# MIDDLE SCHOOL / GRADE 5 LANGUAGE ARTS CURRICULUM 2024

Board of Education Adoption Date: August 27, 2024

Board of Education President: Joan Mody

Superintendent of Schools: Salvatore M. Constantino

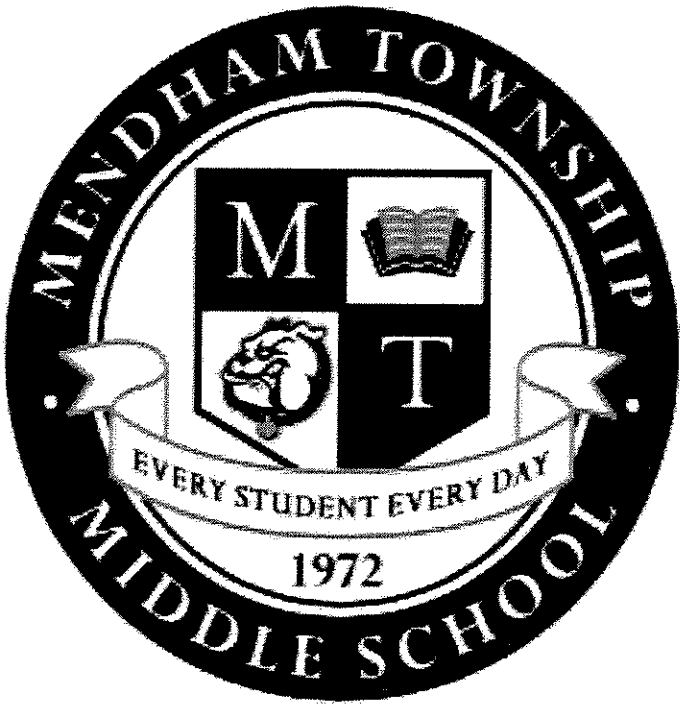
Principal: 7/22/24

Patrick J. Ciccone

# Language Arts

1. Accommodations Addendum
2. Alternate Assessments
3. Grade level curriculum units
    a. Pacing Map
        i. Benchmarks
        ii. Differentiation
        iii. Career Readiness
        iv. Life Literacies
        v. Key Skills
    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;
a. Integration of NJSLA Standard 9: Career Readiness, Life Literacies, and Key Skills.




# 2024 English Language Arts Curriculum

Dr. Patrick Ciccone
Mrs. Franziska Dragon
Mrs. Carol Hueston
Mrs. Jennifer Vazquez
Mrs. Jessica Constanzo
Mrs. Catherine Gustavsen
Mrs. Melanie Smith
Mrs. Christine Yawger
Ms. Sara Cyr
Mrs. Erica Hays
Mrs. Tara Horutz

# 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

## Gifted & Talented

- Provide additional / alternative assessments
- Flexible pacing

- Encourage students to explore their interests and passions
- Provide opportunities for independent research and study
- Create problem based learning activities

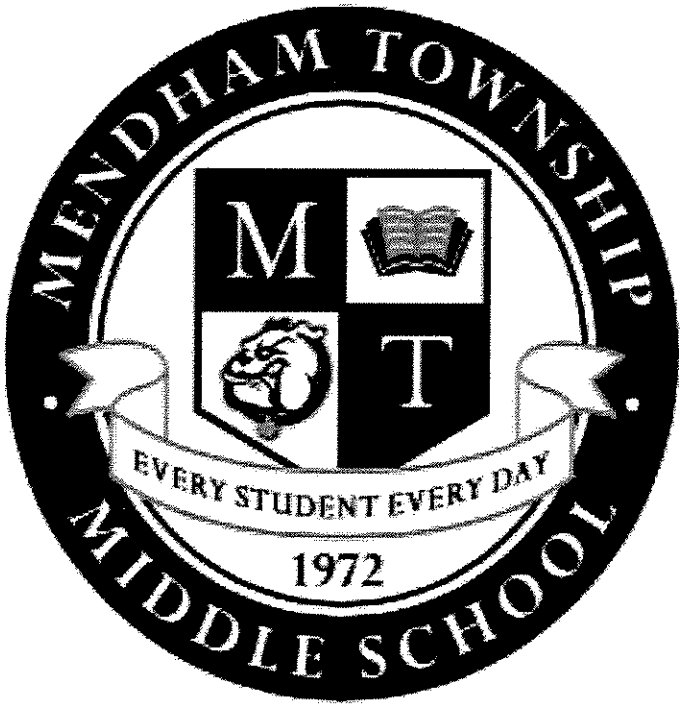
# Alternate Assessments

## 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 of assessments in place of MC
9. Open book test
10. Take home test versions (reading difficulties)




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

1. Pacing Map: Content, Benchmarks, Differentiation, Career Readiness, Life Literacies, and Key Skills
2. NJSLA Standards
3. General Documents: Core Novels/ Literature Themes/ Self-Selected / PBT Alignment
4. Core Novel Guiding Documents
5. Grammar Content Lists / Final
6. Research Components & Strands

# Mendham Township Middle School

## *ELA Curriculum / Pacing / Benchmarking Guide*

## Grade Level: 5th

***=Data collected on server**

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| August/ September | Content | **Literature** (Selections from Anthology and Self-Selected book)<br>-Review of the plot elements<br>-Identifying elements of fiction in literature<br>-Comparing elements of fiction in literature of the same genre<br>-Identifying key information /summarizing<br>**Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Addressing the prompt<br>-Organizational strategies<br>-Narrative techniques (imagery, figurative language, dialogue, conflict development, etc.)<br>**Vocabulary**<br>-Units 1 & 2<br>**Grammar**<br>Review / assessment of knowledge | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Benchmarks | Sept. Narrative PBT*<br>Sept. Lit Analysis PBT*<br>Research PBT*<br>Rewrite #1*<br>Grammar Pretest*<br>Weekly reading comprehension exercises | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, |

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| | | | RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension**: Differentiated rubric, extended creative writing project linked to selections from anthology, self-selected novel and related assignments<br>**Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2 | |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| | Content | **Novel #1 (*Wonder)***<br>-Character analysis<br>-Assessing how point of view shapes the plot<br>-Analyzing differing points of view within the text<br>-Inclusion, bullying<br>-Making connections between literature and personal experience<br>-Dominant theme development (Diversity, friendship, values, acceptance, identity)<br>**Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Components of an effective introduction (focus on opening sentences)<br>-Organizational strategies | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, |

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|---|---|---|---|
| **October** | | **Vocabulary**<br>-Unit 3 & 4<br>**Grammar**<br>Prepositions and conjunctions | RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Benchmarks | Model Curriculum #1*<br>Oct. Narrative PBT*<br>Oct. Lit Analysis PBT*<br>Research PBT*<br>Rewrite #2<br>Weekly reading comprehension exercises | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension:** Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles, teacher/student writing conferences<br>**Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2, 9.4.5.CI.3 | |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| November | Content | **Novel #1 CONTINUED (*Wonder*)**<br>-Character analysis<br>-Assessing how point of view shapes the plot<br>-Analyzing differing points of view within the text<br>-Inclusion, bullying<br>-Making connections between literature and personal experience<br>-Dominant theme development (Diversity, friendship, values, acceptance, identity)<br>**Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Organizational strategies<br>-Components of an effective introduction (focus on providing background information and crafting a thesis statement that addresses the prompt)<br>**Vocabulary**<br>-Unit 5<br>**Grammar**<br>-Nouns | L.WF.5.2,<br>L.KL.5.1,<br>L.VL.5.2,<br>L.VI.5.3,<br>RL.CR.5.1,<br>RL.CI.5.2,<br>RL.IT.5.3,<br>RI.IT.5.3,<br>RL.TS.5.4,<br>RI.TS.5.4,<br>RL.PP.5.5,<br>RI.MF.5.6,<br>RI.AA.5.7,<br>RL.CT.5.8,<br>W.AW.5.1,<br>W.IW.5.2,<br>W.RW.5.3,<br>W.WP.5.4,<br>W.WR.5.5,<br>W.RW.5.7,<br>SL.PE.5.1,<br>SL.II.5.2,<br>SL.UM.5.5 |
| | Benchmarks | Nov. Narrative PB<br>Nov. Lit Analysis PBT*<br>Research PBT*<br>Weekly reading comprehension exercises | L.WF.5.2,<br>L.KL.5.1,<br>L.VL.5.2,<br>L.VI.5.3,<br>RL.CR.5.1,<br>RL.CI.5.2,<br>RL.IT.5.3,<br>RI.IT.5.3,<br>RL.TS.5.4,<br>RI.TS.5.4,<br>RL.PP.5.5,<br>RI.MF.5.6,<br>RI.AA.5.7,<br>RL.CT.5.8,<br>W.AW.5.1,<br>W.IW.5.2,<br>W.RW.5.3,<br>W.WP.5.4,<br>W.WR.5.5,<br>W.RW.5.7, |

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| | | | SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension:** Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles, teacher/student writing conferences<br>**Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2, 9.4.5.CI.3 | |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| **December** | Content | **Novel #2 (*Number the Stars*)**<br>-Understanding the impact of historical context on a novel<br>-Learning from history<br>-Making inferences<br>-Dominant theme development (prejudice, values, courage)<br>-Identifying key information informational and fictional texts<br>-Using informational text to better understand the novel<br>**Research Presentation:**<br>-Identifying and evaluating sources<br>-Giving credit to sources/ introduction to MLA<br>-Taking notes<br>-Using technology to craft and enhance a presentation<br>-Public speaking<br>**Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Organizational strategies<br>-Crafting and supporting an effective topic sentence<br>-Incorporating and citing textual evidence in body paragraphs<br>**Vocabulary**<br>-Unit 5<br>**Grammar**<br>-Pronouns | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Benchmarks | Model Curriculum #2*<br>Dec. Lit Analysis PBT* | L.WF.5.2, L.KL.5.1, |

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| | | Dec. Research PBT*<br>Rewrite #3<br>Weekly reading comprehension exercises | L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension:** Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, independent research project linked to novel, teacher/student writing conferences, end of book activity with multiple options<br>**Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2, 9.4.5.GCA.1, 9.4.8.GCA.1 | |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| | Content | **Novel #2 CONTINUED (*Number the Stars*)**<br>-Understanding the impact of historical context on a novel<br>-Learning from history<br>-Making inferences<br>-Dominant theme development (prejudice, values, courage)<br>-Identifying key information informational and fictional texts<br>-Using informational text to better understand the novel<br>**Research Presentation:**<br>-Identifying and evaluating sources<br>-Giving credit to sources/ introduction to MLA<br>-Taking notes<br>-Using technology to craft and enhance a presentation<br>-Public speaking | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, |

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| **January** | | **Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Organizational strategies<br>-Crafting and supporting an effective topic sentence<br>-Incorporating and citing textual evidence in body paragraphs<br>**Vocabulary** Units 7 & 8 **Grammar** Verbs | RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Benchmarks | Jan. Narrative PBT*<br>Jan. Lit Analysis PBT*<br>Research PBT*<br>Rewrite #4<br>Weekly reading comprehension exercises | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension:** Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, independent research project linked to novel, teacher/student writing conferences, end of book activity with multiple options<br>**Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2, 9.4.5.GCA.1, 9.4.8.GCA.1 | |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| February | Content | **Novel #3** (***Island of the Blue Dolphins***)<br>-Understanding the impact of historical context on a novel<br>-Character analysis<br>-Identifying conflict<br>-Symbolism<br>-Development of dominant themes (courage, friendship, values, decisions)<br>**Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Organizational strategies<br>-Crafting and supporting an effective topic sentence<br>-Incorporating and citing textual evidence in body paragraphs<br>-Components of a conclusion (focus on reviewing main points)<br>**Vocabulary**<br>Units 9 & 10<br>**Grammar**<br>-Adjectives and adverbs | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Benchmarks | Model Curriculum #3<br>Feb. Narrative PBT*<br>Feb. Lit Analysis PBT*<br>Research PBT*<br>Rewrite #5<br>Weekly reading comprehension exercises | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, |

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| | | | SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension:** Differentiated rubric, use of technology to enhance understanding of the novel, independent study of informational topic linked to novel, self-selected novel and related activities, teacher/student writing conference<br>**Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2 | |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| **March** | Content | **Novel #4 (*Love That Dog)***<br>-Identifying poetic elements and structure<br>-Analyzing use of figurative language within poetry<br>-Symbolism<br>-Identifying tone and mood<br>-Development of dominant themes (identity, values, responsibility)<br>**Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Crafting and supporting an effective topic sentence<br>-Incorporating and citing textual evidence in body paragraphs<br>-Components of a conclusion (focus on closing sentence)<br>**Vocabulary**<br>Units 11 & 12<br>**Grammar**<br>Types of sentences | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.MF.5.6, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5, |

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| | Benchmarks | Model Curriculum #4<br>March Narrative PBT*<br>March Lit Analysis PBT*<br>Research PBT*<br>Rewrite #6<br>Weekly reading comprehension exercises | L.WF.5.2,<br>L.KL.5.1,<br>L.VL.5.2,<br>L.VI.5.3,<br>RL.CR.5.1,<br>RL.CI.5.2,<br>RL.IT.5.3,<br>RI.IT.5.3,<br>RL.TS.5.4,<br>RI.TS.5.4,<br>RL.PP.5.5,<br>RI.MF.5.6,<br>RI.AA.5.7,<br>RL.CT.5.8,<br>W.AW.5.1,<br>W.IW.5.2,<br>W.RW.5.3,<br>W.WP.5.4,<br>W.WR.5.5,<br>W.RW.5.7,<br>SL.PE.5.1,<br>SL.II.5.2,<br>SL.UM.5.5 |
| | Differentiation | **Extension:** Differentiated rubric, collaborative poetry project, teacher/student writing conferences, self-selected novel and related activities<br>**Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2 | |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| | Content | **Novel #5** (***Gorilla Doctors)***<br>-Identifying key information<br>-Summarizing<br>-Analyzing the structure of informational texts<br>-Making connections between informational texts<br>-Using and citing textual evidence to support claims | L.WF.5.2,<br>L.KL.5.1,<br>L.VL.5.2,<br>L.VI.5.3,<br>RL.CR.5.1,<br>RL.CI.5.2, |

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| **April** | | -Development of dominant themes (confronting challenges, responsibility)<br>-Public speaking strategies<br>**Writing**<br>-4 night writes per week (each corresponding with reading of core novel)<br>-Using transitions<br>-Eliminating repetition<br>-Varying sentence structure<br>**Vocabulary**<br>Units 13 & 14<br>**Grammar**<br>Parts of sentences | RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Benchmarks | Model Curriculum #5<br>April Narrative PBT*<br>April Lit Analysis PBT*<br>Research PBT*<br>Rewrite #7<br>Weekly reading comprehension exercises | L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension:** Differentiated rubric, use of informational texts with range of Lexile values, use of technology to enhance understanding of the novel, collaborative mini research project linked to the novel, teacher/student writing conferences<br>**Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, writing workshops, supplemental writing support | |

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| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2 |

| Month | | Literature / Writing / Special Activities / Other | Standards |
|---|---|---|---|
| **May/June** | Content | **Novel #6** ***(A Week in the Woods)***<br>-Character analysis<br>-Understanding the impact of point of view<br>-Identifying conflict/resolution<br>-Dominant theme development (Responsibility, confronting challenges, coping, courage)<br>**Writing**<br>-4 night writes per week (each corresponding with assigned nightly reading of core novel)<br>-Using transitions between body paragraphs<br>-Analysis and supporting analysis with textual evidence<br>-Varying sentence structure<br>**Vocabulary**<br>Unit 15<br>**Grammar**<br>Punctuation and capitalization | L.WF.5.2,<br>L.KL.5.1,<br>L.VL.5.2,<br>L.VI.5.3,<br>RL.CR.5.1,<br>RL.CI.5.2,<br>RL.IT.5.3,<br>RI.IT.5.3,<br>RL.TS.5.4,<br>RI.TS.5.4,<br>RL.PP.5.5,<br>RI.MF.5.6,<br>RI.AA.5.7,<br>RL.CT.5.8,<br>W.AW.5.1,<br>W.IW.5.2,<br>W.RW.5.3,<br>W.WP.5.4,<br>W.WR.5.5,<br>W.RW.5.7,<br>SL.PE.5.1,<br>SL.II.5.2,<br>SL.UM.5.5 |
| | Benchmarks | May Narrative*<br>May Lit Analysis*<br>Rewrite #8*<br>Grammar Post-test*<br>Weekly reading comprehension exercises | L.WF.5.2,<br>L.KL.5.1,<br>L.VL.5.2,<br>L.VI.5.3,<br>RL.CR.5.1,<br>RL.CI.5.2,<br>RL.IT.5.3,<br>RI.IT.5.3,<br>RL.TS.5.4,<br>RI.TS.5.4,<br>RL.PP.5.5,<br>RI.MF.5.6, |

| | | | |
|---|---|---|---|
| | | | RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5 |
| | Differentiation | **Extension**: Differentiated roles in collaborative project linked to novel, end of book project that addresses different learning styles/the multiple intelligences, use of technology to enhance project, teacher/student writing conferences<br>**Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support | |
| | Additional Standards | **Career Readiness, Life Literacies, and Key Skills**<br>9.4.8.DC.1, 9.4.8.DC.2, 9.4.5.CI.3 | |

Grade 5

## Interdisciplinary Connections

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

Cooperative editing of WNWR and other Research papers with SS

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

Sci readings with comprehension questions completed in LA Heritage Day

# Core ELA Instructional Materials for Grade 5

| | | |
|---|---|---|
| G5 | *The Cay* | Core novel |
| G5 | *Gorilla Doctors* | Core novel |
| G5 | *Number the Stars* | Core novel |
| G5 | *Wonder & Julian's Story (Novella)* | Core novel |
| G5 | *White Bird* | Core novel |
| G5 | *Save Me a Seat* | Core novel |
| G5 | *Rules* | Core novel |
| G5 | *A Week in the Woods* | Core novel |
| G5 | *Love That Dog* | Core novel |
| G5 | *Fish in a Tree* | Core novel |
| G5 | *Island of the Blue Dolphins* | Core novel |
| G5 | Spotlight on Literacy: McGraw Hill | Textbook |
| G5-8 | Vocabulary Workshop - Sadlier/Oxford | Primary |
| G5-8 | Grammar for Writing | Supplemental |
| G5-8 | World of Vocabulary: Globe Fearson | Supplemental |
| G5-8 | Mastery Spelling: Globe Fearson | Supplemental |
| G5-8 | Measuring Up - Peoples Publishing | Supplemental |
| G5-8 | Com Core Performance Coach 2015 | Supplemental |
| G5-8 | Various "Coach" Materials - Open-ended | Supplemental |
| G5-8 | Strategies for Writers : Zaner - Bloser | Supplemental |

# New Jersey Student Learning Standards for English Language Arts
# MTMS 2023 Alignment / Revision

Figure 2: NJSLS-ELA 2023




Text Version of Figure 2

*The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

## Language Domain Anchor Statements

### Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

## Reading Domain Anchor Statements

### Reading: Text complexity and the growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

(CR) Close Reading of Text: By the end of grade 12, 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.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, 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.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, 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.

## Writing Domain Anchor Statements

### Writing: Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research

standards are prominently included in this strand, though skills important to research are infused throughout the document.

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, 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.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, 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.

## Speaking and Listening Anchor Statements

### Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

(PE) Participate Effectively: By the end of grade 12, 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.

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(PI) Present Information: By the end of grade 12, 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.

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# Grade 5

## Language Domain

### Foundational Skills: Reading Language

*Phonics and Word Recognition*

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

*Fluency*

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Foundational Skills: Writing

*Sentence Composition (Grammar, Syntax, and Punctuation)*

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

A. Avoid fragments, run-ons and rambling sentences, and comma splices.

B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

C. Ensure agreement between subject and verb and between pronoun and antecedent.

D. Distinguish between frequently confused words.

E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.

F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

H. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Reading Domain

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

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

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

## Writing Domain

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

D. Provide a conclusion related to the opinion presented.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a conclusion related to the information of explanation presented.

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.

B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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

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

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

New Jersey Student Learning Standards for English Language Arts

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. Page **2** of **7**

New Jersey Student Learning Standards for English Language Arts Companion Standards

**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.

Page **3** of **7**

New Jersey Student Learning Standards for English Language Arts Companion Standards

**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.

- Supportclaim(s)withlogicalreasoningandrelevant,accuratedataandevidenc ethat
  demonstrate an understanding of the topic or text, using credible sources.
- Usewords,phrases,andclausestocreatecohesionandclarifytherelationships amongclaim(s),
  counterclaims, reasons, and evidence.
- Establish and maintain a formal/academic style, approach, and form.
- 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.

B. C.

D. E. F.

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.
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Useappropriateandvariedtransitionstocreatecohesionandclarifytherelationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal/academic style, approach, and form.
Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3
(See note; not applicable as a separate requirement)

**Production and Distribution of Writing**

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

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

**Research to Build and Present Knowledge**

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

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

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

**Range of Writing**

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Note**

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects,

students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

# Mendham Township Middle School

## Core Reading List By Grade Level – Thematic/Genre

2024 Curriculum / Aligned to 2023 NJSLS

ll Mendham Township Middle School students will read at least four core novels per grade level in language arts class. At each grade level students will complete the core novels selected for the grade level unit, which is grouped by theme and guided by essential questions. Teachers will also be able to select from the remaining grade level list of novels. See grade level selections approved by the Mendham Township Board of Education below:

**GRADE 5**

**Unit Theme:** Maturity and experience lead to understanding and tolerance.

**Unit Essential Questions:**

How do maturity and experience lead to understanding and tolerance?

How can friendship help develop a sense of understanding and tolerance?

**Unit novels are highlighted.**

| TITLE | AUTHOR | GENRE |
|---|---|---|
| *The Cay* | Theodore Taylor | Realistic/ Historical Fiction |
| *Number The Stars* | Lois Lowry | Historical Fiction |
| *Wonder* & *Julian's Story (Novella)* | RJ Palacio | Realistic Fiction |
| *White Bird* | RJ Palacio | Graphic Novel |
| **Save Me a Seat* | Sarah Weeks and Gita Varadarajan | Realistic Fiction |
| **Rules* | Cynthia Lord | Realistic Fiction |
| **A Week In the Woods* | Andrew Clements | Realistic Fiction |
| **Love that Dog* | Sharon Creech | Prose |
| **Fish In A Tree* | Lynda Mullaly Hunt | Realistic Fiction |
| **Island of the Blue Dolphins* | Scott O'Dell | Historical Fiction |

ɔnal approved novels

# Mendham Township Middle School

NJSJS 2023 / Update 2024

# 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 2023 / Update 2024

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 | ***Characterization*** (physical & personality traits) | ***Setting*** & Characterization |
| Sixth | ***Characterization*** & Setting | ***Plot*** & Characterization & Setting |

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

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

## Core Novel PBTs

*Updated for 2023 NJSLS*

**5th - Narrative**

*A Week In the Woods*

*Number the Stars*

*Gorilla Doctor*

*Island of the Blue Dolphins*

"The Look"

*Rules*

"Magic Elizabeth"

*The Cay*

*A Wrinkle in Time*

**5th - Lit. Analysis**

*Love That Dog*

*A Week In the Woods*

*Number the Stars*

*Gorilla Doctor*

*Island of the Blue Dolphins*

*Wonder*

*The Cay*

*White Bird*

"Little Busy Bodies"

*Ida B*

**5th - Research**

Green Living

Paper Airplanes

The Amazing Penguin Rescue

Animal Captivity

Giant Pandas

Renewable Resources

Climate Change

Understanding Insects

Peace Corps

# Mendham Township Middle School

**Fifth Grade Core Novel**

**Winter/NJSLS 2023 - Update 2024**

**Title:** ***Wonder***
**Author: RJ Palacio**
**NJSLS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5**

**Marking Period: 1**

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

**Themes:**

- Empathy
- Acceptance
- Family
- Friendship

**Essential Questions:**

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

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

**pecific examples from each text to support your essay.**

# Mendham Township Middle School

## Fifth Grade Core Novel

**Language Arts – NJSLS 2023 - Update 2024**

**Title:** ***A Week in the Woods***
**Author: Andrew Clements**
**NJSLS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5**

**Marking Period: 4th**

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

**Themes:**
- Values
- Fairness
- Self-Reliance
- Cooperation/Teamwork

**Essential Questions:**

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

**Writing prompt #1:**
Has your family ever moved or have you ever had a good friend move away? Write an essay describing your experience. Include details about the why, when, and where of the move, as well as how you felt about it and something you have learned from the change.

**Writing prompt #2:**
Imagine you are Mark Chelmsley. In the character of Mark, write a diary entry detailing your first night camping alone in the barn.

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

**PBT Writing Prompt (Narrative):**
In the passage, the author creates a vivid setting and a detailed character. Think about the details the author uses to create the story.

Write an original story about the trouble that is coming.

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

# Mendham Township Middle School

**Fifth Grade Core Novel**

**Language Arts – NJSLS 2023 - Update 2024**

**Title:** ***Island of the Blue Dolphins***
**Author: Scott O'Dell**
**NJSLS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5**

**Marking Period:** 2/3

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

**Themes:**

- Courage
- Friendship
- Values
- Decisions

**Essential Questions:**

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

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

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

# Mendham Township Middle School

## Fifth Grade Core Novel

**Language Arts – NJSLS 2023 - Update 2024**

**Title: *Love That Dog***
**Author: Sharon Creech**
**NJSJS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.MF.5.6, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2,**

**W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5,**

**Marking Period: 1st**

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

**Themes:**

- Self-confidence
- Perseverance
- Overcoming obstacles

**Essential Questions:**

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

**Writing prompt #1:**
Jack writes poems that are shaped like things that they describe. Students will analyze and create various types of poems. Sample prompt- Choose something that you see every day and paint a picture of it with words.

**Writing prompt #2:**
Jack writes a letter to Walter Dean Myers persuading him to come to his school. Choose someone you admire and write a persuasive letter encouraging them to visit Mendham Township Middle School.

**PBT Writing Prompt (Lit. Analysis):**
You have read an excerpt from *Love that Dog* and a poem Love that Boy. Think about the similarities and the differences in how the two authors develop the theme of love in each text. Write an essay in which you identify a theme from

each text and analyze how each theme is developed. Be sure to include specific details from both selections.

# Mendham Township Middle School

**Fifth Grade Core Novel**

**Language Arts – NJSLS 2023 - Update 2024**

**Title: *Number the Stars***
**Author: Lois Lowry**

**NJSLS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.CT.5.8, RI.MF.5.6, RI.PP.5.5, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5, SL.PI.5.4**

**Marking Period: 2**

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

**Themes:**

- Tolerance
- Courage/bravery
- Learning from history
- Values (pride/human decency)

**Essential Questions:**

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

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

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

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

**PBT Writing Prompt (Narrative):**
Write the next part of the story. Use your knowledge of the character of Annemarie and the setting to develop your story about what happens next.

# Mendham Township Middle School

**Fifth Grade Core Novel**

**Language Arts – NJSLS 2023 - Update 2024**

**Title: *Whitebird***
**Author: R.J. Palacio**

**NJSLS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.CT.5.8, RI.MF.5.6, RI.PP.5.5, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5, SL.PI.5.4**

**Marking Period: 2**

**Rationale for Reading:** This newly written graphic novel focuses on the heroism exhibited by citizens in France who needed to rely on the kindness of others to survive during the Holocaust. Students will define tolerance through reading about man's inhumanity to others in world events. Students will learn what ethics are and what freedom means. The students will learn one's perspective and point of view depends on circumstances and situations they face. The novel study will also include informational text on the Holocaust and World War II, which will allow students to draw on and integrate information from multiple sources on the same topic.

**Themes:**

- Kindness
- Respecting Others
- Tolerance
- Courage/bravery
- Learning from history
- Values (pride/human decency)
- Prejudices
- Points of View
- Symbolism
-

**Essential Questions:**

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

**Writing prompt #1:** How does R.J. Palacio uses the image of birds to symbolize freedom and hope during difficult times?

**Writing prompt #2:** "It's not up to Go to make it end, Pastor. Evil will only be stopped
when good people decide to put an end to it. It's our fight, not
God's", said Julien's mother. Do you agree with her? Explain.

**Writing prompt #3:** How did the story change your thinking? Or can you show how it affirmed your thinking?

**PBT Writing Prompt (Lit. Analysis):**
You have read two texts: a poem titled "First They Came" by Martin Niemoller and an excerpt from *Whitebird* by R.J Palacio. Write an essay that explains how the events described in *Whitebird* are similar or different to those described in the poem? What lesson has each narrator learned from experiencing these events?

**PBT Writing Prompt (Narrative):**
Sarah does not see her father until the end of the novel. Write a story telling his experiences/point of view of survival during the Holocaust.

**Title: *The Cay***
**Author: Theodore Taylor**
**NJSLS Connections: RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RL.PP.5.5, W.AW.5.1, W.IW.5.2, W.NW.5.3**
**Marking Period: #1**

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

**Themes:**
- Maturation
- Confronting challenge
- Coping
- Responsibility
- Identity

**Essential Questions:**

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

**Writing prompt #1:**
At the end of the book, Phillip's attitude and tolerance for others changes dramatically. His parents did not go through the same experience as he had. In an essay explain to Phillip's parents why "the color of someone's skin is not as important as the content of his or her character."

**Writing prompt #2:**
Mr. Enright wasn't sure if Phillip and his mother should leave Willemstad and go back to Virginia. Write a letter persuading Mr. Enright to allow Phillip and his mother to either go back to Virginia or stay in Willemstad. Support your argument with evidence from the story.

**PBT Writing Prompt (Lit. Analysis):**
Both the passage from *The Cay* and the song by Rodgers and Hammerstein you have read, develop the theme of prejudice. Write an essay comparing and contrasting how each author approaches the theme of prejudice.

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

# Mendham Township Middle School

## Fifth Grade Self- Selected Literature #1

**Language Arts – NJSLS 2023 - Update 2024**

**Literary Component of Study: Characterization**
**NJSLS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5,**

**RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5**

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

**Essential Questions:**

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

**Time Frame: Marking Period 1**

**Assessment Options**

Interview Your Favorite Character

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

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

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

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

# Mendham Township Middle School

## Fifth Grade Self- Selected Literature #2

**Language Arts – NJSLS 2023 - Update 2024**

**Literary Component of Study: Setting (Characterization)**

**NJSLS Connections: L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, W.AW.5.1, W.IW.5.2, W.RW.5.3, W.WP.5.4, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.UM.5.5**

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

**Essential Questions:**

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

**Time Frame: Marking period 3**

**Assessment:**

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

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

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

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

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

Create a diorama depicting the setting of your book.

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

# Grammar Component List

*2024 Curriculum Update: Grade 5*

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

**Mendham Township School District**

Language Arts Curriculum – Update 2024

Research Strand

| Grade | At least the following NJSLS ... | Skill/Concept |
|---|---|---|
| 5 | **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.<br><br>**W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.<br><br>**W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br><br>**SL.PI.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.<br><br>**SL.UM.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. | Students will:<br>• compare media formats and select the most appropriate for a specific purpose.<br>• 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.<br>• plan, design and produce print and/or non-prin media product to be used to assess understanding of a specified reference search.<br>• Identify and record in an appropriate format, materials used for a specified research task. |