

Mendham Township Public Schools



MIDDLE SCHOOL LANGUAGE ARTS Curriculum

English

Board of Education Adoption Date: July 25, 2017

Board of Education President:


Jeffrey Brauner

Superintendent of Schools:


Salvatore M. Constantino

Principal:


Patrick J. Ciccone

Language Arts

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

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



2017 English / Language Arts Curriculum

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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: 8th

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



Mendham Township Middle School

ELA Curriculum / Pacing / Benchmarking Guide

Grade Level: 8th

***=Data collected on server**

Month		Literature / Writing / Special Activities / Other	Standards
August/ September	Content	<p>Novel #1 (<i>Call of the Wild</i>)</p> <ul style="list-style-type: none"> -Review of the elements of fiction -Identifying key information /summarizing -Character analysis -Dominant theme development (survival, transformation, loyalty) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Capturing attention in the introduction -Setting up background information in the introduction -Crafting an effective thesis statement -Organizational strategies <p>Vocabulary</p> <ul style="list-style-type: none"> -Units 1 & 2 <p>Grammar</p> <p>Review / assessment of knowledge</p>	RL.8.1-3 RL.8.10 SL.8.1 W.8.4 W.8.2.A L.8.1-6
	Benchmarks	Grammar Pretest* Novel #1 Narrative PBT* Novel #1 Lit Analysis PBT* Research PBT* Rewrite #1*	RL.8.1-5 W.8.3 W.8.2 RI.8.1-7 W.8.5 W.8.10
	Differentiation	<p>Extension: Differentiated rubric, independent research project on informational topics of interest linked to the novel, alternate end of book essay question, self-selected novel and related assignments</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	Additional Standards	<p>21st Century / Career Readiness Practices / Technology</p> <p>CRP4, CRP11 / 9.2.8.B.3 / 8.1.2.C.1, 8.1.8.D.4</p>	

Month	Content	Literature / Writing / Special Activities / Other	Standards
October	Content	<p>Novel #2 (<i>Lord of the Flies</i>)</p> <ul style="list-style-type: none"> -Identifying key information -Protagonist/ antagonist development -Conflict development -Close read analysis -Symbolism -Dominant theme development (survival, transformation, good v. evil, courage, values) -Analyzing/comparing novel to the film adaptation -Using literary criticisms to analyze how the novel draws on themes, character types from traditional stories/religious works <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Narrative techniques (imagery, dialogue, conflict development, etc.) <p>Vocabulary</p> <ul style="list-style-type: none"> -Unit 3 & 4 <p>Grammar</p> <p>Sentence Structure</p>	RL.8.1-4 RL.8.10 SL.8.1 RL.8.7 RL.8.9 W.8.4 W.8.3 L.8.4 L.8.5 L.8.6 L.8.1
	Benchmarks	Model Curriculum #1* Novel #2 Narrative PBT* Novel #2 Lit Analysis PBT* Research PBT* Rewrite #2	RL.8.1-5 W.8.3 W.8.2 RI.8.1-7 W.8.5 W.8.10
	Differentiation	<p>Extension: Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	Additional Standards	21st Century / Career Readiness Practices / Technology CRP1, CRP2, CRP6 / 9.2.8.B.3 / 8.1.P.C.1, 8.1.8.D.4	

Month	Literature / Writing / Special Activities / Other	Standards
November	<p>Content</p> <p>Novel #3 (<i>To Kill a Mockingbird</i>) -Summary v. Analysis -Citing evidence to support analysis -Analysis of differing points of view -Difference between mood and tone/ identifying mood and tone within the text -Dominant theme development (maturation, courage, tolerance, identity)</p> <p>Mock Trial -Identifying key information -Analyzing informational text -Delineating and evaluating arguments and specific claims -Analyzing a case in which two or more texts provide conflicting information on the same topic/ recognizing irrelevant evidence -Using evidence to support claims -Persuasive techniques -Public speaking strategies</p> <p>Writing -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Addressing audience and purpose -Persuasive strategies -Using MLA citation</p> <p>Vocabulary -Unit 5</p> <p>Grammar -Subject/verb identification -Fragments and run-ons</p>	RL.8.1-4 RL.8.6 RL.8.10 SL.8.1 RI.8.1-10 W.8.1 SL.8.1 SL.8.3 SL.8.4 SL.8.6 W.8.4 L.8.4 L.8.5 L.8.6 L.8.1 L.8.2
	<p>Benchmarks</p> <p>Novel #3 Narrative PBT* Lit Analysis PBT* Research PBT* Rewrite #3</p>	RL.8.1-5 W.8.3 W.8.2 RI.8.1-7 W.8.5 W.8.10
	<p>Differentiation</p> <p>Extension: Differentiated roles in the Mock Trial, independent research linked to Mock Trial, students as experts, use of technology to enhance trial presentation Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	<p>Additional Standards</p> <p>21st Century / Career Readiness Practices / Technology CRP1, CRP2, CRP4, CRP8 / 9.2.8.B.3 / 8.1.8.A.1, 8.1.2.C.1</p>	

Month	Literature / Writing / Special Activities / Other	Standards
December	Content Novel #3 CONTINUED (To Kill a Mockingbird) -Summary v. Analysis -Citing evidence to support analysis -Analysis of differing points of view -Difference between mood and tone/ identifying mood and tone within the text -Dominant theme development Mock Trial - CONTINUED -Identifying key information -Analyzing informational text -Delineating and evaluating arguments and specific claims -Analyzing a case in which two or more texts provide conflicting information on the same topic/ recognizing irrelevant evidence -Using evidence to support claims -Persuasive techniques -Public speaking strategies Writing -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Addressing audience and purpose -Persuasive strategies -Using MLA citation Vocabulary -Mock Trial Vocabulary Grammar -Subject/verb identification -Fragments and run-ons	RL.8.1-4 RL.8.6 RL.8.10 SL.8.1 RI.8.1-10 W.8.1 SL.8.1 SL.8.3 SL.8.4 SL.8.6 W.8.4 L.8.4 L.8.5 L.8.6 L.8.1 L.8.2
	Benchmarks Model Curriculum #2* Novel #3 Lit Analysis PBT* Research PBT*	RL.8.1-5 W.8.3 W.8.2 RI.8.1-7 W.8.5 W.8.10
	Differentiation Extension: Differentiated roles in the Mock Trial, independent research linked to Mock Trial, students as experts, use of technology to enhance trial presentation, end of book test with multiple essay options Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards 21st Century / Career Readiness Practices / Technology 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
January	<p>Content</p> <p><u>Novel #4 (My Thirteenth Winter)</u></p> <ul style="list-style-type: none"> -Characteristics of a memoir -Analysis of differing points of view -Tolerance, acceptance, and inclusion -Identity as a dominant theme -Use of figurative language -Compare and contrast the structure of two texts to analyze how the structure contributes to the overall meaning/style <p><u>Writing</u></p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Topic sentences -Analysis in body paragraphs -Using and citing evidence to support analysis -Creating sophisticated transitions between body paragraphs -Exploring significance in conclusions <p><u>Vocabulary</u></p> <p>Units 6 & 7</p>	RL.8.1-6 RL.8.10 SL.8.1 W.8.4 W.8.2 L.8.4 L.8.5 L.8.6
	<p>Benchmarks</p> <p>Novel #4 Narrative PBT*</p> <p>Novel #4 Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #4</p>	RL.8.1-5 W.8.3 W.8.2 RI.8.1-7 W.8.5 W.8.10
	<p>Differentiation</p> <p>Extension: Differentiated rubric, self-selected novel and related activities, independent study of informational topics of interest linked to novel, student/teacher writing conferences</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	<p>Additional Standards</p> <p>21st Century / Career Readiness Practices / Technology</p> <p>CRP3, CRP5, CRP10 / 9.2.8.B.3, 9.2.8.B.7 / 8.1.8.B.1, 8.1.2.C.1</p>	

Month		Literature / Writing / Special Activities / Other	Standards
February	Content	<p>Novel #5 (Uglies)</p> <ul style="list-style-type: none"> -Character analysis based on textual evidence -Protagonist/ antagonist development -Symbolism -Development of dominant themes (identity, tolerance, courage, maturation) <p>Writing</p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Elaboration/ development -Eliminating repetition <p>Vocabulary</p> <p>Units 8, 9, & 10</p> <p>Grammar</p> <ul style="list-style-type: none"> -Sentence structure -Subject/verb agreement 	<p>W.8.4</p> <p>W.8.2</p> <p>L.8.4</p> <p>L.8.5</p> <p>L.8.6</p> <p>L.8.1</p> <p>L.8.2</p>
	Benchmarks	<p>Model Curriculum #3</p> <p>Narrative PBT*</p> <p>Novel #5 Lit Analysis PBT*</p> <p>Research PBT*</p> <p>Rewrite #5</p>	<p>RL.8.1-5</p> <p>W.8.3</p> <p>W.8.2</p> <p>RI.8.1-7</p> <p>W.8.5</p> <p>W.8.10</p>
	Differentiation	<p>Extension: Differentiated rubric, self-selected novel and related activities, collaborative research project linked to novel, student/teacher writing conferences</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	Additional Standards	<p>21st Century / Career Readiness Practices / Technology</p> <p>CRP2, CRP7 / 9.2.8.B.3 / 8.1.2.B.1, 8.1.P.C.1</p>	

Month	Literature / Writing / Special Activities / Other	Standards
March	<p>Content</p> <p>Novel #5 CONTINUED (<i>Uglies</i>) -Character analysis based on textual evidence -Protagonist/ antagonist development -Symbolism -Development of dominant themes (identity, tolerance, courage, maturation)</p> <p>Writing -4 night writes per week (each corresponding with assigned nightly reading of core novel)</p> <p>Research Paper: -Identifying and evaluating sources (including literary criticisms) -Identifying key information and paraphrasing -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 -Taking notes</p> <p><u>Uglies Group Persuasive Project</u> -Audience and purpose -Persuasive strategies -Integrating multimedia and visual displays into presentations to clarify information and add interest -Public speaking skills</p> <p><u>Vocabulary</u> Units 11 & 12</p> <p><u>Grammar</u> Subject/verb agreement</p>	RL.8.1-5 RI.8.1-10 W.8.1 W.8.6 W.8.7 W.8.8 W.8.9 SL.8.2 SL.8.4 SL.8.5 SL.8.6 L.8.4 L.8.5 L.8.6 L.8.1 L.8.2 L.8.3
	<p>Benchmarks</p> <p>Model Curriculum #4 Novel #5 Narrative PBT* Lit Analysis PBT* Research PBT* Rewrite #6</p>	RL.8.1-5 W.8.3 W.8.2 RI.8.1-7 W.8.5 W.8.10
	<p>Differentiation</p> <p>Extension: 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, differentiated tasks for the group <i>Uglies</i> projects to address multiple intelligences and learning styles Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	<p>Additional Standards</p>	<p>21st Century / Career Readiness Practices / Technology 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</p>

Month	Literature / Writing / Special Activities / Other	Standards
April	<p>Content</p> <p>Novel #6 (<i>I am the Cheese</i>) -Analysis of point of view's impact on the plot -Use of suspense -Symbolism -Development of dominant themes (identity, individuality, courage, coping) Shakespeare (<i>Romeo & Juliet</i> and <i>Hamlet</i>) -Decoding text -Analyzing poetry -Development of dominant themes (love, decisions/consequences, confronting challenge, identity) -Public speaking/ performance Writing -4 night writes per week (each corresponding with reading of core novel) -Commentary writing -Analysis and supporting analysis with textual evidence -Comparison and contrast -Creating sophisticated transitions between body paragraphs Vocabulary Units 13 & 14 Grammar Pronoun/antecedent agreement</p>	RL.8.1-6 RL.8.10 SL.8.1 W.8.4 W.8.1 L.8.4 L.8.5 L.8.6 L.8.1 L.8.2
	<p>Benchmarks</p> <p>Model Curriculum #5 Novel #6 Narrative PBT* Shakespeare Lit Analysis PBT* Research PBT* Rewrite #7</p>	RL.8.1-5 W.8.3 W.8.2 RI.8.1-7 W.8.5 W.8.10
	<p>Differentiation</p> <p>Extension: Tiered commentary content, differentiated roles in Shakespeare performance, choice/flexibility in song analysis assignment to address the needs of different strengths and learning styles, student/teacher writing conferences Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	<p>Additional Standards</p>	<p>21st Century / Career Readiness Practices / Technology CRP2, CRP11 / 9.2.8.B.3 / 8.1.8.D.4, 8.1.P.E.1</p>

Month	Literature / Writing / Special Activities / Other	Standards
May/June	<p>Content</p> <p><u>Shakespeare (Romeo & Juliet and Hamlet)</u></p> <ul style="list-style-type: none"> -Decoding text -Analyzing poetry -Development of dominant themes (love, decisions/consequences, confronting challenge, identity). -Public speaking/performance <p><u>Shakespeare Festival Performance</u></p> <ul style="list-style-type: none"> -Every student assumes a speaking role in <i>Romeo & Juliet/Hamlet</i> and putting on a performance for school community <p><u>Self-selected Novel Presentation</u></p> <ul style="list-style-type: none"> -Identifying key information -Integrating multimedia and visual displays into presentations to clarify information and add interest -Persuasive strategies -Public speaking skills <p><u>Writing</u></p> <ul style="list-style-type: none"> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Commentary writing - Comparison and contrast -Analysis and supporting analysis with textual evidence -Addressing audience and purpose -Drawing connections between literature <p><u>Vocabulary</u></p> <p>Unit 15</p> <p><u>Grammar</u></p> <p>Punctuation</p>	<p>RL.8.1-4</p> <p>RL.8.10</p> <p>SL.8.1</p> <p>SL.8.6</p> <p>SL.8.4</p> <p>SL.8.5</p> <p>SL.8.6</p> <p>W.8.4</p> <p>W.8.1</p> <p>L.8.4</p> <p>L.8.5</p> <p>L.8.6</p>
	<p>Benchmarks</p> <p>Rewrite #8*</p> <p>LA Final Exam</p> <p>Grammar Post-test*</p>	<p>W.8.1</p> <p>W.8.5</p> <p>L.8.1-3</p>
	<p>Differentiation</p> <p>Extension: Differentiated roles in Shakespeare performance, choice/flexibility in self-selected persuasive book project to meet the needs of different strengths and learning styles, use of technology to enhance self-selected presentation, collaborative presentation on self-selected book</p> <p>Remediation: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support</p>	
	<p>Additional Standards</p>	<p>21st Century / Career Readiness Practices / Technology</p> <p>CRP4, CRP12 / 9.2.8.B.3 / 8.1.2.C.1, 8.1.8.D.4</p>

Grade 8

Interdisciplinary Connections

- Cooperative rewriting of 2 PBTs with SS **#6.3.12.D.1**
- Cooperative editing of WNWR and other Research papers with SS
- Cooperative editing of Lab Reports with Sci **#MS-PS3-4**
- Sci readings with comprehension questions completed in LA
 - Cooperative Reading of *Animal Farm*

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	Spotlight on Literacy : McGraw Hill	
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	Discovering Literature: Forsemann	
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	Exploring Literature: Forsemann	<i>Fahrenheit 451(Soc Stud)</i>
Eighth		Animal farm (Soc Stud)
Fifth - Eighth	<i>Grammar For Writing: Sadlier/Oxford</i>	Supplemental
Fifth - Eighth	<i>A Long Walk to Water: Linda Sue Park</i>	Supplemental
Fifth - Eighth	Vocabulary Workshop – Sadlier/Oxford	Primary
Fifth - Eighth	World Of Vocabulary: Globe Fearon	Supplemental
Fifth – Eighth	Mastery Spelling: Globe Fearon	Supplemental
Fifth – Eighth	Measuring Up – Peoples Publishing	Supplemental
Fifth - Eighth	Com Core Performance Coach 2015	Supplemental
Fifth – Eighth	Various “Coach” Martials –Open-Ended	Supplemental
Fifth - Eighth	Strategies for Writers: Zaner-Bloser	Supplemental

Grade 8

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 8

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.8. (Not applicable to literature)

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RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10. 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 8

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10. 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 8

Progress Indicators for Writing

Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), 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 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), counterclaims, 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.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- 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 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.8.3. 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, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- 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.8.4. 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.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.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

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.

- A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

New Jersey Student Learning Standards for English Language Arts
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W.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.

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

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

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

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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

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

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

Presentation of Knowledge and Ideas

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

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

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

Note on range and content of student speaking and listening

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

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

Grade 8

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

SL.8.6. 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 8

Progress Indicators for Language

Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 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., *precede*, *recede*, *secede*).
- 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.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

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L.8.6. 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

New Jersey Student Learning Standards for English Language Arts
Companion Standards

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

Anchor Standards for Reading

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

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

Note on range and content of student reading

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

Grades 6-8

Progress Indicators Reading History

Reading History and Social Studies

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

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

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Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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	Courage 1. Friendship 2. Values 3. Decisions
	<i>Number The Stars</i> 670L	Lois Lowry	Historical Fiction	Tolerance 1. Courage / bravery 2. Learning from history 3. Values (pride/human decency) 4. Prejudice
	<i>Holes</i> 660L	Louis Sachar	Realistic Fiction	Tolerance/Courage/Maturation/Adventure 1. Diversity 2. Friendship 3. Perseverance 4. Values
	<i>A Week In the Woods</i> 820L	Andrew Clements	Realistic Fiction	Maturation 1. Responsibility 2. Confronting challenges 3. Coping 4. Courage
	<i>Love that Dog</i> 1010L	Sharon Creech	Prose	Maturation 1. Identity 2. Values 3. Responsibility
	<i>Gorilla Doctors: Saving Endangered Great Apes</i> 910L	Pamela Turner	Non-Fiction/Expository	Adventure 1. Confronting challenges 2. Responsibility 3. Learning from History
	<i>Wonder</i> INCLUSIVE SCHOOL 790L	RJ Palacio	Realistic Fiction	Tolerance/Courage/Maturation 1. Diversity 2. Friendship 3. Perseverance 4. Values

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SIXTH

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

SEVENTH

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

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EIGHTH

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



Mendham Township Middle School

NJSJS 2016 / Update 2017

Literature Themes

Tolerance	Courage	Maturation	Adventure
diversity	responsibility	coping	friendship
tolerance	perseverance	responsibility	courage
prejudice	decisions	confronting challenge	decisions
courage	identity	courage	values
values	values	identity	
learning from history		values	



Mendham Township Middle School



Literary Elements Addressed Through Self- Selected Reading

NJSLS 2016 / Update 2017

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

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

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

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

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Core Novel PBTs

Aligned to 2017-2018 list

5th - Narrative

A Week In the Woods

Number the Stars

Gorilla Doctor

Island of the Blue Dolphins

5th - Lit. Analysis

Love That Dog

A Week In the Woods

Number the Stars

Gorilla Doctor

Island of the Blue Dolphins

Wonder

6th – Narrative

Mockingbird

Coraline

The Hound of the Baskervilles

The Schwa Was Here

The Cay

The Wastons Go to Birmingham

6th – Lit Analysis

Mockingbird

Coraline

The Hound of the Baskervilles

The Cay

The Wastons Go to Birmingham

The Schwa Was Here

7th – Narrative

The Giver

Out of the Dust

Stargirl

Treasure Island

The Witch of Blackbird Pond

7th - Lit. Analysis

The Giver

Stargirl

Treasure Island

The Witch of Blackbird Pond

8th – Narrative

To Kill a Mockingbird

I Am the Cheese

Lord of the Flies

My 13th Winter

Uglies

8th - Lit. Analysis

To Kill a Mockingbird

Call of the Wild

Lord of the Flies

My 13th Winter

Shakespeare

Uglies



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Uglies*

Author: Scott Westerfeld

NJSLS Connections: RL8.1; RI8.7; W8.1; W8.5; W8.6; W8.8; W8.7; W8.9 B; SL 5.8

Marking Period: 3

Rational for Reading: *Uglies* is a dystopian novel that depicts a future where sixteen-year-olds are surgically transformed from "uglies" to "pretties." While reading this novel, students will have an opportunity to consider the definition of beauty in our society and the value of individuality in their life as well as in society.

Themes:

- Maturation/Courage
- Prejudice and identity
- Confronting challenges
- Self determination
- Values

Essential Questions:

- In what ways does individuality contribute to a person's well-being?
- Why does true beauty come from within?
- What choices do individuals make in order to maintain friendships?

PBT Prompt (Lit. Analysis):

Now that you have read both the excerpt from the novel *Uglies* and the article by Charlotte Alter, decide which one better captures the issue of defining beauty. Explain your choice in a well-developed essay.

Be sure to include text evidence from both readings to support your response.

PBT Prompt (Narrative):

You have just read two excerpts that address the idea of homogenization and the cultural and environmental effects of monocultures. Using the ideas presented in the excerpts as a reference, write about an example of monoculture found in today's society.

Activity

In conjunction with the reading of the novel students will be divided into social groups from the book and will work with their assigned groups on a variety of projects, including preparing a persuasive multimedia presentation on a given topic from their assigned social groups perspective.



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *To Kill A Mockingbird*

Author: Harper Lee

NJSLS Connections: RL8.5; RL8.9; RI8.2; RI8.4; RI8.7; RI8.8; RI8.9; W8.1 A,D; W8.2 D, E, F; W8.7; W8.8; W8.9 A; SL8.1 C; SL8.2; SL8.3; SL8.4; SL8.6

Marking Period: First / Second

Rational For Reading:

- To provide students the opportunity to better understand racial intolerance as it existed prior to the Civil Rights Movement.
- To introduce students to characters that they can relate to and admire for their perseverance and courage in the face of adversity.
- To expose students to the fictional trial that is the central action of the novel as they prepare to participate in a Mock Trial within the classroom.

Themes:

Maturation
Courage
Tolerance
Identity

Essential Questions:

1. At what point are we willing to put ourselves on the line for something we believe in?
2. How important is the opinion of others in the decisions that we make?
3. What happens when we let fear dictate our actions?

Writing prompt #1:

Local myth holds that Boo Radley eats live squirrels and prowls the streets at night, and the children's perception of him is colored by such tales.

-Think of a time when you let the opinion of others color your perception of someone or something. In a one page essay, describe the situation and what impact it had on you. Consider what is lost when people make assumptions without first-hand knowledge.

Writing prompt #2:

In chapter 11 Atticus says to Scout "I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do."

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-Think of a character in another book that you've read in the last year who exemplifies Atticus' definition of courage. In a one page essay, explain how the character acts courageously and what the outcome is for doing so.

Activity:

In conjunction with the trial that takes place in the novel, students will participate in a *Mock Trial*. The purpose of this activity is to enhance the students' persuasive writing skills, advance their critical thinking, and provide them with the opportunity to challenge themselves, while collaborating with their classmates. The students will take on the roles of lawyers, witnesses, judges and detectives in an effort to try their cases before a jury of their peers.

PBT Writing Task (Lit Analysis):

You have read passages from the fictional trial of Tom Robinson and the real Scottsboro trial. Both texts include distinct speakers who use variations in their tone in order to impact the jury's verdict.

Write an essay that compares and contrasts the way in which these two lawyers deliver the two closing statements from the trials. Be sure to include text evidence from both passages to support your response.

PBT Writing Task (Narrative):

You have read a passage from *To Kill a Mockingbird*. Now write this part of the story from Mrs. Dubose's point of view. Think about how her perspective would be different from Jem's and Scout's perspectives, remember to use details about the setting, plot and characters from the passage.



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Romeo and Juliet*

Author: William Shakespeare

NJSLS Connections: RL8.3; RL8.4; RL8.7; RL8.10; RI8.4; RI8.5; SL8.6

Marking Period: 3-4

Rationale for Reading: Through their study of *Romeo and Juliet*, students will analyze the narrative elements of drama and become familiar with the Shakespearean language in its written and spoken form. The unit culminates in dramatic productions, in which each eighth grader performs on stage.

Themes: Maturation

1. decisions/consequences
2. confronting challenge
3. self-determination
4. identity

Essential Questions:

1. Why do people hold grudges? How might this affect their lives?
2. What are the effects of acts of impulsivity?
3. In what ways are the themes in this literary classic relevant to the twenty-first century?

Writing prompt #1:

In *Romeo and Juliet*, both Juliet and Lady Capulet seek the Nurse's advice regarding marriage. Juliet believes that Romeo is her soul mate. Lady Capulet believes that Juliet's future lies with Paris. You are the Nurse, and your advice column appears weekly in the *Verona Gazette*. Write an advice column in which you try to convince Juliet to choose either Romeo or Paris. Use specific references to the text to support your argument.

Writing prompt #2:

After having studied a Shakespearean play and having participated in the Shakespeare Festival, you are in a position to persuade next year's eighth grade that this is positive and worthwhile. Write a well-structured essay, in which you persuade your audience that they, too, will benefit from the experience.

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PBT Writing Prompt (Lit. Analysis):

You have read passages from *Romeo & Juliet* and *Hamlet*. Both of these excerpts provide crucial insight into the characters of Romeo and Hamlet. Write a well-developed essay that compares/contrasts both of their personalities with specific focus on their decision-making process. Be sure to include text evidence from both passages to support your response.



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Roll of Thunder, Hear My Cry*

Author: Mildred Taylor

NJSLS Connections: RI.8.1; W.8.1 C; W.8.2; W.8.2 B

Marking Period: 2-3

Rationale for Reading: This Newbery Award winning novel focuses on race relations in Mississippi in 1933 and provides an historical fiction accompaniment to an eighth grade social studies unit. Students will redefine tolerance through an examination of prejudice and racism prior to and following Brown v Board of Education, Topeka, Kansas.

Themes: Tolerance

1. responsibility
2. prejudice
3. values
4. learning from history

Essential Questions:

1. What similarities and differences are there between present day race relations and the situation that existed before Civil Rights legislation?
2. What factors contribute to the creation of prejudice? How might prejudice be eliminated?
3. What are an individual's responsibilities when faced with intolerance?

Writing prompt #1:

Mary Logan tries to organize a boycott of the Wallaces' store and to make it possible to get supplies in Vicksburg. Imagine that you are Mary Logan. Write a letter to the editor of your community's newspaper, convincing the local sharecroppers to support the boycott.

Writing prompt #2:

Think about the characteristics of what makes a good friend, and identify a character in *Roll of Thunder, Hear My Cry* who exemplifies these qualities. Write a letter, in which you provide specific examples, to persuade the award committee that this character should be the recipient of a "Friendship Award."



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Roll of Thunder, Hear My Cry*

Author: Mildred Taylor

NJSLs Connections: RI.8.1; W.8.1 C; W.8.2; W.8.2 B

Marking Period: 2-3

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2. prejudice
3. values
4. learning from history

Essential Questions:

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Mendham Township Middle School

8th Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *My Thirteenth Winter: A Memoir*

Author: Samantha Abeel

NJSLS Connections: RL8.6; RI8.5; RI8.6; RI8.10; W8.2 C; W8.3 A,C,E; SL8.1 D

Marking Period: 2/3

Rationale For Reading: Reading *My Thirteenth Winter* will provide students with experience in reading, analyzing, and responding to nonfiction literature. This memoir will also teach students what it means to be learning disabled and how important it is to accept themselves and others for who they are. Unfortunately, there are many misconceptions about learning disabilities and special education. Students need to realize that everyone has his or her own strengths and weaknesses and learns differently, and these differences do not mean someone is unintelligent or less anyone else.

Themes:

1. – Tolerance
2. – Courage
3. – Maturation
4. – Identity

Essential Questions:

1. – What does it mean to be learning disabled?
2. – How do I treat others who are different from me?
3. – What does it mean to be a self-advocate?

Writing prompt #1:

Identify and trace Abeel's transformation throughout her memoir. Reflect on all the memories she describes. What experiences and individuals do you think were the most influential in her transformation? Why? Explain and support with textual evidence.

Writing prompt #2:

"Special education for these kids was a mark of inability and it virtually guaranteed their defeat. It meant they were defective people who needed to be fixed instead of beautiful individuals who saw the world in a different way" (126). Explain what Abeel means by this statement. Reflect on your own knowledge of special education. Do you agree with her? Why or why not? Why do you think people hold stereotypes about special education? Is there a solution?

PBT Writing Prompt (Lit. Analysis):

You have read passages from *My Thirteenth Winter* and *The Glass Castle*. In both of these memoirs, the narrators keep secrets about their true identities. Write an essay that compares and contrasts the way in which these two narrators deal with the secrets they keep. Consider how their challenges impact their daily lives. Be sure to include text evidence from both passages to support your response.

PBT Writing Prompt (Narrative):

You have read a passage from *My Thirteenth Winter* in which Samantha discovers one of her strengths for which she has great passion. Think about your strengths and passions. Now write a narrative that describes one of your strengths and how you discovered it.



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Lord of the Flies*

Author: William Golding

NJSLS Connections: RL8.2; RL8.6; W8.3; W8.3 B,D

Marking Period: 4

Rationale for Reading: This young adult classic, set on a deserted island, deals with the issues of civility and survival. The novel examines themes of regression vs. courage in the face of insurmountable odds. *Lord of the Flies* is widely considered a masterpiece.

Themes:

1. Survival
2. Transformation
3. Good v. Evil
4. Courage
5. Values
6. Decisions

Essential Questions:

1. What happens when personal values come into conflict with the beliefs of others?
2. What is the individual's responsibility in setting an example of behavior?
3. How might it feel to live through a conflict that disrupts your life?

Writing prompt #1:

In *Lord of the Flies* mob mentality develops and overtakes the boys on the island – with the exception of Simon, Piggy and Ralph. Describe a situation when you had the courage to stand up to the group. What challenges did you face? What consequences?

Writing prompt #2:

The principal of your school has asked you to recommend a book to be taught in eighth grade language arts. You have chosen *Lord of the Flies*. Write a letter to the principal persuading him that it is important to include this novel in the curriculum.

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PBT Writing Prompt (Narrative):

You have read a passage from William Golding's *Lord of the Flies*. Think about how the scene would be different if the group of children were all girls instead of all boys. Write a narrative retelling the scene so that the characters are all girls. Make sure to maintain third person omniscient point-of-view, and use supporting details from the passage.

PBT Writing Prompt (Lit Analysis):

You have read a passage from the novel *Lord of the Flies* and a passage from the novel *The Maze Runner*. Think about how each passage emphasizes the importance of rules and order. Write an essay in which you compare and contrast the passages as they relate to rules and order in a given society. Be sure to use textual evidence for support.



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Call of the Wild*

Author: Jack London

NJSLS Connections: RL8.2; RL8.3; W8.1 B; W8.4

Marking Period: 2

Rationale for Reading: In *Call of the Wild* students examine the development of character in response to changes in environment. This American classic follows Buck, from his home in the Santa Clara Valley to the Yukon, where the “dominant primordial beast” emerges.

Themes:

1. Adventure
2. Survival
3. Transformation
4. Courage
5. Loyalty

Essential Questions:

1. What roles do nature and nurture play in influencing one’s development?
2. What are the elements of adventure? What qualities should an adventurer have?
3. How do we define the idea of a civilized world? Under what circumstances does “civilization” deteriorate?

Writing prompt #1:

You have just completed reading “The Toil of Trace and Trail” and you have learned the fate of Hal, Charles and Mercedes, a fate to which you have a strong reaction. Did they deserve to die? You come to a conclusion. In a well-structured persuasive essay, convince your reader that your conclusion is correct.

Writing prompt #2:

As you contrast Buck as we meet him at the beginning of *Call of the Wild* with Buck at the end of the novel, you begin to think about the influence of nature and nurture in his development. Decide which you think is more important, and write an essay in which you persuade your reader that you are right.

PBT Writing Prompt (Lit. Analysis):

You have completed a close reading of two excerpts from Jack London's *Call of the Wild*. These excerpts illustrate the dominant theme of transformation. Write a well-developed essay that traces the development of this theme in each excerpt and analyzes the significance of these excerpts in terms of Buck's overall transformation. In your opinion, do these two excerpts signify that Buck has developed (advanced, progressed) or retrogressed (move backwards into an earlier and usually worse condition)?

** You should have a thesis statement and specific support for your argument. Explain and support your ideas with quotes from the excerpts, and remember to cite the quotes you use correctly. Considering you are not citing from the novel directly, you can cite the paragraph number instead of the page number.



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2016 - Update 2017

Title: *I Am the Cheese*

Author: Robert Cormier

NJSLS Connections: RL8.1; W8.2 A; SL8.1 B

Marking Period: 2

Rationale for Reading: In *I Am the Cheese*, Robert Cormier examines issues of identity and the family unit through the story of Adam Farmer: a young boy trapped in both the past and the present. Cormier uses various narrative forms to tell this innovative story.

Themes: Maturation

1. identity
2. individuality
3. courage
4. coping

Essential Questions:

1. What are the dangers of conformity? How does an individual responsibly embrace autonomy?
2. What are the greatest challenges a person faces when transitioning from a child to a young adult? How does this maturation affect a person's identity?
3. What does it mean to be courageous in the face of insurmountable obstacles? How does a person respond when courage is not enough?

Writing prompt #1:

A group of students has asked you to participate in an activity that you feel contradicts a core belief that you have set in your everyday life. Write an essay describing this situation and how you would handle the conflict you have presented in your essay. Remember to define the problem and identify strategies you would use to resolve your internal conflict.

Writing prompt #2:

Your principal has decided to institute a new policy requiring students to have parents/guardians read and comment on homework each and every night. You think about the impact that this will have on you as a student and your relationship with your parents/guardians. Write a letter to your principal in which you share your opinion of this new policy.

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PBT Writing task (Narrative):

You have just read a passage from the novel, *I Am the Cheese*, in which Adam eavesdrops on his mother's phone conversation and discovers significant information. Now consider Adam's mother's point-of-view, and craft a story from her point-of-view. Be sure that your story is consistent with the characters and the details from the passage you read.



Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLs 2016 - Update 2017

Title: *Fahrenheit 451*

Author: Ray Bradbury

NJSLS Connections: RL8.4; RI8.3; W8.1 E; SL8.1; SL.8.1 A

Marking Period: 4

Rationale for Reading: *Fahrenheit 451* deals with themes of government censorship and the consequences of ignoring the lessons of history. Bradbury's futuristic novel combines science and speculative fiction to create a dystopia in which the firemen are the ones that burn the books. The book is widely recognized and considered a classic.

Themes: Courage

1. decisions
2. responsibility
3. values
4. learning from history

Essential Questions:

1. Is freedom of speech absolute? Are there situations where speech should be restricted?
2. What are some ways we can learn from history in order to avoid repeating the mistakes of the past?
3. What are the dangers of apathy? How can humanity be compromised by its indifference?

Writing prompt #1: Your local public library has come under criticism for allowing patrons under the age of 18 to check out books that are unacceptable. The books either contain inappropriate material, graphic violence, or use questionable language. Some students' parents have complained to the town council. As a result, the council is considering removing all questionable books from the library. What is your position on the issue? Write a letter to the editor of your local newspaper stating your position and supporting it with convincing reasons.

Writing prompt #2: "Making a mistake and not correcting it is making another mistake." Remember a time in your life when you had the opportunity to correct a mistake from your past. Describe the mistake and explain how you used past lesson to avoid making the same mistake again.



Mendham Township Middle School

Eighth Grade Self- Selected Literature

Language Arts – NJSLs 2016 - Update 2017

Literary Component of Study: Culmination of all elements based on student choice.

NJSLS Connections: RL.3; RL8.4; RL8.10; RI8.5; RI8.6; RI8.10; W8.1 A, D; W8.6

Rationale for Teaching Literary Component: To present an opportunity for students to choose a book based on author/genre preferences. To present an opportunity to demonstrate knowledge of literary elements. To present students with an opportunity to prepare a persuasive presentation.

Time Frame: Marking Period 4

Assessment:

After selecting and reading a book of their choice, students will prepare a persuasive multi-media presentation with the purpose of getting peers to read the selected book.



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 8

Grammar Component	Question # / Line #
Subject/ Verb Agreement	Lines 4, 8
Pronoun/ Antecedent Agreement	Lines 9
Fragments/ Run-ons	Line 3,9
Punctuation	
-Comma	Lines 1, 4, 5, 6, 7
-Apostrophe	Lines 4, 8
-Semicolon	Lines 4
Varying sentence structure	Part 2
-simple, compound, complex	



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6-8 Research Project Strand

2017 Curriculum Update

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

GRADE 6

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

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

Grade 6 Sample Research Assignment:

Biography Research Project

Objectives:

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

Aligned to 2016 NJSLs

GRADE 7

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

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

Grade 7 Sample Research Assignment:

Out of The Dust Research Project topics

Research Question:

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

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

GRADE 8

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

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

Grade 8 Sample Research Assignment:

Uglies Literary Critique and Research Project topics

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

Topic 1: Beauty and body modification in *Uglies*

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

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

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

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

Topic 2: Themes in dystopian fiction and *Uglies*

Read and cite: "Recurrent Dystopian Themes in Scott Westerfeld's Novel *Uglies*" by Angel Galdon Rodriguez

Possible supporting topics:

*How *Uglies* represents classic dystopian fiction.*

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

Topics 3: Teens and Dystopian Fiction

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

Possible supporting topics:

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

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

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

Grade	At least the following NJSLs ...	Skill/Concept
5	<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search. • identify and record in an appropriate format, materials used for a specified research task.
6	<p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9. Draw evidence from literary or informational texts to</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • identify and record in an appropriate format, materials used for a specified research task.

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

<p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare media formats and select the most appropriate for a specific purpose. • identify and evaluate the content of print and online materials in order to select the most appropriate information to solve a research problem. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • identify and record in an appropriate format, materials used for a specified research task. • utilize software programs to create source cards and note cards for specific research projects. • plan, design and produce print and/or non-print media product to be used to assess understanding of a specified reference search. • distinguish among fact, point of view and opinion. • distinguish between primary and secondary source materials. • understand the definition of bias as found in the presentation of information.
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