

Mendham Township Public Schools



MIDDLE SCHOOL LANGUAGE ARTS Curriculum

Sixth

Board of Education Adoption Date: July 25, 2017

Board of Education President:


Jeffrey Brauner

Superintendent of Schools:


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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;
1 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

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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: 6th

- 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: 6th

***=Data collected on server**

Month		Literature / Writing / Special Activities / Other	Standards
August/ September	Content	<p><u>Literature</u> (Short stories from Anthology and self-selected book)</p> <ul style="list-style-type: none"> -Review of the elements of fiction -Identifying elements of fiction as applied in the short stories and self-selected book -Analyzing the significance of the elements of fiction within the text -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) -Organizational strategies -Narrative techniques (imagery, figurative language, dialogue, conflict development, etc.) -Word choice <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.6.1-3 RL.6.10 SL.6.1 W.6.4 W.6.2.A W.6.3 L.6.1-6
	Benchmarks	Sept. Narrative PBT* Sept. Lit Analysis PBT* Research PBT* Rewrite #1* Grammar Pretest*	RL.6.1-6 W.6.3 W.6.2 RI.6.1-8 W.6.5 W.6.10
	Differentiation	<p>Extension: Differentiated rubric, extended creative writing project linked to short stories, 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>	
	Additional Standards	21st Century / Career Readiness Practices / Technology CRP4, CRP11 / 9.2.8.B.3 / 8.1.8.B.1, 8.1.2.C.1, 8.1.8.D.4	

Month		Literature / Writing / Special Activities / Other	Standards
October	Content	<p><u>Novel #1 (Coraline)</u></p> <ul style="list-style-type: none"> -Identifying key information -Character analysis -Analysis of differing points of view -Author's use of the elements of fiction to build suspense -Identifying mood within the text -Dominant theme development (Decisions, values, courage, overcoming obstacles) <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) -Capturing attention and setting up background information in the introduction -Crafting a thesis statement that addresses the prompt -Organizational strategies <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> -Unit 3 & 4 <p><u>Grammar</u></p> <ul style="list-style-type: none"> Prepositions 	RL.6.1-6 RL.6.10 SL.6.1 W.6.4 W.6.2.a L.6.4 L.6.5 L.6.6 L.6.1
	Benchmarks	Model Curriculum #1* Oct. Narrative PBT* Oct. Lit Analysis PBT* Research PBT* Rewrite #2	RL.6.1-6 W.6.3 W.6.2 RI.6.1-6 W.6.5 W.6.10
	Differentiation	<p>Extension: Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles</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, CRP2, CRP6 / 9.2.8.B.3, 9.2.8.B.7 / 8.1.P.C.1, 8.1.8.D.4	

Month		Literature / Writing / Special Activities / Other	Standards
November	Content	<p>Novel #2 (<i>The Watsons Go to Birmingham</i>)</p> <ul style="list-style-type: none"> -Understanding the impact of historical context on a novel -Learning from history -Dominant theme development (prejudice, values, coping) -Identifying key information informational and fictional texts -Analyzing informational text to better understand the novel <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 -Capturing attention and providing background in the introduction -Crafting a thesis statement that addresses the prompt -Crafting and supporting an effective topic sentence -Utilizing and citing textual evidence in body paragraphs <p>"Letters about Literature" National Writing Contest –The Library of Congress</p> <ul style="list-style-type: none"> -Addressing purpose and audience -Making connections between literature and self-awareness/personal experience <p>Vocabulary</p> <ul style="list-style-type: none"> -Unit 5 <p>Grammar</p> <ul style="list-style-type: none"> -Nouns 	RL.6.1-3 RL.6.9 RL.6.10 SL.6.1 RI.6.1-10 SL.6.1 W.6.4 W.6.7 W.6.8 L.6.4 L.6.5 L.6.6 L.6.1
	Benchmarks	Nov. Narrative PB Nov. Lit Analysis PBT* Research PBT*	RL.6.1-6 W.6.3 W.6.2 RI.6.1-8
	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</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, CRP2, CRP4, CRP5 / 9.2.8.B.3 / 8.1.8.A.1, 8.1.2.C.1	

Month	Literature / Writing / Special Activities / Other		Standards
December	Content	<p>Novel #2 (<i>The Watsons Go to Birmingham</i>)</p> <ul style="list-style-type: none"> -Understanding the impact of historical context on a novel -Learning from history -Dominant theme development (prejudice, values, coping) -Identifying key information informational and fictional texts -Analyzing informational text to better understand the novel -Analyzing/comparing novel to the film adaptation <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 -Capturing attention and providing background in the introduction -Crafting a thesis statement that addresses the prompt -Crafting and supporting an effective topic sentence -Utilizing and citing textual evidence in body paragraphs <p>"Letters about Literature" National Writing Contest –The Library of Congress</p> <ul style="list-style-type: none"> -Addressing purpose and audience -Making connections between literature and self-awareness/personal experience <p>Vocabulary</p> <ul style="list-style-type: none"> -Unit 5 <p>Grammar</p> <ul style="list-style-type: none"> -Nouns 	RL.6.1-3 RL.6.7 RL.6.9 RL.6.10 SL.6.1 RI.6.1-10 SL.6.1 W.6.4 W.6.7 W.6.8 L.6.4 L.6.5 L.6.6 L.6.1
	Benchmarks	Model Curriculum #2* Dec. Lit Analysis PBT* Dec. Research PBT* Rewrite #3	RL.6.1-6 W.6.3 W.6.2 RI.6.1-8 W.6.5 W.6.10
	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 test with multiple essay 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, CRP2, CRP4, CRP5, CRP12/9.2.8.B.3 /8.1.8.A.1, 8.1.2.C.1	

Month	Literature / Writing / Special Activities / Other	Standards
January	<p>Content</p> <p>Novel #3 (<i>The Hound of the Baskervilles</i>)</p> <ul style="list-style-type: none"> -Elements of a mystery -Author's use of the elements of fiction to create suspense -Character analysis -Distinguishing between tone and mood -Development of dominant themes (courage, decisions) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Topic sentences -Analysis in body paragraphs -Using and citing evidence to support analysis -Incorporating transitions -Ending on an insightful note in conclusions <p>Vocabulary</p> <p>Units 7 & 8</p>	RL.6.1-3 RL.6.10 SL.6.1 W.6.1 W.6.4 L.6.4-6
	<p>Benchmarks</p> <p>Jan. Narrative PBT*</p> <p>Jan. Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #4</p>	RL.6.1-6 RI.6.1-7 W.6.3 W.6.2
	<p>Differentiation</p> <p>Extension: Differentiated rubric, use of technology to enhance understanding of the novel, self-selected novel and related activities, extended creative writing project linked to novel, teacher/student writing conference</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>CRP1, CRP4, CRP6, CRP8, CRP11 / 9.2.8.B.3 / 8.1.8.B.1, 8.1.2.C.1</p>	

Month	Literature / Writing / Special Activities / Other		Standards
February	Content	<p>Novel #3 (<i>The Hound of the Baskervilles</i>)</p> <ul style="list-style-type: none"> -Elements of a mystery -Author's use of the elements of fiction to create suspense -Character analysis -Distinguishing between tone and mood -Development of dominant themes (courage, decisions) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Elaborating using textual evidence <p>Research Paper:</p> <ul style="list-style-type: none"> -Identifying and evaluating sources -Using Noodletools to create a works cited -Taking notes -Creating a preliminary outline <p>Vocabulary</p> <p>Units 9 & 10</p> <p>Grammar</p> <ul style="list-style-type: none"> -Verbs/ Sub-Verb Agreement 	RL.6.1-3 RL.6.6 W.6.4 W.6.6 W.6.7 W.6.8 L.6.4-6 L.6.1
	Benchmarks	Model Curriculum #3 Feb. Narrative PBT* Feb. Lit Analysis PBT* Research PBT* Rewrite #5	RL.6.1-6 W.6.3 W.6.2 RI.6.1-8 W.6.5 W.6.10
	Differentiation	<p>Extension: Differentiated rubric, use of technology to enhance understanding of the novel, self-selected novel and related activities, extended creative writing project linked to novel, teacher/student writing conference, choice/flexibility for the biography report research paper</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, CRP4, CRP6, CRP7, CRP8, CRP11 /9.2.8.B.3/ 8.1.P.C.1	

Month	Literature / Writing / Special Activities / Other	Standards
March	<p>Content</p> <p>Novel #4 (<i>The Crossover</i>) and Self-Selected novel</p> <ul style="list-style-type: none"> -Analyzing poetry and use of figurative language within poetry -Symbolism -Distinguishing between tone and mood -Development of dominant themes (prejudice, values, family, coping) -Making connections between literature -Making connections between literature and personal experience <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Eliminating repetition <p>Research Paper:</p> <ul style="list-style-type: none"> -Taking notes -Identifying key information and paraphrasing -Crafting a thesis based on research -Following MLA guidelines <p>Vocabulary</p> <p>Units 11 & 12</p> <p>Grammar</p> <p>Adjectives</p>	<p>RL.6.1-5 RI.6.1-10 W.6.6 W.6.7 W.6.8 W.6.9 W.6.10 L.6.4-6 L.6.1</p>
	<p>Benchmarks</p> <p>Model Curriculum #4</p> <p>March Narrative PBT*</p> <p>March Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #6</p>	<p>RL.6.1-6 RI.6.1-7 W.6.2 W.6.6 W.6.5</p>
	<p>Differentiation</p> <p>Extension: Differentiated rubric, choice/flexibility for the biography report research paper, use of research with range of Lexile values, use of technology to peer edit, 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>	
	<p>Additional Standards</p>	<p>21st Century / Career Readiness Practices / Technology</p> <p>CRP3, CRP5 CRP7, CRP10, CRP11 / 9.2.8.B.3/ 8.1.8.P.C.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.P.E.1</p>

Month	Literature / Writing / Special Activities / Other	Standards
April	<p>Content</p> <p>Novel #5 (The Schwa Was Here)</p> <ul style="list-style-type: none"> -Character analysis -Analysis of point of view's impact on the plot -Symbolism -Distinguishing between tone and mood -Development of dominant themes (identity, confronting challenges, family, friendship) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with reading of core novel) -Establishing and maintaining tone -Varying sentence structure <p>Research Paper:</p> <ul style="list-style-type: none"> -Creating a formal outline and then using an outline to write a rough draft -Creating transitions between body paragraphs -Using teacher and peer feedback in a final draft -Editing <p>Biography Report Presentation:</p> <ul style="list-style-type: none"> -Identifying key information -using technology to enhance a presentation -Public speaking strategies <p>Vocabulary</p> <p>Units 13 & 14</p> <p>Grammar</p> <p>Adverbs</p>	RL.6.1-6 RL.6.10 W.6.1 W.6.4 W.6.6 W.6.7 W.6.8 W.6.9 W.6.10 SL.6.1-3 L.6.4-6 L.6.1 L.6.2 L.6.3
	<p>Benchmarks</p> <p>Model Curriculum #5</p> <p>April Narrative PBT*</p> <p>April Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #7</p>	RL.6.1-6 W.6.2 RI.6.1-8 W.6.5 W.6.10
	<p>Differentiation</p> <p>Extension: Differentiated rubric, end of book project that addresses different learning styles/the multiple intelligences, choice/flexibility for the biography report research paper, use of research with range of Lexile values, use of technology to peer edit, 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>	
	<p>Additional Standards</p> <p>21st Century / Career Readiness Practices / Technology</p> <p>CRP4, CRP7, CRP11 / 9.2.8.B.3/ 8.1.8.D.4</p>	

Month	Content	Literature / Writing / Special Activities / Other	Standards
May/June	Content	Novel #6 (<i>The Adventures of Ulysses</i>) and Self-Selected novel (<i>Mockingbird, Holes, The Cay</i>) -Decoding text -Dominant theme development (courage, decisions, heroism) -Literature circles with Self-Selected novel -Making connections between literature and supporting connections with evidence Writing -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Analysis and supporting analysis with textual evidence -Addressing audience and purpose -Maintaining tone -Varying sentence structure Greek Festival -Public speaking -Performance Vocabulary Unit 15 Grammar Punctuation	RL.6.1-6 RL.6.10 SL.6.1 SL.6.4 SL.6.5 SL.6.6 W.6.4 L.6.1-6
	Benchmarks	May Narrative* May Lit Analysis* Rewrite #8* Grammar Post-test*	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, flexibility and choice in self-selected novel/literature circles, use of technology to enhance project, teacher/student writing conferences, Greek Festival to engage multiple intelligences 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, CRP9, CRP12 / 9.2.8.B.3/ 8.1.2.C.1, 8.1.8.D.4	

Grade 6

Interdisciplinary Connections

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

Cooperative editing of WNWR and other Research papers with SS

Cooperative editing of Lab Reports with Sci # ***MS-ESS3-5***

Greek Festival

Core ELA Instructional Materials

Grade Level	Title	Title
Fifth	Wonder	Love That Dog
Fifth	Rules	American Tall Tales
Fifth	Gorilla Doctor: Saving Endangered Great Apes	Holes
Fifth	Island of the Blue Dolphins	Wonder
Fifth	Number The Stars	
Fifth	A Week in The Woods	
Fifth	Spotlight on Literacy : McGraw Hill	
Sixth	The Cay	The Watsons Go to Birmingham
Sixth	Coraline	The Adventures of Ulysses
Sixth	The Hounds of Baskerville	The Crossover
Sixth	The Shwa Was Here	Mockingbird
Sixth	Beginnings in Literature: Forsemann	
Seventh	Farewell to Manzanar	The Witch of Blackbird Pond
Seventh	The Giver	Treasure Island
Seventh	Stargirl	Out of Dust
Seventh	The Outsiders	A Midsummer Night's Dream
Seventh	The Maze Runner	The Boy on The Wooden Box
Seventh	Discovering Literature: Forsemann	
Eighth	Lord of The Flies	Call of the Wild
Eighth	Roll of Thunder, Hear My Cry	Romeo and Juliet/Hamlet
Eighth	To Kill A Mockingbird	I am the Cheese
Eighth	My Thirteenth Winter	Uglies
Eighth	Exploring Literature: Forsemann	Fahrenheit 451(Soc Stud)

Eighth		Animal farm (Soc Stud)
Fifth - Eight	<i>Grammar For Writing: Sadlier/Oxford</i>	Supplemental
Fifth - Eighth	<i>A Long Walk to Water: Linda Sue Park</i>	Supplemental
Fifth - Eighth	Vocabulary Workshop – Sadlier/Oxford	Primary
Fifth - Eighth	World Of Vocabulary: Globe Fearon	Supplemental
Fifth – Eighth	Mastery Spelling: Globe Fearon	Supplemental
Fifth – Eighth	Measuring Up – Peoples Publishing	Supplemental
Fifth - Eighth	Com Core Performance Coach 2015	Supplemental
Fifth – Eighth	Various “Coach” Martials –Open-Ended	Supplemental
Fifth - Eighth	Strategies for Writers: Zaner-Bloser	Supplemental

Grade 6

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.

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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.

Grade 6

Progress Indicators for Reading Literature

Key Ideas and Details

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

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RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 6

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the 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. (2009). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

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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 6

Progress Indicators for Writing

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) and organize the reasons and evidence clearly.
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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 facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to 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 the information or explanation presented.

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W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

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.

Grade 6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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

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.

Grade 6

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., *myself*, *ourselves*).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- B. Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- B. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*).

New Jersey Student Learning Standards for English Language Arts
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L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

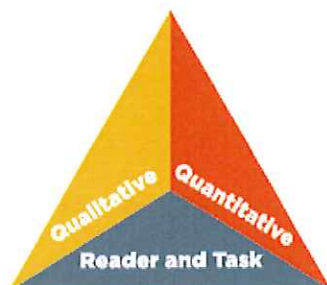
The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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.								

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

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

New Jersey Student Learning Standards for English Language Arts
Companion Standards

**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.

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 NJSLs

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

Every Student Every Day!

SIXTH

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

SEVENTH

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

Grade Level	Unit One	Unit Two	Unit Three	Unit Four
Seventh	<i>Plot</i> (conflict: internal vs. external)	<i>Narrative Point of View & Characterization</i>	<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.

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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

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Touching Spirit Bear*

Author: Ben Mikaelson

NJSLS Connections: RL6.1; RL6.2; RL6.3; W6.1; W6.4; W6.5; W6.6; W6.10; SL6.2; SL6.4

Marking Period: #3

Rationale for Reading:

The following NAPRA Nautilus Award winning novel looks at a juvenile offender whose anger and rage destroys those around him. He must learn to take responsibility for his decisions by facing a greater force and forgiving not only others, but himself. Students will study background information on Native American Circle Justice program as an alternative to punishing criminals.

Themes: Courage

1. – Decisions/responsibility
2. – Survival
3. – Values
4. – Identity

Essential Questions:

1. – What is justice?
2. – How can a person's decision and actions change his or her life?
3. – Why are beliefs, cultures, and values important in society?

Writing prompt #1:

Do you think young adults feel powerless or angry like Cole? Write a letter to a friend to convince him or her to change their angry behavior before facing serious consequences.

Writing prompt #2:

The Circle Justice saved Cole's life. He learned that everything in life is connected. Persuade a local jury to allow a juvenile delinquent to participate in this alternative rehabilitation. Please give evidence to support your opinion.



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *The Watsons Go to Birmingham-1963*

Author: Christopher Paul Curtis

NJSLS connections: RL6.1; RL6.2; RL6.3; RL6.7; RL6.9; RI6.1; RI6.2; RI6.3; RI6.9; RI6.6; RI6.7; RI6.8; RI6.10; W6.1 A; W6.4; W6.5; W6.6; W6.10; SL6.1; SL6.3; SL6.5; SL6.6

Marking Period: #2

Rationale for Reading:

This Newbery Honor and Coretta Scott King Award winning book demonstrates the hurtful effects of racism on people in society, and how family and friends create and build a support system to help cope with tragedy. Students will study background information regarding the Civil Rights Movement and its impact on society.

Themes: Tolerance

1. -Prejudice
2. - Learning from history
3. - Values
4. - Coping

Essential Questions:

1. - When is it appropriate to challenge the beliefs or values of society?
2. - How are prejudices and intolerance created and how do we overcome them?
3. - How do individuals and societies deal with trauma?

Writing prompt #1:

Imagine that you are Kenny. You are sick and tired of getting teased and being bullied in school. Write a letter to the principal persuading him why bullying should not be tolerated in schools.

Writing prompt #2:

Pretend that you are Kenny and your father explained that your bother, Byron, has to go and stay with your grandmother in Alabama. Write a letter to your father, Mr. Watson, persuading him not to separate the family.

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PBT Writing Prompt (Lit. Analysis):

You have read the passage from *The Watsons Go to Birmingham, 1963* and the excerpt from Dr. Martin Luther King, Jr.'s "Letter from the Birmingham City Jail." Both texts refer to difficult situations that require an immediate response. Mr. Watson is concerned that Byron is making poor decisions and will need to grow up quickly and see what is happening in the world. In his letter, Martin Luther King, Jr. speaks about the need for timely action to end the injustices happening in the South. Write an essay comparing how the two texts develop the idea of using direct action to facilitate change.

PBT Writing Prompt (Narrative):

Essay: Sometimes, when things are difficult, we need to find the courage to do the right thing. In the passage from *The Watsons Go to Birmingham -1963*, Kenny laughed at Rufus on the bus because he did not have the courage to stand up to Larry Dunn. Write an original story about what happens when Kenny stands up to Larry Dunn. How does Larry react? What do the other students on the bus do? What is Rufus's reaction to Kenny's courage? Be sure to use what you have learned from the passage about the theme of friendship and courage.



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *The View from Saturday*

Author: E.L. Konigsburg

NJSLS Connections: RL6.1; RL6.2; RL6.4; RL6.6; W6.2 A; W6.3 A; W6.4; W6.5; W6.6; W6.10

Marking Period: 3

Rationale for Reading: The Newbery award winning novel centers around four intelligent twelve-year olds who form a quiz bowl team. The funny and realistic story is told from alternating narrative points of view, as each student witnesses acts of kindness and respect that teach them to find those feelings in themselves and others.

Themes: Tolerance/Maturation

1. Values
2. Confronting challenge
3. Identity
4. Cooperation

Essential Questions:

1. What roles do the parents, grandparents, and guardians play in this novel? Compare and contrast the different adults in the novel. How do they influence the younger characters?
2. What purpose do the flashbacks serve? What do we gain from the flashbacks and the shifting point of view?
3. A wedding and afternoon tea feature prominently in this novel. Why are ceremonies important within cultures and families?

Writing prompt #1:

"I let my pen drink up a whole plunger of ink and then holding the pen over the bottle, I squeezed three drops back into the bottle.

And I thought-a B&B letter is giving just a few drops back to the bottle." The first chapter of the novel closes with this quote from Noah as he begins writing a note of thanks to his grandparents at Century Village. Think about a time when someone showed you hospitality or kindness. What impact did that kindness have on your life? Write a thank you letter to that person (or persons) letting him/her (them) know how much you appreciate his/her (their) kindness.

Writing prompt #2:

Throughout the novel, *Konigsburg* shifts the narrative voice as the point of view of the novel changes. This flashback structure is important to all aspects of the “journey” through the novel. Choose an episode from your own life - a flashback to a time in your childhood or recent past - that you shared with a parent or grandparent. Write a personal narrative about that time, including the circumstances surrounding the experience, your feelings, and descriptions of the other “characters.”



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *The Schwa Was Here*

Author: Neal Shusterman

NJSLS Connections: RL6.1; RL6.2; RL6.3; RL6.4; RL6.5; RL6.6; W6.1; W6.3; W6.4; W6.5; W6.6; W6.9; SL6.1; SL6.4

Marking Period: #4

Rationale For Reading:

This American Library Association Notable/Best Book is a contemporary novel about two boys' developing friendship. Anthony is fascinated by "The Schwa Effect", the fact that no one ever sees Calvin Schwa. The two boys form a partnership and get away with all kinds of mischief, from conducting experiments at school to baffling opponents on the basketball court. When the Schwa senses that even Anthony is beginning to lose sight of him, he vows to do something that will make him so visible, no one will ever forget him.

Themes: Friendship

1. – Identity
2. – Responsibility
3. – Values
4. – Family

Essential Questions

1. In what ways do other people's reaction to us shape our own feelings of self-worth?
2. What does it mean to be a true friend? How does our treatment of others reflect on our own character?
3. What does it mean to be invisible? What are some characteristics that make people some people stand out more than others?

Discussion Questions:

1. Did Antsy take advantage of Schwa by doing the experiments and why do you think Schwa went along with them?
2. Why do you think the Schwa is barely noticed?
3. Antsy and Schwa did not have to follow through on their commitment to Mr. Crawley. What made them continue to walk the dogs?

Writing prompt #1:

Think about how your life would be different if no one noticed you. Write an essay describing what you would do if you were invisible for one day. Where would you go? What would you do? What would be the advantages and disadvantages of not being seen?

Writing prompt #2:

The Schwa collected paperclips from many exciting places such as the Titanic and the moon. His most valuable paperclip, however, was the one that was attached to his mom's missing person's police report. If you could have a paperclip from anywhere in the world, where would it be from? Write an essay explaining where the paperclip is from and why it would be valuable to you.



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: The Hound of the Baskervilles

Author: Arthur Conan Doyle

NJSLS Connections: RL6.1, RL6.2, RL6.3, RL6.4, RL6.5, RL6.6, RL6.7, RL6.9, RL6.10, W6.1, W6.3, W6.4, W6.5, W6.6, W6.9, W6.10, SL6.1, SL6.3, SL6.4

Marking Period: 2

Rational for Reading: A classic mystery novel, *The Hound of the Baskervilles*, features Sir Arthur Conan Doyle's iconic characters Sherlock Holmes and Dr. Watson. The novel's mystery hinges on a sinister family legend and explores the consequences that stem from man's decisions and actions. Students will be challenged by Doyle's 19th century vocabulary and sentence composition. Finally, students will connect the novel's Gothic fiction elements to a contemporary novel they also study, *Coraline* by Neil Gaiman.

Themes: –

- Good vs. Evil
- Lies and Deceit
- Guilt and Blame
- Identity

Essential Questions:

1. How can a person's decisions and actions change his or her life and affect the lives of others?
2. How do we use deductive reasoning to make sense of the world around us?

PBT Writing Prompt (Lit. Analysis):

In both the poem "Annabel Lee" and the excerpt from *The Hound of the Baskervilles*, the authors use word choice to create a specific mood or emotional atmosphere for their readers. Write an essay comparing and contrasting the overall mood of the texts. Be sure to include examples of how each author develops the mood of his work.

PBT Writing Prompt (Narrative):

In the excerpt, Dr. Mortimer tells Sherlock Holmes that, prior to his death, Charles Baskerville was experiencing anxiety because "he was honestly convinced that a dreadful fate overhung his family" (paragraph 7). Write a fictional journal entry from Sir Charles Baskerville's character prior to his death. In the journal entry, explain what the cause of his anxiety is. Draw upon information from the excerpt to help you write the entry.

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Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: The Crossover

Author: Kwame Alexander

NJSLS Connections: RL6.1; RL6.2; RL6.3; RL6.4; RL6.5; RL6.6; RL6.7

Marking Period: 3

Rational for Reading:

1. To provide students the opportunity to appreciate prose writing. The book is written in dynamic verse infused with hip-hop and jazz.
2. Explore how the author uses his craft to create lasting images and characters.

Themes: Maturation

Prejudice

Family

Coping

Values

Essential Questions:

1. What are the greatest challenges a person faces when their life begins to change? How does this maturation affect a person's identity? How does the book's title symbolically represent JB's change?
2. What is the meaning of the title *The Crossover*? Does it have two meanings?
3. What is the importance of sports in the lives of the Bell family? How did playing basketball help each person become who they are or want to be?

PBT Writing Prompt (Lit. Analysis):

You have read a passage from Hesse's *Out of the Dust* and a passage from Alexander's *The Crossover*. In both passages, the authors use certain strategies to create tension in order to affect the reader. Write an essay analyzing how each author develops tension. Be sure to include specific details from both passages.



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *The Cay*

Author: Theodore Taylor

NJSLS Connections: RL6.1; RL6.2; RL6.3; RI6.2; RI6.6; W6.1; W6.2; W6.4; W6.5; W6.6; W6.10

Marking Period: #1

Rationale for Reading:

This classic historical fiction novel set during WWII demonstrates the importance of self-reliance and the development of one's attitudes and beliefs towards society. The main character exemplifies the need to cope with change and loss. Students will study background information regarding WWII.

Themes: Maturation

1. – Confronting challenge
2. – Coping
3. – Responsibility
4. – Identity

Essential Questions:

1. – What creates prejudice, and what can an individual do to overcome it? What personal qualities helped you to cope with a difficult situation?
2. – How does a person come to like someone they look down upon?
3. – How do our values and beliefs shape who we are as individuals and influence our behavior?

Writing prompt #1:

At the end of the book, Phillip's attitude and tolerance for others changes dramatically. His parents did not go through the same experience as he had. In an essay explain to Phillip's parents why "the color of someone's skin is not as important as the content of his or her character."

Writing prompt #2:

Mr. Enright wasn't sure if Phillip and his mother should leave Willemstad and go back to Virginia. Write a letter persuading Mr. Enright to allow Phillip and his mother to either go back to Virginia or stay in Willemstad. Support your argument with evidence from the story.

PBT Writing Prompt (Lit. Analysis):

Both the passage from *The Cay* and the song by Rodgers and Hammerstein you have read, develop the theme of prejudice. Write an essay comparing and contrasting how each author approaches the theme of prejudice.

PBT Writing Prompt (Narrative):

You have read a passage from *The Cay*. Think about how Philip's homecoming would be different if it were told from the point of view of his mother. Write a narrative story retelling the homecoming scene from Philip's mother's point of view. Be sure to use supporting details from the passage.



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *The Adventures of Ulysses*

Author: Bernard Evslin

NJSLS Connections: RL6.1; RL6.2; RL6.3; RL6.7; RI6.4; RI6.8; W6.1; W6.4; W6.5; W6.6; W6.10

Marking Period: #4

Rationale for Reading:

This adaptation of Homer's classic epic, *The Odyssey*, depicts a hero's adventurous journey through many trials and tribulations. This classic story provides an historical fiction accompaniment to a sixth grade social studies unit on Ancient Greece. Students will study ancient Greek mythology.

Themes: Adventure

1. -Hero
2. - Courage
3. - Decisions

Essential Questions:

1. - What does home or the idea of "home" mean to you?
2. - How do obstacles affect a person's decisions?
3. - What is a hero?

Writing prompt #1:

What do you think makes a hero? Write a letter to the local newspaper editor, and convince him/her to honor Ulysses for his heroic journey by giving him an award.

Writing prompt #2:

Do you believe Ulysses made the right decision to continue on his journey after half of his men were killed at Cannibal Beach? Write a letter to Ulysses persuading him to continue on his voyage home or to stay where he is and end his journey.



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Mockingbird*

Author: Kathryn Erskine

NJSLS Connections: RL6.1; RL6.2; RL6.3; W6.1; W6.2; W6.4; W6.5; W6.6; W6.10

Marking Period: 1

Rational For Reading: Understanding people's difficulties and teaching people to understand their own difficulties will assist them to better deal with their lives and how they relate to others. By learning about people's differences, so many misunderstandings and problems can be avoided. Students will study background information regarding autism.

Themes:

1. Coping with challenges, differences, & acceptance
2. Asperger's Syndrome
3. Affects of violence and coping with grief and loss
4. Empathy, friendship, and school life

Essential Questions:

1. How do beliefs and values influence different people's behavior?
2. How shall I treat people?
3. What does it mean to be a good friend?
4. How do events in realistic fiction relate to events in the "real world"?

Writing prompt #1:

Mockingbird is told in the first person; how would the story be different if someone besides Caitlin were telling it? Do you think changing the point of view would make the story better or worse? Why?

Writing prompt #2:

In what ways is Devon's unfinished chest symbolic of the loss of Devon? How has it impacted the rest of Caitlin's family? Why does Caitlin's father choose to keep the chest in their home even though he covers it with a sheet?

Writing prompt #3:

Caitlin states, "You can open and close books a million times and they stay the same. They look the same. They say the same words. The charts and pictures are the same colors. Books are not like people. Books are safe." (pg. 34) What can you infer about Caitlin's statement? Do you agree with Caitlin? Explain why.

PBT Writing Prompt (Lit. Analysis):

You have read the article "Autistic Pupils Face Far More Bullying" and an excerpt from the novel *Mockingbird*. Both texts develop the idea of how and why autistic students are bullied. Write an essay that contrasts the approaches each text uses to develop the idea of bullying autistic students.

PBT Writing Prompt (Narrative):

In the passage from *Mockingbird*, the author shows how Caitlin is beginning to understand empathy. Think about the details the author uses to establish this feeling in the story. Write a personal narrative where you have experienced empathy. In your story, be sure to demonstrate in your narrative what you have learned about empathy.



Mendham Township Middle School

Sixth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Coraline*

Author: Neil Gaiman

NJSLS Connections: RL6.1, RL6.2, RL6.3, RL6.4, RL6.5, RL6.6, RL6.7, RL6.9, RL6.10, W6.1, W6.3, W6.4, W6.5, W6.6, W6.9, W6.10, SL6.1, SL6.3, SL6.4

Marking Period: 1

Rational for Reading: Coraline's parents are too busy to play with her. She's on her own, and when she goes exploring in her new apartment she unlocks a door that leads to a different world. At first it looks familiar, even intriguing, but Coraline quickly learns that evil lurks there. Soon, Coraline is caught in a life or death challenge to save herself, her family, and three lost children. It is an experience that will forever change her.

Themes: Adventure

1. Decisions
2. Courage
3. Values
4. Bravery
5. Love
6. Overcoming obstacles

Essential Questions:

1. What impact does family have on a person's life?
2. How do relationships change over time?
3. How is conflict an inevitable part of relationships?
4. How are people transformed through relationships with others?

Writing prompt #1: When Coraline unlocks the door to the neighboring flat she knows she is doing something she is not supposed to. Have you ever done something you knew you were not supposed to do? Describe the situation, how you felt, and the consequences of your actions.

Writing prompt #2: In chapter 5, Coraline defines bravery as "...when you are scared but you still do it anyway, that's brave." What is your definition of bravery? Describe a situation that required you to display bravery.

PBT Writing Prompt (Lit. Analysis):

In both the poem "Noise Day" and the excerpt from *Coraline* the authors use word choice to create a specific mood or emotional atmosphere for their readers. Write an essay comparing and contrasting the overall mood of the

texts. Be sure to include examples of how each author develops the mood of his work.

PBT Writing Prompt (Narrative):

Write an original story about how Coraline's parents were taken by the other mother. In your story, be sure to use what you have learned about the conflict as you tell what happened.



Mendham Township Middle School

Sixth Grade Self- Selected Literature #1

Language Arts – NJSLs 2016 - Update 2017

Literary Component of Study: Characterization (Setting)

NJSLS Connections: RL6.1; RL6.2; RL6.3

Rationale for Teaching Literary Component: Characterization - The learner will become acquainted with a person in a story. The author develops character by describing physical characteristics, speech, and actions. The author also reveals character by the attitudes and actions of other characters. (Setting – The learner will review the importance of the time and place of the events in a story.)

Essential Questions:

1. – How does the author illustrate the character's feelings about someone or something?
2. – How does the character change through the story and why is the change important?
3. – In what ways does the setting affect the character in the story?



Mendham Township Middle School

Sixth Grade Self- Selected Literature #2

Language Arts – NJSLs 2016 - Update 2017

Literary Component of Study: Plot (Characterization/Setting)

NJSLS Connections: RL6.1; RL6.2; RL6.3

Rationale for Teaching Literary Component:

Plot - The learner will recognize the series of events selected by the author to present and bring about the solution of some conflict. Within a carefully constructed plot, the pattern of events leads to the climax of the story. The conflict is solved in the conclusion. (Characterization - The learner will become acquainted with a person in a story. The author develops character by describing physical characteristics, speech, and actions. Setting – The learner will review the importance of the time and place of the events in a story.)

Essential Questions:

1. – How does the plot affect character development?
2. – What are the different elements of plot in the story?
3. – How would the story change if the pattern of events were different?



Mendham Township Middle School

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Grammar Component List

2017 Curriculum Update: Grade 6

Grammar Component	Question # / Line #
Parts of Speech	
Nouns	1, 2, 3, 4
Common and Proper	5, 6, 7, 8
Singular/Plural (forming using 7 rules)	9, 10, 11, 12, 13, 14, 15, 16
Nouns that show possession (singular/plural)	27, 18, 19, 20, 21, 22, 23
Nouns used as direct objects	Covered in Verbs 5, 6
Verbs	1
Action/Linking/State-of-Being verbs	2
Main/Helping	3
Direct objects of verbs	5, 6
Principal parts of verbs	4, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Irregular verbs	13, 14, 15, 16, 17 18, 19, 20, 21, 22, 23, 24
Verb tenses	13, 14, 15, 16, 17 18, 19, 20, 21, 22, 23, 24
Confusing pairs of verbs	7, 8, 9, 10, 11, 12
Pronouns	1
Noun/Pronoun Agreement	5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Subject Pronouns	2
Object Pronouns	3
Possessive Pronouns	5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Indefinite Pronouns	4

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Adjectives	1
Kinds of adjectives	1, 2, 3, 4
Articles and demonstrative adjectives	2, 3, 8, 9, 10, 11, 12, 13, 14, 15
Predicate adjectives	4, 5, 6, 7
Making comparisons with adjectives	8, 9, 10, 11, 12, 13, 14, 15
Irregular adjectives	8, 9, 10, 11, 12, 13, 14, 15
Adverbs	
Double negatives	1, 2, 3, 4, 5
Prepositions	1
Commonly used prepositions	1
Prepositional phrases	7, 8, 9, 10
Pronouns after prepositions	3, 4, 5, 6
Conjunctions	2
Subject/Verb Agreement	
Agreement with special verbs	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Agreement with pronouns	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Capitalization	
Proper nouns and proper adjectives	Editing Paragraph
Outlines and Titles	Editing Paragraph
Punctuation	
Commas that separate ideas, set off special elements	1, 2, 3, 4, 5
Apostrophes, hyphen	6, 7, 8
Colon, semi-colon	5, 9
Quotation marks	1, 2, 3, 4, 5
End punctuation - period, question mark, exclamation mark	1, 2, 3, 4, 5

Every Student Every Day!



Mendham Township Middle School

National Blue Ribbon School of Excellence

16 Washington Valley Road, Brookside, N.J. 07926

6-8 Research Project Strand

2017 Curriculum Update

Projects Employ all NJSL Anchor Reading NJSLA.R1 – R10

And Writing Standards NJSLA.W1-W10.

GRADE 6

By the end of 6th grade, students should be able to:

- Identify and evaluate the content of print and online materials in order to select the most appropriate information to solve a research problem.
- Utilize databases and internet to locate materials on a specific subject.
- Identify key information in an informational source.
- Distinguish relevant facts that support a topic or claim.
- Correctly paraphrase information from sources
- Develop a thesis statement based on a research question.
- Utilize software program to note cards for specific research project.
- Create a MLA formatted Work Cited
- Create a formatted preliminary outline for a specified research task

Grade 6 Sample Research Assignment:

Biography Research Project

Objectives:

- Students will select an appropriate topic for the assignment-someone who has made a significant impact on the world.
- Students will create a guiding research question.
- Students will utilize database to find at least 2 appropriate sources.
- Students will be able to explain the difference between searching for information on the internet and searching a database.
- Students will utilize NoodleTools to create a formatted Bibliography.
- Students will be able to explain why a Bibliography is necessary (why all sources consulted should be cited.)
- Students will read articles and prepare a preliminary outline on their topic.
- Students will utilize NoodleTools to create notecards on relevant facts and properly paraphrase.
- Students will write / edit / write a 4-6 page Biography paper.

Aligned to 2016 NJSL

GRADE 7

By the end of 7th grade, students should be able to:

- Find relevant and appropriate sources
- Create a bibliography
- Identify key information
- Create a preliminary outline
- Correctly paraphrase information
- Create a thesis that links a novel with the research topic
- Develop and support the thesis with evidence from the novel and the research
- Create a formal outline
- Cite direct textual evidence using MLA format
- Cite paraphrased information using MLA format

Grade 7 Sample Research Assignment:

Out of The Dust Research Project topics

Research Question:

What social and cultural activities are referenced in *Out of the Dust* and what role did these activities play in the lives of people during the Great Depression?

Possible Topics: Music, Movies, Radio, Film, Art, Baseball, Family Gatherings

GRADE 8

By the end of 8th grade, students should be able to:

- Find relevant and appropriate sources
- Create a bibliography
- Identify key information
- Create a preliminary outline
- Correctly paraphrase information
- Create a thesis that links a novel with the research topic
- Develop and support the thesis with evidence from the novel and the research
- Create a formal outline
- Cite direct textual evidence using MLA format
- Cite paraphrased information using MLA format
- Craft a thesis statement that makes a claim about a chosen topic
- Read Literary Criticism on a topic and use as a source to support thesis

Grade 8 Sample Research Assignment:

Uglies Literary Critique and Research Project topics

Read and cite: “The Baroque Body: A Social Commentary on the Role of Body Modification in Scott Westerfeld’s *Uglies* Trilogy” by Kristi N. Scott and M. Heather Dragoo and/or “Beauty Smackdown: Our Society Versus New Pretty Town” by Janette Rallison

Possible supporting topics:

Topic 1: Beauty and body modification in *Uglies*

*How the role of beauty and body modification found in *Uglies* relates to extreme beauty practices around the world and/or throughout history.*

Foot binding, Neck rings, teeth chiseling, lip plates, body marking and scarring, Korean eye surgery, tattoos, ear and lip stretching, controlled bleeding, lead based face powder, skin bleaching, wig and hairpieces, plastic surgery

How Westerfeld’s depiction of beauty is a commentary on how society views beauty.

Beauty and stereotypes, societal values and beauty, changes in the standards of beauty

Topic 2: Themes in dystopian fiction and *Uglies*

Read and cite: “Recurrent Dystopian Themes in Scott Westerfeld’s Novel *Uglies*” by Angel Galdon Rodriguez

Possible supporting topics:

*How *Uglies* represents classic dystopian fiction.*

Common themes in dystopian fiction, Engle and Marxism and the role of the family in dystopian fiction

Topics 3: Teens and Dystopian Fiction

Read and cite: “What is the Price of Perfect Equality?” by Shannon Chamberlin and Scott Westerfeld’s blog post, “Teens and Dystopia.”

Possible supporting topics:

*Examples in *Uglies* that represent a shift in characteristics from classic dystopian fiction to new trends in young adult literature.*

The rise in popularity of young adult dystopian novels and why teens connect to dystopian literature.

Mendham Township School District
Language Arts Curriculum – Update 2017
Research Strands

Grade	At least the following NJSLs ...	Skill/Concept
5	<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search. • Identify and record in an appropriate format, materials used for a specified research task.
6	<p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9. Draw evidence from literary or informational texts to</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • identify and record in an appropriate format, materials used for a specified research task.

	<p>support analysis, reflection, and research.</p> <p>RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <ul style="list-style-type: none"> • SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 	<ul style="list-style-type: none"> • plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search. • distinguish among fact, point of view and opinion. • understand the definition of bias as found in the presentation of information.
7	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. 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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, <u>metacognition/self correction</u>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <u>discipline-specific</u> tasks, purposes, and audiences</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • identify and record in an appropriate format, materials used for a specified research task. • utilize software programs to create source cards and note cards for specific research projects. • plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search. • distinguish among fact, point of view and opinion. • understand the definition of bias as found in the presentation of information.

	<p>W.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.</p> <p>W.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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • identify and evaluate the content of print and online materials in order to select the most appropriate information to solve a research problem. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • identify and record in an appropriate format, materials used for a specified research task. • utilize software programs to create source cards and note cards for specific research projects. • plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search. • distinguish among fact, point of view and opinion. • distinguish between primary and secondary source materials. • understand the definition of bias as found in the presentation of information.
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