

# Mendham Township Public Schools



## MIDDLE SCHOOL LANGUAGE ARTS Curriculum

Board of Education Adoption Date: July 25, 2017


Board of Education President:

  
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Superintendent of Schools:

  
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# Language Arts

1. Accommodations Addendum
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  - a. Pacing Maps
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  - d. Anchor standards (companion)
  - e. Core novel units
  - f. Grammar units / assessments
  - g. Research Strands

- a. Curriculum designed and implemented to meet grade level expectations/graduation requirements;
- b. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students;
- c. Assessments- including benchmarks, formative, summative and alternative assessments;
- d. List of core instructional and supplemental materials, including various levels of texts at each grade level;
- e. Pacing guide;
- f. Interdisciplinary connections;
- g. Integration of 21<sup>st</sup> century skills **through NJSLS 9**;
- h. Integration of the Technology standard; and
- i. [[Integration of the 21<sup>st</sup> 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: 7<sup>th</sup>**

- 1. Pacing Map:** Content, Benchmarks, Differentiation, 21<sup>st</sup> 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: 7<sup>th</sup>**

**\*=Data collected on server**

Month		Literature / Writing / Special Activities / Other	Standards
August/ September	Content	<u>Literature</u> (Short stories from Anthology and self-selected book) -Review of the elements of fiction -Analysis of elements of fiction as applied in the short stories and self-selected book -Author's use of elements of fiction to create suspense/tension -Identifying key information /summarizing -Use of figurative language <u>Writing</u> -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.) <u>Vocabulary</u> -Units 1 & 2 <u>Grammar</u> Review / assessment of knowledge	RL.7.1-3 RL.7.10 SL.7.1 W.7.4 W.7.2.A W.7.3 L.7.1-6
	Benchmarks	Grammar Pretest* Short story Narrative PBT* Short story Lit Analysis PBT* Research PBT* Rewrite #1*	RL.7.1-4 W.7.3 W.7.2 RL.7.1-7 W.7.5 W.7.10
	Differentiation	<b>Extension:</b> Differentiated rubric, extended creative writing project linked to short story, self-selected novel and related assignments <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	<b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP4, CRP11 / 9.2.8.B.3 / 8.1.2.C.1, 8.1.8.D.4	



Month	Content	Literature / Writing / Special Activities / Other	Standards
October	Content	<p><b>Novel #1 (Stargirl)</b></p> <ul style="list-style-type: none"> <li>-Identifying key information</li> <li>-Character analysis</li> <li>-Analysis of differing points of view</li> <li>-Bullying</li> <li>-Tolerance and inclusion</li> <li>-Dominant theme development (individuality, friendship, acceptance, love and love's difficulties)</li> </ul> <p><b>Shakespeare (A Midsummer Night's Dream)</b></p> <ul style="list-style-type: none"> <li>-Decoding text</li> <li>-Analyzing poetry</li> <li>-Development of dominant themes (love and love's difficulties, decisions/consequences)</li> <li>-Drawing connections between literature (Shakespeare and Stargirl)</li> <li>-Public speaking/ performance</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-4 night writes per week (each corresponding with assigned nightly reading of core novel)</li> <li>-Capturing attention and setting up background information in the introduction</li> <li>-Crafting and developing an effective thesis statement</li> <li>-Organizational strategies</li> <li>-Comparison and contrast</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Unit 3 &amp; 4</li> </ul> <p><b>Grammar</b></p> <p>Prepositions</p>	RL.7.1-6 RL.7.10 SL.7.1 SL.7.4 SL.7.6 W.7.4 W.7.2.a L.7.4 L.7.5 L.7.6 L.7.1
	Benchmarks	<p>Model Curriculum #1*</p> <p>Novel #2 Narrative PBT*</p> <p>Novel #2 Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #2</p>	RL.7.1-5 W.7.3 W.7.2 RI.7.1-7 W.7.5 W.7.10
	Differentiation	<p><b>Extension:</b> Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles, differentiated roles in the Midsummer performance</p> <p><b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	Additional Standards	<p><b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b></p> <p>CRP1, CRP2, CRP3, CRP6 / 9.2.8.B.3, 9.2.8.B.7 / 8.1.P.C.1, 8.1.8.D.4</p>	

Month	Literature / Writing / Special Activities / Other	Standards
November	<b>Novel #2 (<i>The Witch of Blackbird Pond</i>)</b> -Understanding the impact of historical context on a novel -Analysis of differing points of view -Dominant theme development (decisions, courage, tolerance, identity) -Identifying key information -Analyzing informational text -Analyzing a case in which two or more texts provide conflicting information on the same topic/ recognizing irrelevant evidence -Delineating and evaluating arguments and specific claims -Using evidence to support claims <b>Writing</b> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Crafting and supporting an effective topic sentence -Utilizing and citing textual evidence in body paragraphs <b>Vocabulary</b> -Unit 5 <b>Grammar</b> -Nouns	RL.7.1-3 RL.7.6 RL.7.9 RL.7.10 SL.7.1 RI.7.1-10 SL.7.1 SL.7.4 SL.7.6 W.7.4 W.7.7 W.7.8 L.7.4 L.7.5 L.7.6 L.7.1
	<b>Benchmarks</b> Novel #3 Narrative PBT* Novel #3 Lit Analysis PBT* Research PBT* Rewrite #3	RL.7.1-4 W.7.3 W.7.2 RI.7.1-7 W.7.5 W.7.10
	<b>Differentiation</b> <b>Extension:</b> Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, teacher/student writing conferences, independent research project linked to novel <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	<b>Additional Standards</b> <b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP1, CRP2, CRP4, CRP8 / 9.2.8.B.3 / 8.1.8.A.1, 8.1.2.C.1	

Month	Literature / Writing / Special Activities / Other	Standards
December	<b>Content</b> <b>Novel #3 (<i>The Boy on the Wooden Box</i>)</b> -Understanding of the Holocaust -Analysis of differing points of view -Dominant theme development (Prejudice, tolerance, courage, values) <b>“Through the Eyes of a Friend” Presentation</b> -Actively listening to an expert in the Holocaust time period -Making connections between history and literature <b>Writing</b> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Crafting and supporting an effective topic sentence -Elaboration/ idea development within body paragraphs <b>Vocabulary</b> -Unit 6 <b>Grammar</b> -Pronouns	RL.7.1-3 RL.7.6 RL.7.10 SL.7.1 RI.7.1-10 SL.7.1 W.7.4 L.7.4 L.7.5 L.7.6 L.7.1
	<b>Benchmarks</b> Model Curriculum #2* Novel #3 Lit Analysis PBT* Research PBT* Rewrite #4	RL.7.1-4 W.7.3 W.7.2 RI.7.1-7 W.7.5 W.7.10
	<b>Differentiation</b> <b>Extension:</b> Differentiated rubric, independent research linked to the Holocaust and Anne Frank, students as experts, use of technology to enhance understanding of historical context, end of book test with multiple essay options <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	<b>Additional Standards</b> <b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP1, CRP5, CRP12/9.2.8.B.3 /8.1.8.A.1, 8.1.2.C.1	

Month	Content	Literature / Writing / Special Activities / Other	Standards
January	Content	<b>Novel #4 (<i>The Giver</i>)</b> -Impact of setting on the plot and characters -Symbolism -Development of dominant themes (individuality, confronting challenge, courage, decisions, values) <b>Utopia Project</b> -Public speaking strategies -Audience and purpose -Persuasive writing and presenting strategies -Integrating multimedia and visual displays into presentations to clarify information and add interest <b>Writing</b> -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 -Creating transitions between body paragraphs -Exploring significance in conclusions <b>Vocabulary</b> Units 7 & 8	RL.7.1-3 RL.7.10 SL.7.1-6 W.7.1 W.7.4 L.7.4-6
	Benchmarks	Novel #4 Narrative PBT* Novel #4 Lit Analysis PBT* Research PBT*	RL.7.1-4 RI.7.1-7 W.7.3 W.7.2
	Differentiation	<b>Extension:</b> Differentiated rubric, end of book utopia project to address different learning styles and multiple intelligences, use of technology to enhance utopia project presentation, self-selected novel and related activities, extended creative writing project linked to novel <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	<b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12 / 9.2.8.B.3 / 8.1.8.B.1, 8.1.2.C.1	

Month		Literature / Writing / Special Activities / Other	Standards
February	Content	<b>Novel #5 (<i>Treasure Island</i>)</b> -Character analysis based on textual evidence -Protagonist/ antagonist development -Difference between mood and tone/ identifying mood and tone within the text -Analysis of the author's choice to change point-of-view -Development of dominant themes (courage, decisions, maturation) -Making connections between informational text and fiction -Analyzing/comparing novel to the film adaptation <b>Writing</b> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Summary v. analysis -Elaboration/ development -Eliminating repetition <b>Vocabulary</b> Units 9 & 10 <b>Grammar</b> -Verbs	RL.7.1-3 RL.7.6 W.7.4 W.7.2 L.7.4-6 L.7.1
	Benchmarks	Model Curriculum #3 Novel #5 Narrative PBT* Novel #5 Lit Analysis PBT* Research PBT* Rewrite #5	RL.7.1-4 W.7.3 W.7.2 RI.7.1-7 W.7.5 W.7.10
	Differentiation	<b>Extension:</b> Differentiated rubric, webquest, collaborative research project linked to novel, independent study linked to novel, student/teacher writing conferences <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	<b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP2, CRP7 /9.2.8.B.3/ 8.1.P.C.1	



Month	Literature / Writing / Special Activities / Other	Standards
March	<b>Content</b> <b>Novel #6 (<i>Out of the Dust</i>)</b> -Character analysis based on textual evidence -Analyzing poetry and use of figurative language within poetry -Symbolism -Development of dominant themes (identity, courage, responsibility, coping, maturation) <b>Writing</b> -4 night writes per week (each corresponding with assigned nightly reading of core novel) <b>Research Paper:</b> -Identifying and evaluating sources -Identifying key information and paraphrasing -Taking notes -Creating an outline -Crafting a thesis based on the novel and outside research -Supporting and developing a thesis with research -Using correct MLA citation for direct quotes and paraphrases -Exploring significance in conclusions <b>Vocabulary</b> Units 11 & 12 <b>Grammar</b> Adjectives	RL.7.1-5 RI.7.1-10 W.7.1 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 L.7.4-6 L.7.1 L.7.2
	<b>Benchmarks</b> Model Curriculum #4 Novel #5 Narrative PBT* Novel #5 Lit Analysis PBT* Research PBT* Rewrite #6	RL.7.1-5 RI.7.1-7 W.7.2, W.7.3 W.7.5
	<b>Differentiation</b> <b>Extension:</b> Differentiated rubric, independent study of informational topics of interest linked to novel, students as experts, use of research with range of Lexile values, use of technology to peer edit, teacher/student writing conferences <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	<b>Additional Standards</b> <b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP6, CRP7, CRP8, CRP12 / 9.2.8.B.3/ 8.1.8.B.1, 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	

Month		Literature / Writing / Special Activities / Other	Standards
April	Content	<b>Novel #6 (<i>The Outsiders</i>)</b> -Analysis of point of view's impact on the plot -Use of suspense -Symbolism -Development of dominant themes (identity, courage, coping, values) -Analyzing/comparing novel to the film adaptation <b>Writing</b> -4 night writes per week (each corresponding with reading of core novel) -Analysis and supporting analysis with textual evidence -Elaboration -Comparison and contrast -Creating transitions between body paragraphs <b>Vocabulary</b> Units 13 & 14 <b>Grammar</b> Adverbs	RL.7.1-3 RL.7.7 RL.7.10 SL.7.1 W.7.4 L.7.4-6 L.7.1
	Benchmarks	Model Curriculum #5 Novel #6 Narrative PBT* Novel #6 Lit Analysis PBT* Research PBT* Rewrite #7	RL.7.1-4 W.7.2 RL.7.1-7 W.7.5 W.7.10
	Differentiation	<b>Extension:</b> Differentiated rubric, student/teacher writing conferences, independent research linked to novel <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	<b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP2, CRP11 / 9.2.8.B.3/ 8.1.8.D.4	

Month		Literature / Writing / Special Activities / Other	Standards
May/June	Content	<b>Novel #7 (<i>The Maze Runner</i>)</b> -Exploring the impact of setting on the plot and the characters -Character analysis and supporting analysis with textual evidence -Analyzing the author's use of suspense -Dominant theme development (courage, loyalty, friendship, survival) <b>Writing</b> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Poetry/ figurative language -Word choice -Analysis and supporting analysis with textual evidence -Addressing audience and purpose <b>Vocabulary</b> Unit 15 <b>Grammar</b> Punctuation	RL.7.1-3 RL.7.10 SL.7.1 SL.7.4 SL.7.5 SL.7.6 W.7.4 W.7.3 L.7.4-6
	Benchmarks	Rewrite #8* Grammar Post-test*	L.7.1 L.7.2 W.7.5
	Differentiation	<b>Extension:</b> Differentiated roles in collaborative project linked to novel, flexibility and choice in poetry collection project, use of technology to enhance projects, teacher/student writing conferences <b>Remediation:</b> Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	<b>21<sup>st</sup> Century / Career Readiness Practices / Technology</b> CRP4, CRP6 / 9.2.8.B.3/ 8.1.2.C.1, 8.1.8.D.4	

## Grade 7

### Interdisciplinary Connections

Cooperative rewriting of 2 PBTs with **SS #6.3.12.A.2**

Cooperative editing of WNWR and other Research papers with SS

Cooperative editing of Lab Reports with Sci **#MS-LS4-3**

Sci readings with comprehension questions completed in LA

Speech Doctor Workshop for public speaking strategies

## Core ELA Instructional Materials

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



## **Grade 7**

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

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

### **Anchor Standards for Reading**

#### **Key Ideas and Details**

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

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

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

#### **Craft and Structure**

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

#### **Integration of Knowledge and Ideas**

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

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

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

### **Note on range and content of student reading**

To 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 7**

### **Progress Indicators for Reading Literature**

#### **Key Ideas and Details**

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### **Craft and Structure**

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### **Integration of Knowledge and Ideas**

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.8. (Not applicable to literature)

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RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Range of Reading and Level of Text Complexity**

RL.7.10. 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 7**

**Progress Indicators Informational Text**

**Key Ideas and Details**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure**

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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**Range of Reading and Level of Text Complexity**

RI.7.10. 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. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

### **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 7**

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

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

W.7.2. 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 clearly, previewing what is to follow; 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).
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate 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 style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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W.7.3. 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 point of view 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 capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

W.7.4. 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.7.5. 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.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Research to Build and Present Knowledge**

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.

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.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- B. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Range of Writing**

W.7.10. 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**

<b>Grade</b>	<b>To Persuade</b>	<b>To Explain</b>	<b>To Convey Experience</b>
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 7**

**Progress Indicators for Speaking and Listening**

**Comprehension and Collaboration**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Presentation of Knowledge and Ideas**

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. 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 7**

**Progress Indicators for Language**

**Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B. Spell correctly.

**Knowledge of Language**

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**Vocabulary Acquisition and Use**

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 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., *belligerent*, *bellicose*, *rebel*).
- 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.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

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L.7.6. 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.

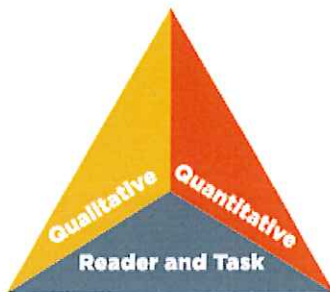
Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use 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.								



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

Measuring Text Complexity: Three Factors



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

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

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

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

Range of Text Types for 6-12

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

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

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

**Anchor Standards for Reading**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

**Integration of Knowledge and Ideas**

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

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

### **Note on range and content of student reading**

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

## **Grades 6-8**

### **Progress Indicators Reading History**

#### **Reading History and Social Studies**

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

#### **Key Ideas and Details**

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

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

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

#### **Craft and Structure**

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

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

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

#### **Integration of Knowledge and Ideas**

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

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

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

**Grades 6-8**

**Progress Indicators Reading Science and Technical Subjects**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

**Integration of Knowledge and Ideas**

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

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

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

**Range of Reading and Level of Text Complexity**

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

## **Anchor Standards for Writing**

### **Text Types and Purposes**

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

### **Production and Distribution of Writing**

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

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

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

### **Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

### **Range of Writing**

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

### Note on range and content in student writing

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

### Grades 6-8

#### Progress Indicators for Writing History, Science and Technical Subjects

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

#### Text Types and Purposes

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

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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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

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

*Every Student Every Day!*



# SIXTH

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

# SEVENTH

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

*Every Student Every Day!*



# E I G H T H

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

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

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

# Core Novel PBTs

Aligned to 2017-2018 list

## **5th - Narrative**

*A Week In the Woods*

*Number the Stars*

*Gorilla Doctor*

*Island of the Blue Dolphins*

## **5th - Lit. Analysis**

*Love That Dog*

*A Week In the Woods*

*Number the Stars*

*Gorilla Doctor*

*Island of the Blue Dolphins*

*Wonder*

## **6th – Narrative**

*Mockingbird*

*Coraline*

*The Hound of the Baskervilles*

*The Schwa Was Here*

*The Cay*

*The Wastons Go to Birmingham*

## **6th – Lit Analysis**

*Mockingbird*

*Coraline*

*The Hound of the Baskervilles*

*The Cay*

*The Wastons Go to Birmingham*

*The Schwa Was Here*

**7th – Narrative**

*The Giver*

*Out of the Dust*

*Stargirl*

*Treasure Island*

*The Witch of Blackbird Pond*

**7th - Lit. Analysis**

*The Giver*

*Stargirl*

*Treasure Island*

*The Witch of Blackbird Pond*

**8th – Narrative**

*To Kill a Mockingbird*

*I Am the Cheese*

*Lord of the Flies*

*My 13<sup>th</sup> Winter*

*Uglies*

**8th - Lit. Analysis**

*To Kill a Mockingbird*

*Call of the Wild*

*Lord of the Flies*

*My 13<sup>th</sup> Winter*

*Shakespeare*

*Uglies*





# Mendham Township Middle School

## Seventh Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

**Title:** *Treasure Island*

**Author:** Robert Louis Stevenson

**NJSLS Connections:** RL7.6; RL7.7; W7.2 A; W7.2 B; W7.2 C; W7.2 D; W7.2 E; W7.2 F

**Marking Period:** 3-4

**Rationale for Reading:** This classic adventure is known for its superb action, characters, and dialogue. Students will travel with Jim Hawkins from a small English village on a rousing experience in the Caribbean with pirates, buried treasure, and mystery. As Jim encounters danger and conflict, he becomes a hero by making mature and courageous decisions.

**Themes:** Adventure

1. – Courage
2. – Decisions
3. – Values

**Essential Questions:**

1. – How can today's students relate to a story of pirates and buried treasure?
2. – How can a young boy overcome childhood fears and take the actions necessary to become a hero?
3. – How does the main character make the choices between right and wrong?

**Writing prompt #1:** In *Treasure Island*, Jim Hawkins is captured by the pirates and held hostage. The pirates are debating whether or not they should kill Jim. Imagine you are Jim and write a persuasive letter that tells the reasons why they should spare his life.

**Writing prompt #2:** Explain how Jim Hawkins develops as a character throughout the novel. Remember to examine physical descriptions, personality traits, his thoughts, words, and actions, and what other characters think or say about him. Support your points with textual evidence.

**Writing prompt #3:** Compare and contrast the pirates in Stevenson's *Treasure Island* with the modern day pirates you read about in class. Why do you think

there are still pirates today? Can they be stopped? Explain and support your reasoning.

**Writing prompt #4:** Compare and contrast Stevenson's *Treasure Island* with the film adaptation. Do you think the director effectively captures the literary elements that Stevenson portrays in the novel? Explain and support your reasoning.

**PBT Writing Prompt (Lit. Analysis):**

You have read an excerpt from Robert Louis Stevenson's *Treasure Island* and an excerpt from Mark Twain's *The Adventures of Tom Sawyer*. Mood plays an important role in each excerpt.

Now write an essay in which you identify the mood in each passage and then analyze the methods and techniques each author uses to develop the mood. Be sure to provide textual evidence from each excerpt for support.

**PBT Writing Prompt (Narrative):**

You have read a passage that illustrates Jim Hawkins, the narrator, informing Captain Smollett, Dr. Livesey and Squire Trelawney that Long John Silver and many of the crew members are in fact pirates and planning a mutiny, or an attack on them.

Now consider Long John Silver's point-of-view. Write a story from his point-of-view that tells what was happening above deck with the pirates as this scene with Jim and the others was occurring below deck. Your story should be consistent with the characters and the events you have read.





# Mendham Township Middle School

## Seventh Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

**Title:** *The Witch of Blackbird Pond*

**Author:** Elizabeth George Speare

**NJSLS Connections:** RL7.2; RL7.9; W7.1 A; W7.1 B; W7.1 C; W7.1 D; W7.1 E; W7.9

**Marking Period:** 1-2

### **Rationale for Reading:**

This Newbery Award winning book is a historical fiction novel set in the 1600's in the New England colony of Wethersfield. Kit Tyler, a young rebellious girl from Barbados, must try to fit into a conservative community. After befriending outcasts in the community, Kit must decide which direction her life will take.

**Themes:** Courage

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

### **Essential Questions:**

1. – How might a person feel if accused of something of which he or she is not guilty?
2. – What is the difference between living in a Puritan community vs. living in a Quaker community?
3. – What challenges does an individual face when he or she is judged by society?

### **Writing prompt #1:**

Imagine that you are a lawyer defending Kit in the trial. Write an essay convincing the judge and jury that Kit is innocent and should not be convicted of witchcraft.

### **Writing prompt #2:**

"People are afraid of things they don't understand." This quote is applicable to today's society. Write a letter to the local government in your community convincing them that there is a need for a tolerance program in the community. Support your argument with evidence.

**PBT Writing Prompt (Lit. Analysis):**

You have read a passage from *The Witch of Blackbird Pond* and the narrative "Climbing Orizaba." Both texts develop the theme of courage through different situations. Compare and contrast how the different types of courage are developed through each text.

**PBT Writing Prompt (Narrative):**

Today you have read an excerpt from the novel, *The Witch of Blackbird Pond*, by Elizabeth George Speare. As you read, you should have paid close attention to characterization, usage of details, and conflict in preparation to write a narrative story.

Write a continuation of the story of Kit and Hannah using details from the passage. Describe what you think might happen after Kit makes up her mind. What obstacles might they face, and what actions might they take to overcome them?



# Mendham Township Middle School

## Seventh Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

**Title:** *The Outsiders*

**Author:** S.E. Hinton

**NJSLS Connections:** RL7.1; RL7.2; RL7.3; RL7.4; RL7.5; RL7.6; RL7.7; RL7.9; W7.1; W7.2; W7.3; W7.4; W7.5; W7.6; W7.9; SL7.1; SL7.2; SL7.4; SL7.5; SL7.6

**Marking Period:** 4

**Rational for Reading:** *The Outsiders* is the story of a teenage boy who struggles with right and wrong, as well as his identity, in a society in which he believes that he is an outsider. The novel provides opportunity to examine literature and other texts that deal with conformity and issues of it within society. *The Outsiders* can inspire discussion of personal values with regard to its themes around conformity, individuality, heroism, and loss of innocence. Students can reconcile personal values with a growing social awareness, self-awareness, and sense of responsibility.

**Themes:**

1. Heroism
2. Social Acceptance
3. Maturation

**Essential Questions:**

1. How do perceptions lead to stereotyping and pressure to conform?
2. Why might people hide their true selves?
3. What is more important, individuality or social acceptance?

**Writing prompt #1:** Make a judgment about Ponyboy. Is he like the rest of the Greasers? How are his goals different from the rest of the gang? Should he really be a Soc?

**Writing prompt #2:** Analyze Robert Frost's poem, "Nothing Gold Can Stay". Identify a theme from the novel and using textual evidence, explain how the poem supports that theme.





# Mendham Township Middle School

## 7<sup>th</sup> Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

**Title:** *The Maze Runner*

**Author:** James Dashner

**NJSLS Connections:** RL7.2; RL7.3; W7.4; SL7.1 A

**Marking Period:** 4

**Rationale For Reading:** *The Maze Runner* is a young adult novel that blends together fantasy, mystery, and science fiction. The book examines the dynamics that exist among a group of boys and the society that they have created within a walled fortress, the Glade. Mystery builds as the boys try exploring the area outside the Glade, but are thwarted by an everchanging labyrinth and mechanical killing machines called Grievors. Students will be engaged by well-drawn characters as they figure out why they are isolated from society and from where the horrifying Grievors originate.

**Themes:**

1. – Courage
2. – Loyalty
3. – Friendship
4. – Survival

**Essential Questions:**

1. – To keep the audience interested in the novel, an author must find the right balance between withholding and revealing information. Does James Dashner, author of *The Maze Runner*, achieve this balance? If so, could you categorize this book as a mystery as well as a fantasy novel? Explain.
2. – *The Maze Runner* falls into a fantasy genre. Typically, fantasy novels tend to focus on the inner workings of newly created societies; how they are built; how they are thriving; what measures are enacted to ensure their success. Which aspects of the society within the maze did you enjoy? Which aspects would you like to see further developed? Explain.
3. – *The Maze Runner* is dominated by male characters. The arrival of the lone female character, Theresa, seems to mark an important plot point. How does Theresa's role in the story serve to further the plot? How do you think the inclusion of a female character affects target audience?

**Writing prompt #1:** Identify one theme that the Dashner develops throughout *The Maze Runner*. Support this theme with textual evidence. Why is this theme so significant?

**Writing prompt #2:** To what extent do the setting and characters affect the outcome of *The Maze Runner*? Explain your reasoning in a well developed essay and use specific examples from the text as support.



# Mendham Township Middle School

## Seventh Grade Core Novel

Language Arts – NJSLS 2016 - Update 2017

**Title:** *The Giver*

**Author:** Lois Lowry

**NJSLS Connections:** RL7.1; RL7.2; RL7.3; RL7.6; W7.3 A; W7.3 B; W7.3 C; W7.3 D; W7.3 E

**Marking Period:** 2-3

**Rationale for Reading:** Lois Lowry has created a utopian society in which everyone is happy and there is no disease, crime, or hate. This society is seen through the eyes of a young boy, Jonas, who has been chosen to be “The Receiver of Memory.” Since people don’t have memories, the Receiver’s job is to know all the memories of history, including the bad things like war and good things like colors. Along with Jonas, students will contemplate the price this society has paid for its “perfection.”

**Themes:** Maturation

1. – Confronting challenge
2. – Values
3. – Responsibility

**Essential Questions:**

1. – How would living in a utopian society be different for you, your family, and your friends?
2. – If you lived in Jonas’ world, why would you want or not want to escape?
3. – What would the advantages and disadvantages of living in a “perfect” society be?

**Writing prompt #1:** Pretend that you and your family are given the chance to move to a utopian society like the one in *The Giver*. Write a letter to your parents persuading them that your family should or should not move to this new “perfect” society.

**Writing prompt #2:** Think about *The Giver*’s ambiguous ending and write the next chapter, exploring what happens to Jonas after he leaves the community. Make sure to continue with the third person limited point-of-view and one of the themes of the novel. Remember to include descriptive details and dialogue to engage the reader.

**PBT Writing Prompt (Lit. Analysis):**

You have read a passage from *The Giver* and a passage from *1984*, and both passages highlight rules and values in their respective societies. The authors of both passages demonstrate the theme of freedom by showing its absence. Write an essay that compares and contrasts the lack of freedom in both passages. Be sure to support your writing with textual evidence.

**PBT Writing Prompt (Narrative):**

You have read a passage that is the final three pages of Lois Lowry's *The Giver*. The ending of the novel is rather ambiguous, as it is unclear if Jonas reaches Elsewhere or not. Write a story that picks up where the novel ends and shows what you believe happens to Jonas and Gabriel. Your story should be consistent with the characters and events you have read.





# Mendham Township Middle School

## Seventh Grade Core Novel

Language Arts – NJSLS 2016 - Update 2017

**Title:** *The Boy On The Wooden Box*

**Author:** Leon Leyson

**NJSLS Connections:** RL 7.1; RL 7.2; RI 7.1; RI 7.2; RI.7.3; RI 7.4; RI 7.5; RI 7.6; RI 7.7; RI 7.8; RI 7.9; W 7.4

**Marking Period:** 1-2

**Rational for Reading:** *The Boy on the Wooden Box* is Leon Leyson's story of survival during the Holocaust. In this memoir, Leyson raises questions about social responsibility, the human potential for good and evil, and the ability of even seemingly powerless people to resist injustices. This book teaches students about the Holocaust as they follow the story of a boy and his family and the brave people who risked everything to help their fellow man.

**Themes:** Tolerance

- Prejudice
- Courage
- Values
- Survival

**Essential Questions:**

What makes a person a hero?

**Writing Prompt #1:**

Leon describes several examples of prisoners' attempts at resistance while in captivity. In a well-developed response, describe some of the ways they would "resist." Knowing the dangers of these behaviors, were these prisoners being heroic or simply foolish? Explain.

**Writing Prompt #2:**

Leon Leyson's younger years and his accounts throughout World War II are written in memoir form. Describe what this means and cite examples of its effectiveness for conveying a central theme.





# Mendham Township Middle School

## Seventh Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

**Title:** *Out of the Dust*

**Author:** Karen Hesse

**NJSLS Connections:** RL7.4; RL7.5; RL7.9; RI7.7; W7.4; W7.5; W 7.6; W 7.7; W7.9; SL 2; SL 3; SL 4; SL 5; SL 6

**Marking Period:** 4

**Rationale for Reading:** This Newbery award-winning novel is an account of a determined heroine who confronts and survives the challenges of the Oklahoma dust storms of the 1930's. This first person free-verse narrative provides students with a strong sense of this historical period, as well as an appreciation for the character traits of those who lived through it.

**Themes:** Maturation

1. Coping
2. Confronting Challenge
3. Responsibility
4. Identity

**Essential Questions:**

1. How do confronting family and environmental challenges shape character?
2. How does the use of fiction personalize an historical event?
3. How does narrative form (free verse; journal format) affect mood and tone?

**Writing prompt #1:** Billy Jo writes, in the chapter "On Stage," "When I point my fingers at the keys, music springs straight out of me.... It's the best I've ever felt, playing hot piano.... (It) is heaven. How supremely heaven playing piano can be."

Describe something you do which gives you the kind of joy and exhilaration that Billy Jo experiences in these lines. Be sure to create strong images of what you do and how it makes you feel.

**Writing prompt #2:** What qualities does Billy Jo possess that allow her to prevail/overcome adversity while others fail? Provide specific examples of these qualities and explain how each affects her physical and emotional survival.

**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

## 7th Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

**Title:** *A Midsummer Night's Dream*

**Author:** William Shakespeare

**NJSLS Connections:** RL 7.1; RL 7.2; RL 7.3; RL.7.4, RL 7.5; RL 7.6; SL 7.6

**Marking Period:** 1-2

**Rational for Reading:** This Shakespearean comedy serves as the students' introduction to Shakespeare in middle school. Not only does this prepare them for the Shakespeare plays they will read and study in eighth grade, but it also pairs well with the seventh grade core novel, *Stargirl*. Reading these two pieces of literature together, students practice identifying and analyzing connections between characters, conflicts, and themes.

**Themes:**

1. Love /Love's Difficulties
2. Transformation

**Essential Questions:**

1. How do emotions influence our perceptions?
2. Why do authors include the transformation of characters in their stories?
3. How do authors use humor to affect the reader's experience?

**Writing prompt #1:** Compare Hermia's love for Lysander to Leo's love for Stargirl. Who is risking more for love? What does this say about these characters?

**Writing prompt #2:** Compare and contrast the woods in *A Midsummer Night's Dream* to Stargirl's enchanted place. Consider how these settings affect their respective characters.

**Writing prompt #2:** Compare and contrast the female characters in *Stargirl* and *A Midsummer Night's Dream*. Which are stronger and why?

**PBT Prompt:** You have read the passage from *Stargirl* and the passage from *A Midsummer's Night Dream*. Both texts highlight the theme of love and love's difficulties. Write an essay that compares and contrasts the approaches each text uses to develop this theme. Be sure to include specific details from both passages for support.





# Mendham Township Middle School

## Seventh Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

**Title:** *Stargirl*

**Author:** Jerry Spinelli

**NJSLS Connections:** RL7.3; W 7.4; SL7.1 A; SL7.1 B; SL7.1 C; SL7.1 D

**Marking Period:** 1-2

**Rationale for Reading:** In this novel by Newbery award winning author Jerry Spinelli, adolescents learn of the importance of accepting oneself and others and issues dealing with fitting in, popularity, accepting differences, and expressing individuality.

**Themes: Tolerance**

1. Individuality and Acceptance
2. Courage
3. Values
4. Prejudice and Identity

**Essential Questions:**

1. How will developing greater tolerance help students to recognize the importance of differences in others?
2. How will students develop greater self confidence by recognizing the importance of accepting themselves for who they are?
3. How will students connect the themes of tolerance and acceptance that they read in literature to history and the world around them?

**Writing prompt #1:** Write a letter to Stargirl giving support and advice on maintaining one's individuality.

**Writing prompt #2:** Persuade Leo that he should accept Stargirl the way she is and do whatever is necessary to keep their relationship going OR persuade Stargirl that she needs to find ways to better fit in with others.

Additional prompts:

Write a persuasive essay in which you persuade the reader that the world is or is not a "fair" place.

Leo states, "It was unthinkable that Stargirl could survive- or at least survive unchanged- among us" (pg 10). Do you agree with him? Justify your point of view.

Stargirl is a unique person who is a nonconformist in many ways. However, when she goes to a new school, her efforts to be accepted are met with many incidents of discrimination. If you were Stargirl, what would you have done differently, what would you have done the same?

Examine the significance of the names Stargirl makes up for herself. What do you think these different names mean to her? Do you agree that names can and should be changed or do you believe a name is part of who you are? Defend your beliefs.

Evaluate the shunning of Stargirl and Leo. Why do you think the students act like this? Why do you think Leo is so much more affected by this than Stargirl appears to be? Support your answer with facts.

Bullying and discrimination are recognized as major problems in our schools. Think about the “shunning” of Stargirl and Leo. Why do you think students act this way? Why do you think Leo is so much more affected by this than Stargirl appears to be? Relate Leo and Stargirl’s experiences to a time when you were bullied or excluded by your friends or peers.

**PBT Writing Prompt (Lit. Analysis):**

You have read a passage from *Stargirl* and a passage from *A Midsummer’s Night Dream*. Both texts highlight the theme of love and love’s difficulties. Write an essay that compares and contrasts the approaches each text uses to develop this theme. Be sure to include specific details from both passages for support.

**PBT Writing Prompt (Narrative):**

You have read a passage from Jerry Spinelli’s *Stargirl*. Think about how the story would be different if it were told from Stargirl’s point of view. How would she feel about the way the students are treating her and Leo? Write a narrative story retelling the story from Stargirl’s point of view. Be sure to use supporting details from the passage.



# Mendham Township Middle School

## Seventh Grade Self- Selected Literature

### Language Arts – NJSLs 2016 - Update 2017

**Literary Component of Study:** Students will read biographies or autobiographies. Setting and Character Description will be studied.

**NJSLS Connections:** RI7.1; RI7.2; W7.6; SL7.2; SL7.3; SL7.4; SL7.5; SL7.6

#### **Rationale for Teaching Literary Component:**

Setting: Students will learn about the time, place, and general environment in which the events of a story occur.

#### **Essential Questions:**

1. How does setting affect the characters and the plot?
2. What method does the author use to reveal setting?
3. How do the characters interact with and affect the setting?

**Assessment Options:** Select from among the following:

1. Make an oral presentation on the subject of your biography or autobiography. Introduce this person to the audience. The audience should know background on the person's life, his/her accomplishments, and how he/she positively impacted the world.
2. Create a one to two minute commercial for the biography/autobiography that you read. You can film this commercial outside of class and then play it for the class, or you can perform this commercial in class live.





# Mendham Township Middle School

National Blue Ribbon School of Excellence  
16 Washington Valley Road, Brookside, N.J. 07926

## Grammar Component List

2017 Curriculum Update: Grade 7

Grammar Component	Question # / (Part.Question)
Parts of speech	
Nouns	1.1, 1.2
-Common and proper nouns	1.3
-Nouns used as subjects	2.1-10
-Nouns used as direct objects	2.1-10
-Nouns used as indirect objects	2.1-10
-Predicate nouns	1.12, 1.13, 2.1-10
-Plurals of nouns	3.1-10
-Possessive nouns	3.1-10
Pronouns	1.4
-Subject pronouns	1.5, 1.7, 4.2, 4.3
-Object pronouns	1.6, 1.8, 4.4
-Possessive pronouns	4.5, 4.6, 4.7, 4.8
-Indefinite pronouns	4.1
-Pronouns and their antecedents	1.9
Verbs	1.10, 2.1-10
-Action verbs and linking verbs	1.11
-Verb phrases	2.1-10
-Irregular verbs	4.9-14
Prepositions	1.19
-Prepositional phrases	2.1-10
Adjectives	1.14, 1.15, 2.1-10
-Predicate adjectives	1.12
-Adjectives in comparisons	5.1-10
-Possessive pronouns used as adjectives	2.1-10
-Articles	1.16
Adverbs	1.17, 1.18 2.1-10
-Adverbs in comparisons	5.1-10
Different types of sentences	
-Simple, compound, complex	1.20, 1.21, 1.22
Capitalization and punctuation	
-Use of end marks, the comma, the apostrophe, and the semi-colon	6.1-8

*Every Student Every Day!*



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## 6-8 Research Project Strand

*2017 Curriculum Update*

*Projects Employ all NJSLs Anchor Reading NJSLA.R1 – R10  
And Writing Standards NJSLA.W1-W10.*

### GRADE 6

By the end of 6<sup>th</sup> 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 NJSLs*



# GRADE 7

By the end of 7<sup>th</sup> 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 8<sup>th</sup> 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
<b>5</b>	<p><b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8.</b> 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><b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SL.5.4.</b> 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><b>SL.5.5.</b> 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"> <li>• compare media formats and select the most appropriate for a specific purpose.</li> <li>• 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.</li> <li>• plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search.</li> <li>• identify and record in an appropriate format, materials used for a specified research task.</li> </ul>
<b>6</b>	<p><b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8.</b> 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><b>W.6.9.</b> Draw evidence from literary or informational texts to</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare media formats and select the most appropriate for a specific purpose.</li> <li>• 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.</li> <li>• apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs.</li> <li>• identify and record in an appropriate format, materials used for a specified research task.</li> </ul>

	<p>support analysis, reflection, and research.</p> <p><b>RL.6.9.</b> 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"> <li>• <b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> </ul>	<ul style="list-style-type: none"> <li>• plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search.</li> <li>• distinguish among fact, point of view and opinion.</li> <li>• understand the definition of bias as found in the presentation of information.</li> </ul>
7	<p><b>W.7.7.</b> 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><b>W.7.8.</b> 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><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.7.10.</b> 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"> <li>• compare media formats and select the most appropriate for a specific purpose.</li> <li>• 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.</li> <li>• apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs.</li> <li>• identify and record in an appropriate format, materials used for a specified research task.</li> <li>• utilize software programs to create source cards and note cards for specific research projects.</li> <li>• plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search.</li> <li>• distinguish among fact, point of view and opinion.</li> <li>• understand the definition of bias as found in the presentation of information.</li> </ul>

**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.

**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.

**W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

**SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Students will:

- 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.