |
| 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.II.6.2 | 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.II.6.2 |
| Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.ES.6.3 | 3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.ES.6.3 |
| 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). SL.PI.6.4 | 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). SL.PI.6.4 |
| Include multimedia components (e.g., graphics, images, music, sound) and visual displays in pr inf | 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.UM.6.5 |

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**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** SL.AS.6.6

6. **Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** SL.AS.6.6