

Mendham Township Public Schools



MIDDLE SCHOOL LANGUAGE ARTS Curriculum

Fifth

Board of Education Adoption Date: July 25, 2017

Board of Education President:


Jeffrey Brauner

Superintendent of Schools:


Salvatore M. Constantino

Principal:


Patrick J. Ciccone

Language Arts

1. Accommodations Addendum
2. Alternate Assessments
3. Grade level curriculum units
 - a. Pacing Maps
 - i. Benchmarks
 - ii. Differentiation
 - iii. 21st Century
 - iv. Career Readiness
 - v. Technology Integration
 - b. Interdisciplinary connections
 - c. Instructional materials
 - d. Anchor standards (companion)
 - e. Core novel units
 - f. Grammar units / assessments
 - g. Research Strands

- a. Curriculum designed and implemented to meet grade level expectations/graduation requirements;
- b. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students;
- c. Assessments- including benchmarks, formative, summative and alternative assessments;
- d. List of core instructional and supplemental materials, including various levels of texts at each grade level;
- e. Pacing guide;
- f. Interdisciplinary connections;
- g. Integration of 21st century skills **through NJSLs 9**;
- h. Integration of the Technology standard; and
- i. [[Integration of the 21st Century Life and Career standards/career counseling]] **Career education.**



2017 English / Language Arts Curriculum

Dr. Patrick Ciccone

Ms. Carol Hueston

Mrs. Christine Yawger

Mrs. Jennifer Vazquez

Ms. Sara Cyr

Mrs. Catherine Gustavsen

Mrs. Tara Horutz

Mrs. Maria Doto

Mrs. Erica Hays

Ms. Christine Varjian

Mrs. Nancy Brychta

Mrs. Melanie Smith

Every Student Every Day

Accommodations Addendum
Curriculum Modifications for
IEPs, 504s, ELL and Gifted & Talented

IEP and 504:

Allow for extended time on homework and assessments as described in the student's plan

Allow use of calculator

Check for comprehension and understanding

Highlight or underline key words

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

ELL

Allow for alternate responses

Provide student with advanced notes

Allow for extended time on homework and assessments

Teacher modeling of what is expected and necessary steps to complete task

Provide simplified written and verbal instructions

Permit ample time for student to respond to questions

Encourage student to ask for needed assistance

Check for comprehension and understanding

Repeating, clarifying or rewording directions

Preferential seating

Allow use of eDictionary/technology to look up unknown words

Alternate Assessments

Related Strategies

Language Arts

Teachers will employ the following materials and strategies in the event such is needed based upon I&RS plan, 504, IEP or other reasons discussed with the principal:

1. Rewordify.com test versions of PB
2. Alternative IXL assessments
3. Audio versions of comprehension tests
4. Textbook alternate Chapter & Quiz assessments
5. Verbalize summary of essay
6. Collaborative Test
7. Portfolio in place of PBT
8. Summary assessments in place of MC
9. Open book test
10. Take home test versions (reading difficulties)



Mendham Township Middle School
English Language Arts Curriculum
Grade Level: 5th

- 1. Pacing Map:** Content, Benchmarks, Differentiation, 21st Century, Career readiness, Technology
- 2. NJSLS Standards**
- 3. General Documents:** Core Novels / Literature Themes / Self-Selected / PBT Alignment
- 4. Core Novel Guiding Documents**
- 5. Grammar Content Lists / Final**
- 6. Research Components & Strands**



Mendham Township Middle School

ELA Curriculum / Pacing / Benchmarking Guide

Grade Level: 5th

***=Data collected on server**

Month	Literature / Writing / Special Activities / Other	Standards
August/ September	<p>Content</p> <p><u>Literature</u> (Selections from Anthology and Self-Selected book)</p> <ul style="list-style-type: none"> -Review of the plot elements -Identifying elements of fiction in literature -Comparing elements of fiction in literature of the same genre -Identifying key information /summarizing <p><u>Writing</u></p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Addressing the prompt -Organizational strategies -Narrative techniques (imagery, figurative language, dialogue, conflict development, etc.) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> -Units 1 & 2 <p><u>Grammar</u></p> <p>Review / assessment of knowledge</p>	RL.5.1-3 RL.5.9 RL.5.10 RF.5.3-4 SL.5.1 W.5.4 W.5.3 L.5.1 L.5.2
	<p>Benchmarks</p> <p>Sept. Narrative PBT*</p> <p>Sept. Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #1*</p> <p>Grammar Pretest*</p> <p>Weekly reading comprehension exercises</p>	RL.5.1-5 W.5.3 W.5.2 RI.5.1-10 W.5.5 W.5.10
	<p>Differentiation</p> <p>Extension: Differentiated rubric, extended creative writing project linked to selections from anthology, self-selected novel and related assignments</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	<p>Additional Standards</p>	
	<p>21st Century / Career Readiness Practices / Technology</p> <p>CRP4, CRP11 / 9.2.8.B.3 / 8.1.8.B.1, 8.1.2.C.1, 8.1.8.D.4</p>	

Month	Literature / Writing / Special Activities / Other		Standards
October	Content	<p>Novel #1 (Wonder)</p> <ul style="list-style-type: none"> -Character analysis -Assessing how point of view shapes the plot -Analyzing differing points of view within the text -Inclusion, bullying -Making connections between literature and personal experience -Dominant theme development (Diversity, friendship, values, acceptance, identity) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Components of an effective introduction (focus on opening sentences) -Organizational strategies <p>Vocabulary</p> <ul style="list-style-type: none"> -Unit 3 & 4 <p>Grammar</p> <p>Prepositions and conjunctions</p>	RL.5.1-6 RL.5.10 RF.5.3-4 SL.5.1 W.5.4 W.5.2.a L.5.4 L.5.5 L.5.6 L.5.1 L.5.2
	Benchmarks	<p>Model Curriculum #1*</p> <p>Oct. Narrative PBT*</p> <p>Oct. Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #2</p> <p>Weekly reading comprehension exercises</p>	RL.5.1-6 W.5.3 W.5.2 RI.5.1-10 W.5.5 W.5.10
	Differentiation	<p>Extension: Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles, teacher/student writing conferences</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support</p>	
	Additional Standards	<p>21st Century / Career Readiness Practices / Technology</p> <p>CRP1, CRP2, CRP3, CRP4, CRP5, CRP10 / 9.2.8.B.3, 9.2.8.B.7 / 8.1.P.C.1, 8.1.8.D.4</p>	

Month		Literature / Writing / Special Activities / Other	Standards
November	Content	<p>Novel #1 CONTINUED (<i>Wonder</i>)</p> <ul style="list-style-type: none"> -Character analysis -Assessing how point of view shapes the plot -Analyzing differing points of view within the text -Inclusion, bullying -Making connections between literature and personal experience -Dominant theme development (Diversity, friendship, values, acceptance, identity) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Components of an effective introduction (focus on providing background information and crafting a thesis statement that addresses the prompt) <p>Vocabulary</p> <ul style="list-style-type: none"> -Unit 5 <p>Grammar</p> <ul style="list-style-type: none"> -Nouns 	RL.5.1-6 RL.5.10 RF.5.3-4 SL.5.1 W.5.4 W.5.2.a L.5.4 L.5.5 L.5.6 L.5.1 L.5.2
	Benchmarks	Nov. Narrative PB Nov. Lit Analysis PBT* Research PBT* Weekly reading comprehension exercises	RL.5.1-6 W.5.3 W.5.2 RI.5.1-10 W.5.5 W.5.10
	Differentiation	<p>Extension: Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles, teacher/student writing conferences</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support</p>	
	Additional Standards	21st Century / Career Readiness Practices / Technology CRP1, CRP2, CRP3, CRP4, CRP5, CRP10 / 9.2.8.B.3 / 8.1.8.A.1, 8.1.P.C.1	

Month	Content	Literature / Writing / Special Activities / Other	Standards
December	Content	<p>Novel #2 (Number the Stars)</p> <ul style="list-style-type: none"> -Understanding the impact of historical context on a novel -Learning from history -Making inferences -Dominant theme development (prejudice, values, courage) -Identifying key information informational and fictional texts -Using informational text to better understand the novel <p>Research Presentation:</p> <ul style="list-style-type: none"> -Identifying and evaluating sources -Giving credit to sources/ introduction to MLA -Taking notes -Using technology to craft and enhance a presentation -Public speaking <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Crafting and supporting an effective topic sentence -Incorporating and citing textual evidence in body paragraphs <p>Vocabulary</p> <ul style="list-style-type: none"> -Unit 5 <p>Grammar</p> <ul style="list-style-type: none"> -Pronouns 	RL.5.1-3 RL.5.10 RF.5.3-4 RI.5.1-10 W.5.1 W.5.4 W.5.6 W.5.7 W.5.8 W.5.9 SL.5.1-6 L.5.4 L.5.5 L.5.6 L.6.1
	Benchmarks	Model Curriculum #2* Dec. Lit Analysis PBT* Dec. Research PBT* Rewrite #3 Weekly reading comprehension exercises	RL.5.1-6 W.5.3 W.5.2 RI.5.1-10 W.5.5 W.5.10
	Differentiation	<p>Extension: Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, independent research project linked to novel, teacher/student writing conferences, end of book activity with multiple options</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	Additional Standards	21st Century / Career Readiness Practices / Technology CRP1, CRP4, CRP5, CRP7, CRP11, CRP12/9.2.8.B.3 /8.1.2.C.1, 8.1.8.D.4	

Month	Literature / Writing / Special Activities / Other	Standards
January	<p>Novel #2 CONTINUED (<i>Number the Stars</i>)</p> <ul style="list-style-type: none"> -Understanding the impact of historical context on a novel -Learning from history -Making inferences -Dominant theme development (prejudice, values, courage) -Identifying key informational and fictional texts -Using informational text to better understand the novel <p>Research Presentation:</p> <ul style="list-style-type: none"> -Identifying and evaluating sources -Giving credit to sources/ introduction to MLA -Taking notes -Using technology to craft and enhance a presentation -Public speaking <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Crafting and supporting an effective topic sentence -Incorporating and citing textual evidence in body paragraphs <p>Vocabulary Units 7 & 8</p> <p>Grammar Verbs</p>	RL.5.1-3 RL.5.10 RF.5.3-4 RI.5.1-10 W.5.1 W.5.4 W.5.6 W.5.7 W.5.8 W.5.9 SL.5.1-6 L.5.4 L.5.5 L.5.6 L.6.1
	<p>Benchmarks</p> <p>Jan. Narrative PBT*</p> <p>Jan. Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #4</p> <p>Weekly reading comprehension exercises</p>	RL.5.1-6 W.5.3 W.5.2 RI.5.1-10 W.5.5 W.5.10
	<p>Differentiation</p> <p>Extension: Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, independent research project linked to novel, teacher/student writing conferences, end of book activity with multiple options</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support</p>	
	<p>Additional Standards</p> <p>21st Century / Career Readiness Practices / Technology</p> <p>CRP1, CRP4, CRP5, CRP7, CRP11, CRP12/9.2.8.B.3 / 8.1.2.C.1, 8.1.8.D.4</p>	

Month	Literature / Writing / Special Activities / Other	Standards
February	<p>Content</p> <p>Novel #3 (<i>Island of the Blue Dolphins</i>)</p> <ul style="list-style-type: none"> -Understanding the impact of historical context on a novel -Character analysis -Identifying conflict -Symbolism -Development of dominant themes (courage, friendship, values, decisions) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Crafting and supporting an effective topic sentence -Incorporating and citing textual evidence in body paragraphs -Components of a conclusion (focus on reviewing main points) <p>Vocabulary</p> <p>Units 9 & 10</p> <p>Grammar</p> <ul style="list-style-type: none"> -Adjectives and adverbs 	RL.5.1-3 RL.5.10 RF.5.3-4 W.5.4 SL.5.1 L.5.4-6 L.5.1 L.5.2
	<p>Benchmarks</p> <p>Model Curriculum #3</p> <p>Feb. Narrative PBT*</p> <p>Feb. Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #5</p> <p>Weekly reading comprehension exercises</p>	RL.5.1-5 W.5.3 W.5.2 RI.5.1-10 W.5.5 W.5.10
	<p>Differentiation</p> <p>Extension: Differentiated rubric, use of technology to enhance understanding of the novel, independent study of informational topic linked to novel, self-selected novel and related activities, teacher/student writing conference</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support</p>	
	<p>Additional Standards</p> <p>21st Century / Career Readiness Practices / Technology</p> <p>CRP2, CRP4, CRP11 /9.2.8.B.3/ 8.1.P.C.1</p>	

Month	Content	Literature / Writing / Special Activities / Other	Standards
March	Content	Novel #4 (<i>Love That Dog</i>) -Identifying poetic elements and structure -Analyzing use of figurative language within poetry -Symbolism -Identifying tone and mood -Development of dominant themes (identity, values, responsibility) Writing -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Crafting and supporting an effective topic sentence -Incorporating and citing textual evidence in body paragraphs -Components of a conclusion (focus on closing sentence) Vocabulary Units 11 & 12 Grammar Types of sentences	RL.5.1-5 RL.5.10 RF.5.3-4 SL.5.1 W.5.4 L.5.4-6 L.5.1-2
	Benchmarks	Model Curriculum #4 March Narrative PBT* March Lit Analysis PBT* Research PBT* Rewrite #6 Weekly reading comprehension exercises	RL.5.1-5 RI.5.1-10 W.5.2 W.5.3 W.5.5 W.5.10
	Differentiation	Extension: Differentiated rubric, collaborative poetry project, teacher/student writing conferences, self-selected novel and related activities Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support	
	Additional Standards	21st Century / Career Readiness Practices / Technology CRP6, CRP11 / 9.2.8.B.3/ 8.1.2.B.1	

Month		Literature / Writing / Special Activities / Other	Standards
April	Content	Novel #5 (<i>Gorilla Doctors</i>) -Identifying key information -Summarizing -Analyzing the structure of informational texts -Making connections between informational texts -Using and citing textual evidence to support claims -Development of dominant themes (confronting challenges, responsibility) -Public speaking strategies Writing -4 night writes per week (each corresponding with reading of core novel) -Using transitions -Eliminating repetition -Varying sentence structure Vocabulary Units 13 & 14 Grammar Parts of sentences	RI.5.1-10 W.5.1 W.5.4 W.5.6 W.5.7 W.5.8 W.5.9 W.5.10 SL.5.1-3 L.5.4-6 L.5.1 L.5.2 L.5.3
	Benchmarks	Model Curriculum #5 April Narrative PBT* April Lit Analysis PBT* Research PBT* Rewrite #7 Weekly reading comprehension exercises	RL.5.1-5 W.5.2 RI.5.1-10 W.5.5 W.5.10
	Differentiation	Extension: Differentiated rubric, use of informational texts with range of Lexile values, use of technology to enhance understanding of the novel, collaborative mini research project linked to the novel, teacher/student writing conferences Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support	
	Additional Standards	21st Century / Career Readiness Practices / Technology CRP4, CRP7, CRP8, CRP9, CRP11 / 9.2.8.B.3/ 8.1.8.A.1, 8.1.8.D.4	

Month		Literature / Writing / Special Activities / Other	Standards
May/June	Content	Novel #6 (<i>A Week in the Woods</i>) -Character analysis -Understanding the impact of point of view -Identifying conflict/resolution -Dominant theme development (Responsibility, confronting challenges, coping, courage) Writing -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Using transitions between body paragraphs -Analysis and supporting analysis with textual evidence -Varying sentence structure Vocabulary Unit 15 Grammar Punctuation and capitalization	RL.5.1-6 RL.5.10 SL.5.1 W.6.4 L.6.1-6
	Benchmarks	May Narrative* May Lit Analysis* Rewrite #8* Grammar Post-test* Weekly reading comprehension exercises	RL.6.1-6 W.6.2 RI.6.1-8 W.6.5 W.6.10
	Differentiation	Extension: Differentiated roles in collaborative project linked to novel, end of book project that addresses different learning styles/the multiple intelligences, use of technology to enhance project, teacher/student writing conferences Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	21st Century / Career Readiness Practices / Technology CRP4, CRP6, CRP12 / 9.2.8.B.3/ 8.1.P.C.1, 8.1.8.D.4	

Grade 5

Interdisciplinary Connections

Cooperative rewriting of 2 PBTs with SS # 6.1.8.D.2.b

Cooperative editing of WNWR and other Research papers with SS

Cooperative editing of Lab Reports with Sci # 3-5-ETS1-1

Sci readings with comprehension questions completed in LA

Heritage Day

Core ELA Instructional Materials

Grade Level	Title	Title
Fifth	<i>Wonder</i>	<i>Love That Dog</i>
Fifth	<i>Rules</i>	<i>American Tall Tales</i>
Fifth	<i>Gorilla Doctor: Saving Endangered Great Apes</i>	<i>Holes</i>
Fifth	<i>Island of the Blue Dolphins</i>	
Fifth	<i>Number The Stars</i>	
Fifth	<i>A Week in The Woods</i>	
Fifth	<i>Spotlight on Literacy : McGraw Hill</i>	
Sixth	<i>The Cay</i>	<i>The Watsons Go to Birmingham</i>
Sixth	<i>Coraline</i>	<i>The Adventures of Ulysses</i>
Sixth	<i>The Hounds of Baskerville</i>	<i>The Crossover</i>
Sixth	<i>The Shwa Was Here</i>	<i>Mockingbird</i>
Sixth	<i>Beginnings in Literature: Forsemann</i>	
Seventh	<i>Farewell to Manzanar</i>	<i>The Witch of Blackbird Pond</i>
Seventh	<i>The Giver</i>	<i>Treasure Island</i>
Seventh	<i>Stargirl</i>	<i>Out of Dust</i>
Seventh	<i>The Outsiders</i>	<i>A Midsummer Night's Dream</i>
Seventh	<i>The Maze Runner</i>	<i>The Boy on The Wooden Box</i>
Seventh	<i>Discovering Literature: Forsemann</i>	
Eighth	<i>Lord of The Flies</i>	<i>Call of the Wild</i>
Eighth	<i>Roll of Thunder, Hear My Cry</i>	<i>Romeo and Juliet/Hamlet</i>
Eighth	<i>To Kill A Mockingbird</i>	<i>I am the Cheese</i>
Eighth	<i>My Thirteenth Winter</i>	<i>Uglies</i>
Eighth	<i>Exploring Literature: Forsemann</i>	<i>Fahrenheit 451(Soc Stud)</i>
Eighth		<i>Animal farm (Soc Stud)</i>
Fifth - Eighth	<i>Grammar For Writing: Sadlier/Oxford</i>	<i>Supplemental</i>
Fifth - Eighth	<i>A Long Walk to Water: Linda Sue Park</i>	<i>Supplemental</i>
Fifth - Eighth	<i>Vocabulary Workshop -- Sadlier/Oxford</i>	<i>Primary</i>
Fifth - Eighth	<i>World Of Vocabulary: Globe Fearon</i>	<i>Supplemental</i>
Fifth -- Eighth	<i>Mastery Spelling: Globe Fearon</i>	<i>Supplemental</i>
Fifth -- Eighth	<i>Measuring Up -- Peoples Publishing</i>	<i>Supplemental</i>
Fifth - Eighth	<i>Com Core Performance Coach 2015</i>	<i>Supplemental</i>
Fifth -- Eighth	<i>Various "Coach" Martials --Open-Ended</i>	<i>Supplemental</i>
Fifth - Eighth	<i>Strategies for Writers: Zaner-Bloser</i>	<i>Supplemental</i>

Grade 5

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Grade 5

Progress Indicators for Reading Literature

Key Ideas and Details

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

New Jersey Student Learning Standards for English Language Arts
MTMS 2017 Alignment / Revision

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade 5

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

New Jersey Student Learning Standards for English Language Arts
MTMS 2017 Alignment / Revision
Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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.

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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 5

Progress Indicators for Writing

Text Types and Purposes

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - D. Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, 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 two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- B. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.5.10. 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.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress*, pre-publication edition. Iowa City, IA: ACT, Inc.

New Jersey Student Learning Standards for English Language Arts
MTMS 2017 Alignment / Revision
Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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New Jersey Student Learning Standards for English Language Arts
MTMS 2017 Alignment / Revision
Grade 5

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

New Jersey Student Learning Standards for English Language Arts
MTMS 2017 Alignment / Revision
Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

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.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

New Jersey Student Learning Standards for English Language Arts
MTMS 2017 Alignment / Revision
Grade 5

Progress Indicators for Language

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.
- E. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

New Jersey Student Learning Standards for English Language Arts
MTMS 2017 Alignment / Revision

- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

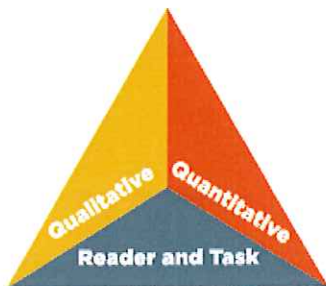
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. 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.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

**History, Social Studies, Science and Technical Subjects
Grades 6-8**

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6-8

Progress Indicators Reading History

Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Grades 6-8

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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.

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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 6-8

Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 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.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

New Jersey Student Learning Standards for English Language Arts
Companion Standards

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. 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.

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.



Mendham Township Middle School

Core Reading List By Grade Level – Thematic/Genre

2017 Curriculum / Aligned to 2016 NJSL



All Mendham Township Middle School students will read at least **six core novels per grade level** in language arts class. Teachers will select no less than five **highlighted** books from the list below and the sixth is selected from the remaining grade level list. There are four fundamental themes (Tolerance, Courage, Maturation, and Adventure) that spiral through our reading selections. In addition, the books marked **INCLUSIVE SCHOOL** are part of a program to support anti-bullying initiatives and ultimately, a more inclusive school-learning environment. As it is our school community's mission to lead our students to becoming life-long learners and to lead responsible productive lives, these themes are fundamentally essential to in-class discussions, writing prompts, homework assignments, and assessments. See grade level selections approved by the Mendham Township Board of Education below:

One School / One Book Summer 2015 – *A Long Walk to Water* by Linda Sue Parks

	Title	Author	Genre	Theme
F I F T H	<i>Island of the Blue Dolphins</i> 1000L	Scott O'Dell	Historical Fiction	Courage 1. Friendship 2. Values 3. Decisions
	<i>Number The Stars</i> 670L	Lois Lowry	Historical Fiction	Tolerance 1. Courage / bravery 2. Learning from history 3. Values (pride/human decency) 4. Prejudice
	<i>Holes</i> 660L	Louis Sachar	Realistic Fiction	Tolerance/Courage/Maturation/Adventure 1. Diversity 2. Friendship 3. Perseverance 4. Values
	<i>A Week In the Woods</i> 820L	Andrew Clements	Realistic Fiction	Maturation 1. Responsibility 2. Confronting challenges 3. Coping 4. Courage
	<i>Love that Dog</i> 1010L	Sharon Creech	Prose	Maturation 1. Identity 2. Values 3. Responsibility
	<i>Gorilla Doctors: Saving Endangered Great Apes</i> 910L	Pamela Turner	Non-Fiction/Expository	Adventure 1. Confronting challenges 2. Responsibility 3. Learning from History
	<i>Wonder</i> INCLUSIVE SCHOOL 790L	RJ Palacio	Realistic Fiction	Tolerance/Courage/Maturation 1. Diversity 2. Friendship 3. Perseverance 4. Values

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SIXTH

The Cay 860L	Theodore Taylor	Realistic Fiction	Maturation 1. Confronting challenge 2. Coping 3. Responsibility 4. Identity
The Watsons Go to Birmingham 1000L	Christopher Paul Curtis	Historical Fiction	Tolerance 1. Prejudice 2. Learning from History 3. Values 4. Coping
The Adventures of Ulysses 860L	Bernard Evsli	Fantasy	Adventure 1. Hero 2. Courage 3. Decisions
Mockingbird 630L	Kathryn Erskine	Realistic Fiction	Tolerance/Courage 1. Diversity 2. Confronting Challenges 3. Perseverance 4. Coping
The Schwa Was Here 790L <i>INCLUSIVE SCHOOL</i>	Neal Shusterman	Realistic Fiction	Tolerance/Maturation 1. Diversity 2. Confronting Challenges 3. Family 4. Coping 5. Responsibility 6. Identity
Coraline 740L	Neil Gaiman	Fantasy	Adventure 1. Decisions 2. Courage 3. Values 4. Bravery 5. Overcoming Obstacles
The Hound of the Baskervilles 980L	Arthur Conan Doyle	Classic Lit./Mystery	Adventure 1. Hero 2. Courage 3. Decisions
The Crossover 750L	Kwame Alexander	Prose	Maturation 1. Prejudice 2. Family 3. Values 4. Coping

SEVENTH

The Boy On The Wooden Box 1000L	Leon Leyson	Memoir	Tolerance 1. Prejudice 2. Courage 3. Values 4. Survival
The Witch of Blackbird Pond 850L	E. Speare	Historical Fiction	Courage 1. Identity 2. Decisions 3. Values 4. Responsibility
The Giver 760L	Lois Lowry	Fantasy	Maturation 1. Confronting challenge 2. Values 3. Responsibility
Treasure Island 760L	R. Stevenson	Classic Lit.	Adventure 1. Courage 2. Decisions 3. Values
Stargirl 590L / A Midsummer Night's Dream 1080L <i>INCLUSIVE SCHOOL</i>	Jerry Spinelli/ Shakespeare	Realistic Fiction/ Prose	Tolerance 1. Diversity 2. Courage 3. Values 4. Prejudice and identity
The Outsiders 750L	S.E. Hinton	Realistic Fiction	Maturation 1. Confronting challenge 2. Values 3. Responsibility
The Maze Runner 770L	James Dashner	Fantasy	Courage/Adventure 1. Courage 2. Loyalty 3. Friendship 4. Survival
Out of Dust 1040L	Karen Hesse	Prose/ Historical	Maturation 1. Coping 2. Confronting Challenge 3. Responsibility 4. Identity

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EIGHTH

Lord of The Flies 770L	William Golding	Classic Lit.	Courage 1. Integrity 2. Values 3. Responsibility 4. Decisions
Call of the Wild 1120L	Jack London	Classic Lit.	Adventure 1. Courage 2. Loyalty 3. Friendship 4. Survival
Roll of Thunder, Hear My Cry 920L	Mildred Taylor	Historical Fiction	Tolerance 1. Responsibility 2. Prejudice 3. Values 4. Learning from history
Romeo and Juliet/Hamlet 1370L	Shakespeare	Prose	Maturation 1. Decisions/consequences 2. Confronting challenge 3. Self-determination 4. Identity
Fahrenheit 451 890L	Ray Bradbury	Fantasy	Courage 1. Decisions 2. Responsibility 3. Values 4. Learning from History
I am the Cheese 810L	Robert Cormier	Realistic Fiction	Maturation 1. Identity 2. Individuality 3. Courage 4. Coping
My Thirteenth Winter 1050L <i>INCLUSIVE SCHOOL</i>	Samantha Abeel	Non-Fiction/Memoir	Maturation / Tolerance 1. Identity 2. Confronting challenges 3. Self-determination 4. Overcoming Obstacles
Uglies 790L	Scott Westerfeld	Fantasy	Adventure Courage 1. Prejudice & identity 2. Confronting challenge 3. Self-determination 4. Values
To Kill A Mockingbird 870L	Harper Lee	Classic Lit./ Historical Fiction	Maturation / Tolerance 1. Decisions 2. Responsibility 3. Values 4. Prejudice & identity



Mendham Township Middle School

NJSJS 2016 / Update 2017

Literature Themes

Tolerance

diversity

tolerance

prejudice

courage

values

learning from history

Courage

responsibility

perseverance

decisions

identity

values

Maturation

coping

responsibility

confronting challenge

courage

identity

values

Adventure

friendship

courage

decisions

values



Mendham Township Middle School

Literary Elements Addressed Through Self- Selected Reading NJSLs 2016 / Update 2017

All Mendham Township Middle School students will self-select books to read throughout the school year. The activity / assignment / assessment associated with the self-selected readings will address five fundamental literary elements (characterization, plot & conflict, setting, narrative point of view, and mood & tone) as delineated in the charts below:

Grade Level	First Semester	Second Semester
Fifth	<i>Characterization</i> (physical & personality traits)	<i>Setting &</i> Characterization
Sixth	<i>Characterization &</i> Setting	<i>Plot &</i> Characterization & Setting

Grade Level	Unit One	Unit Two	Unit Three	Unit Four
Seventh	<i>Plot</i> (conflict: internal vs. external)	<i>Narrative Point of View &</i> Characterization	<i>Autobiography Biography</i> (Setting / Characterization)	<i>Mood / Tone & Plot</i>
Eighth	<i>Tone / Mood & Narrative Point of View</i>	<i>Characterization</i> (Author's methods of creating...)	Culmination of all elements based on <i>student choice</i> – guided by teacher's approved list assessment formats.	

The following documents outline rationale and essential questions for each self-selected reading activities, delineated by grade level.

Core Novel PBTs

Aligned to 2017-2018 list

5th - Narrative

A Week In the Woods

Number the Stars

Gorilla Doctor

Island of the Blue Dolphins

5th - Lit. Analysis

Love That Dog

A Week In the Woods

Number the Stars

Gorilla Doctor

Island of the Blue Dolphins

Wonder

6th – Narrative

Mockingbird

Coraline

The Hound of the Baskervilles

The Schwa Was Here

The Cay

The Wastons Go to Birmingham

6th – Lit Analysis

Mockingbird

Coraline

The Hound of the Baskervilles

The Cay

The Wastons Go to Birmingham

The Schwa Was Here

7th – Narrative

The Giver

Out of the Dust

Stargirl

Treasure Island

The Witch of Blackbird Pond

7th - Lit. Analysis

The Giver

Stargirl

Treasure Island

The Witch of Blackbird Pond

8th – Narrative

To Kill a Mockingbird

I Am the Cheese

Lord of the Flies

My 13th Winter

Uglies

8th - Lit. Analysis

To Kill a Mockingbird

Call of the Wild

Lord of the Flies

My 13th Winter

Shakespeare

Uglies



Mendham Township Middle School

Fifth Grade Core Novel

Winter/2017

Title: *Wonder*

Author: RJ Palacio

NJSLS Connections: RL5.3, RL5.6, RI5.6, W5.3 E, W5.5, W5.6, SL5.1. A

Marking Period: 1

Rational for Reading: *Wonder* is a book about a boy named August who has never been to school before starting in the 5th grade. August was born with a genetic facial disorder. This novel explores how different characters react to a child with a facial deformity. Students read from multiple points of view and learn the value of accepting people for who they are, instead of how they look. Students examine the difference between empathy and sympathy. The multiple points of view allow the students to put themselves in the characters' shoes and eventually learn that it is only from empathy that we learn how to be kind, show respect, and accept others.

Themes:

1. - Empathy
2. - Acceptance
3. - Family
4. - Friendship

Essential Questions:

1. How does point of view influence a characters description of an event?
2. How does the way we treat people affect them throughout their lives?
3. Is it more important to have empathy or sympathy for a person who is different?
4. What is the impact of bullying on the victim?

PBT Writing Prompt (Lit. Analysis):

In the excerpt from *Wonder* and the poem "Here's to Kids Who Are Different," both authors develop the theme of being different by using distinctive approaches. Write an essay describing how the authors from each text helped you to understand the topic of being different.

Use specific examples from each text to support your essay.



Mendham Township Middle School

Fifth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *A Week in the Woods*

Author: Andrew Clements

NJSLS Connections: RL5.1; RL5.2; RL5.3; RL5.4; RL5.6; W5.1.A; W5.3 A, B, C, D, E; SL5.1

Marking Period: 4th

Rational For Reading:

A Week in the Woods is an introduction to lessons of survival in the wilderness, and facing personal challenges which lead to maturity. The novel tells the story of a boy, Mark Chelmsley, who struggles with personal conflicts involving his family-life and friendships. Students will learn about conflict-resolution, decision-making, and connecting to nature. The connections to nature will correlate with the 5th Grade Trip to Minisink in June.

Themes:

1. Values
2. Fairness
3. Self-Reliance
4. Cooperation/Teamwork

Essential Questions:

1. How does making snap judgements influence our beliefs and actions?
2. Is it fair to judge others? Have you ever judged someone after a first meeting, only to change your mind about the person as you got to know them?
3. How do the decisions we make today impact our lives in the future?
4. Can people change? Compare Mark and Mr. Maxwell from the beginning of the novel to the end. How do they each change?

Writing prompt #1:

Has your family ever moved or have you ever had a good friend move away? Write an essay describing your experience. Include details about the why, when, and where of the move, as well as how you felt about it and something you have learned from the change.

Writing prompt #2:

Imagine you are Mark Chelmsley. In the character of Mark, write a diary entry detailing your first night camping alone in the barn.

PBT Writing Prompt (Lit Analysis):

You have read the article Chill out! Keeping cool is the first step in staying alive! by Richard Johnson and an excerpt from *A Week In the Woods*. Both text address the theme of survival. Write an essay that compares and contrasts how the author of each text develops the theme of survival. Use specific examples from each text to support your answer.

PBT Writing Prompt (Narrative):

In the passage, the author creates a vivid setting and a detailed character. Think about the details the author uses to create the story.

Write an original story about the trouble that is coming.

In your story, be sure to use what you have learned about the characters, setting, and problem to tell what happens next.



Mendham Township Middle School

Fifth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Gorilla Doctors*

Author: Pamela S. Turner

NJSLS Connection: RI5.1; RI5.2; RI5.3; RI5.4; RI5.5; RI5.6; RI5.7; RI5.8; W5.2 A, B, C, D, E; W5.7; W5.9. B; SL5.1 C, D; SL5.2; SL5.3; SL5.4

Marking Period: All marking periods throughout the school year.

Rational For Reading: Nonfiction text that will utilize reading strategy SQ3R. Students will identify various features of nonfiction text as they study multiple sources of informational text about related topics. The novel study will also include informational text on gorillas and endangered species, which will allow students to draw on, compare, and integrate information from multiple sources on the same topic.

Themes:

1. Global Awareness
2. Confronting challenges
3. Responsibility
4. Compassion

Essential Questions:

1. What can people learn from nature? What do we learn from the mountain gorilla and the author who wrote about them?
2. How do people's choices threaten the natural world? How has contact between gorillas and people brought a new threat to mountain gorillas?
3. How does learning material through informational text differ from learning it through literature?

Writing prompt #1:

In the book *Gorilla Doctors: Saving Endangered Great Apes* the veterinarians of Rwanda's Mountain Gorilla Project make house calls or rather, "forest calls." Using factual information from the book write about your favorite house call a veterinarian made.

Why do you think veterinarians got involved in the quest to save these great apes? Are you inspired to know what you can do to help the great apes? Explain why or why not.

Writing prompt #2:

The book provided you with an inside look at the lives of both the beautiful and amazing gorillas and the rare human souls dedicated to saving them. Provide

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detailed examples of how the group of scientists worked together to save the dwindling mountain gorilla populations in Africa.

PBT Writing Prompt (Lit. Analysis):

You have read a poem "*The Last Mountain Gorilla*" and an excerpt from *Gorilla Doctors*, "Scientists in the Mist." Think about the similarities and the differences in how the two authors establish the theme of compassion in each text. Write an essay in which you identify the theme of compassion from the text and analyze how each author develops it. Be sure to include specific details from both selections.

PBT Writing Prompt (Narrative):

In the passage from *Gorilla Doctors*, the author creates a vivid setting and descriptive characters. Think about the details the author uses to establish the setting and characters. Create a narrative retelling this scene from the point of view of the gorilla, Mararo. Be sure to use supporting details from the passage.



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Fifth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Holes*

Author: Louis Sachar

NJSLS Connections: RL5.1; RL5.2; RL5.3; RL5.4; RL5.5; RL5.6; RL5.7; SL5.1
A

Marking Period 1/2

Rationale for Reading: *Holes* by Louis Sachar, is a Newbery Medal Winner from 1999. Stanley, the main character of this book has a family history of bad luck, so it is no surprise when Stanley is wrongly accused of a crime he did not commit and is sent to a boys' juvenile detention center, Camp Green Lake. Several themes are prevalent in this novel. The power of fate to determine events is presented in connection to all three time periods the novel is written. The benefits of friendship can be seen through Stanley and Zero's friendship which lead to their mutual survival and wealth. The destructive nature of cruelty is evident in how Stanley and the other boys are treated at Camp Green Lake. And finally, the importance of history in everyday life is the theme which connects the two families of Stanley and Zero. Students will read this novel to study these themes in depth and to connect this book to tall tales.

Themes: Tolerance/Courage/Maturation/Adventure

1. Diversity
2. Friendship
3. Perseverance
4. Values

Essential Questions:

1. How does setting influence or affect characters in a story? What would you do if you were in the desert for many days without water? How would you survive? What would you do, and what would you be careful NOT to do?
2. How can emotions influence people's actions? Sometimes when a person like Zero gets mad, he doesn't know how to say what he feels, so he hits and fights. How you could teach Zero how to use his words instead of fighting and hitting.
3. How do actions drive a plot forward? In what ways is *Holes* like a folk-tale? How do these similarities affect the way a reader interprets the events in the novel?

Writing prompt #1: Do you think that the character Zero in the book had a learning disability? Mr. Pendanski thought that Zero was stupid, but Stanley knew better. Write a letter to Zero. (Remember he did not have anyone to write to in the story.) Tell him about a subject or skill that you struggled to learn and what worked for you in overcoming this difficulty.

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Writing prompt #2: Stanley was wrongly convicted in the story, probably because his parents could not afford a lawyer. Could this happen in real life? Does having money affect fairness and justice? Tell whether you agree or disagree and why?

OPTIONAL: As a culminating activity, students will view the movie version of the novel and make comparisons of multimedia by creating a venn-diagram and presenting their findings to the class.



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Fifth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Island of the Blue Dolphins*

Author: Scott O'Dell

NJSLS Connections: RL5.1; RL5.2; RL5.3; RL5.4; RL5.6; W5.3 A, B, E; SL5.1 A, C

Marking Period: 2/3

Rationale for Reading: This Newbery Award winning historical fiction novel, based on a true story, focuses on Karana, the main character goes against her tribal beliefs in order to survive on her own. The book shows how difficult it is to make decisions that go against the values one possesses.

Themes: Courage

1. Friendship
2. Values
3. Decisions

Essential Questions:

1. How do values and beliefs change over time?
2. How does conflict influence an individual's actions and beliefs?
3. How are people transformed through their relationships with others?

Writing prompt #1: Suppose Karana refused to leave the island when the missionaries came to rescue her. Pretend you are a missionary and write a persuasive essay convincing her to leave her homeland.

PBT Writing Prompt (Lit. Analysis):

You have read a passage from *Island of the Blue Dolphins* and *Holes*. Think about the similarities and the differences in how the two authors develop the theme of survival. Write an essay that discusses how the two texts support the theme. Be sure to include specific details from both passages.



Mendham Township Middle School

Fifth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Love That Dog*

Author: Sharon Creech

NJSJS Connections: RL5.1; RL5.2; RL5.3; RL5.4; RL5.6; W5.1.A, C; W5.2 A, B, C, D, E; W5.3 A, B, C, D, E; W5.4; SL5.1 D; SL5.2; SL5.5; SL5.6

Marking Period: 1st

Rational for Reading: *Love That Dog* is an excellent introduction to prose, where a young boy who doesn't care much for poetry realizes the gift he has for writing poems. The novel tells the story of a boy who learns to write, but also overcomes his grief about the death of his beloved dog. All students will successfully read and comprehend this novel, and be inspired to develop voice in their writing.

Themes:

1. Self-confidence
2. Perseverance
3. Overcoming obstacles

Essential Questions:

1. What value does poetry have in developing thoughts and feelings?
2. How does writing about problems help people to solve them? Sometimes a student feels shy or embarrassed about sharing their writing. What would you say to someone in order to encourage them to share?
3. How does voice in a piece impact the reader? How does Jack deal with the death of his dog? Have you ever experienced something similar to Jack? What are some things you did to overcome that grief?
4. Why is inspiration important? Has anyone ever inspired you to do something new?

Writing prompt #1:

Jack writes poems that are shaped like things that they describe. Students will analyze and create various types of poems. Sample prompt- Choose something that you see every day and paint a picture of it with words.

Writing prompt #2:

Jack writes a letter to Walter Dean Myers persuading him to come to his school. Choose someone you admire and write a persuasive letter encouraging them to visit Mendham Township Middle School.

PBT Writing Prompt (Lit. Analysis):

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You have read an excerpt from *Love that Dog* and a poem *Love that Boy*. Think about the similarities and the differences in how the two authors develop the theme of love in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selection.



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Fifth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Number the Stars*

Author: Lois Lowry

NJSLS Connections: RL5.1; RL5.2; RL5.3; RL5.4; RL5.5; RL5.6; RL5.9; RI5.2; RI5.3; RI5.7; RI5.8; RI5.9; W5.1 A, B, C, D; W5.2 C; W5.7; W5.9 A; SL5.1 A,B; SL5.2; SL5.4

Marking Period: 2

Rationale for Reading: This Newbery Award winning novel focuses on the heroism exhibited by citizens who occupied Denmark to smuggle their Jews to Sweden. Students will define tolerance through reading about man's inhumanity to others in world events. Students will learn what ethics are and what freedom means. The novel study will also include informational text on the Holocaust and World War II, which will allow students to draw on and integrate information from multiple sources on the same topic.

Themes: Tolerance

1. Courage/bravery
2. Learning from history
3. Values (pride/human decency)

Essential Questions:

1. Why would people be willing to risk their own safety to help others?
2. How do people react in difficult situations?
3. What does it mean to be tolerant of others?

Writing prompt #1: Lois Lowry titled her novel *Number the Stars*. Write a persuasive paragraph convincing readers that the title is appropriate for this book.

Writing prompt #2: Students will develop background information by researching information and reading various nonfiction literatures about the historical events surrounding World War II and the Holocaust. Students will discuss their findings in literature discussions and synthesize this information by writing an explanatory essay, in which students demonstrate an understanding of how the historical events in the plot have an impact on the characters and their relationships in the novel.

PBT Writing Prompt (Lit. Analysis):

You have read the passage from *Number the Stars* and *The Yellow Star*. Both text develop the theme of bravery. Write an essay that compares and contrasts how each text illustrates the theme of bravery. Use evidence from the texts to support your answer.

PBT Writing Prompt (Narrative):

Write the next part of the story. Use your knowledge of the character of Annemarie and the setting to develop your story about what happens next.



Mendham Township Middle School

Fifth Grade Self- Selected Literature #1

Language Arts – NJSLs 2016 - Update 2017

Literary Component of Study: Characterization

NJSLS Connections: RL5.10; RL5.2; RL5.3; RL5.5; SL5.4; SL5.5; SL5.6

Rationale for Teaching Literary Component: Students will become acquainted with people in a story through the author's development of the physical characteristics and personality traits of the main characters.

Essential Questions:

1. What are the traits of central characters in the story?
2. What do the characters' actions tell you about the type of person they are?
3. How do the characters' feelings show their thoughts?

Time Frame: Marking Period 1

Assessment Options

Interview Your Favorite Character

After reading a self-selected novel, students will develop a list of 10 questions and answers an interviewer would use to become familiar with a main character in the book.

Create a collage of pictures and words from magazines that represent who the main character in your book is.

Dress up as your main character and give an oral presentation including information on who you are and what you felt in the story.

Choose gifts for one of the characters in your book and explain why you chose them based on what you learned about the character through your book.



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Fifth Grade Self- Selected Literature #2

Language Arts – NJSLs 2016 - Update 2017

Literary Component of Study: Setting (Characterization)

NJSLS Connections: RL5.10; RL5.2; RL5.3; RL5.5; SL5.4; SL5.5; SL5.6; W5.3; W 5.4

Rationale for Teaching Literary Component: Students will understand how the setting of the story (when and where) affects the mood and feelings of characters. (The student will review the importance of characterization in a story).

Essential Questions:

1. When and where do the events of the story take place?
2. How does the setting affect the characters in the story?
3. What feeling or mood is created by the setting?

Time Frame: Marking period 3

Assessment:

Make a travel brochure advertising the setting of your book. Make sure you include time, place, and descriptive language.

Draw your favorite setting from the book you read. Include details about where and when. Make it colorful and neat.

Create a postcard of one of the settings in your book. Include a message that describes this place and a picture of the place.

Create a timeline depicting the different settings in your book in sequential order, from beginning to end.

Write a descriptive paragraph about the main setting in your book.

Create a diorama depicting the setting of your book.



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Grammar Component List

2017 Curriculum Update: Grade 5

Grammar Component	Question #
Parts of Speech: Identify	
• Nouns- common & proper	1, 8, 15, 16
• Verbs- action and linking	2, 9, 17, 18
• Adjectives	4, 11, 22
• Adverbs	5, 12
• Conjunctions	7, 14, 20
• Pronouns	3
• Prepositions	6, 13, 21
Parts of a Sentence: Identifying Components	
• Subjects- Simple & Compound	21, 23, 24, 27, 34
• Predicates- Simple & Compound	25, 26, 28, 35
• Run-on sentences	31, 32
• Fragments vs. Complete Sentences	62, 63, 64, 65, 66
• Subject/Verb Agreement	67, 68, 69, 70
Types of Sentences	
• Declarative	36, 37, 39
• Interrogative	36, 37, 38
• Imperative	36, 37
• Exclamatory	36, 37, 40
• Complex Sentences	29, 30, 33
Punctuation & Capitalization: Identify & Use	
• Periods & Question Marks- End Punctuation	41, 43, 44, 45, 46
• Commas	41, 42, 43, 44, 45, 46, 54, 55, 56
• Quotation Marks	42, 43, 44, 45, 46
• Apostrophes	43, 44, 45, 46, 50, 51
• Colons, Hyphens	47, 48, 49
• Using capital letters	41, 52, 53, 57, 58, 59, 60, 61

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