MIDDLE SCHOOL / GRADE 7 LANGUAGE ARTS CURRICULUM 2024

Board of Education Adoption Date: August 27, 2024

Board of Education President: Joan Mody

Superintendent of Schools: Salvatore M. Constantino

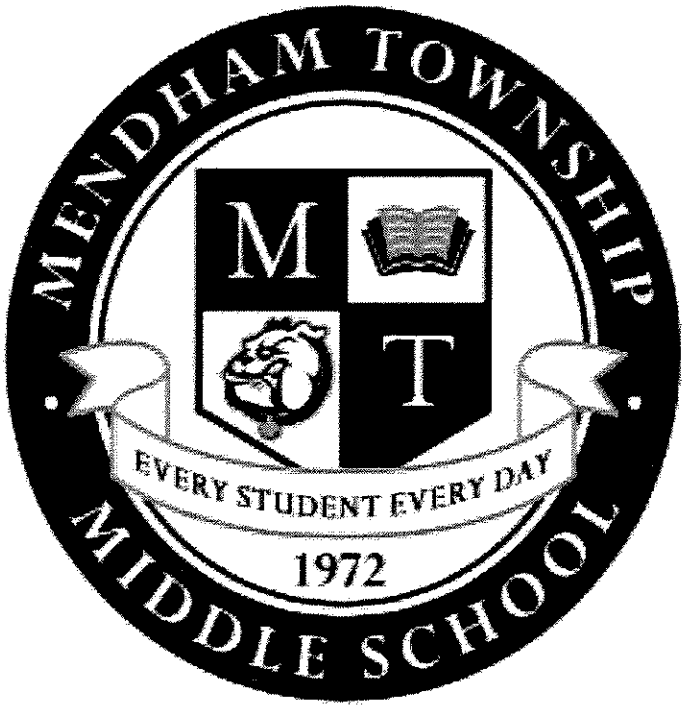
Principal: 7/22/24

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: 7th

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

G7 ELA Curriculum Pacing.docx

Mendham Township Middle School

ELA Curriculum / Pacing / Benchmarking Guide

Grade Level: 7th

***=Data collected on server**

Month		Literature / Writing / Special Activities / Other	Standards
August/ September	Content	**Novel #1 (*Stargirl*)** -Review of the elements of fiction -Identifying key information /summarizing -Character analysis -Analysis of differing points of view -Bullying, tolerance, and inclusion -Dominant theme development (individuality, friendship, acceptance, love and love's difficulties) **Shakespeare (*A Midsummer Night's Dream*)** -Decoding text -Analyzing poetry -Development of dominant themes (love and love's difficulties, decisions/consequences) -Drawing connections between literature (Shakespeare and *Stargirl*) -Public speaking/ performance **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Narrative techniques (imagery, figurative language, dialogue, conflict development, etc.) -Capturing attention and setting up background information in the introduction -Crafting and developing an effective thesis statement -Comparison and contrast **Vocabulary** -Units 1 & 2 **Grammar** Review / assessment of knowledge	**RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6** **L.VI.7.4.A-E** **L.SS.7.1.A-E** **W.IW.7.2.A-F** **W.IW.7.3.A-E** **W.WP.7.4**
	Benchmarks	Grammar Pretest* Short story Narrative PBT* Short story Lit Analysis PBT* Research PBT*	

		Rewrite #1*	
	Differentiation	**Extension:** Differentiated rubric, extended creative writing project linked to short story, self-selected novel and related assignments **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** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
October	Content	**Novel #2 (*When Stars are Scattered)*** -Understanding elements of a graphic novel -Learning about refugee camps and the refugee experience -Character analysis -Analysis of differing points of view -Dominant theme development (resilience, education, family, friendship, duty v. desire) **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Using narrative techniques & graphic elements to create a graphic novel -Capturing attention and setting up background information in the introduction -Crafting and developing an effective thesis statement -Organizational strategies **Vocabulary** -Unit 3 & 4 **Grammar** Prepositions	**RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A -F, W.NW.7.3. A-E, W.WWP.7. , W.RW.7.1 SL.PE.7.1.A -D L.VL.7.2A-C**
	Benchmarks	Model Curriculum #1* Novel #2 Narrative PBT* Novel #2 Lit Analysis PBT* Research PBT* Rewrite #2	
	Differentiation	**Extension:** Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple	

		intelligences and different learning styles, differentiated roles in the Midsummer performance **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** 9.1.8.CR.1, 9.1.8.CR.2, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.GCA1., 9.4.8.GCA.2	

Month		Literature / Writing / Special Activities / Other	Standards
November	Content	**Novel #3 (*The Witch of Blackbird Pond*)** -Understanding the impact of historical context on a novel -Analysis of differing points of view -Dominant theme development (decisions, courage, tolerance, identity) -Identifying key information -Analyzing informational text -Analyzing a case in which two or more texts provide conflicting information on the same topic/ recognizing irrelevant evidence -Delineating and evaluating arguments and specific claims -Using evidence to support claims **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Crafting and supporting an effective topic sentence -Utilizing and citing textual evidence in body paragraphs **Vocabulary** -Unit 5 **Grammar** -Nouns	RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A-F, W.NW.7.3.A-E, W.WWP.7., W.RW.7.7 SL.PE.7.1.A-D, SL.II.7.2, SL.ES.7.3, SL.PI.7.4, SL.UM.7.5 SL.AS.7.6
	Benchmarks	Novel #3 Narrative PBT* Novel #3 Lit Analysis PBT* Research PBT* Rewrite #3	
	Differentiation	**Extension:** Varied Lexile levels for informational text, use of technology to enhance understanding of historical context, students as experts, teacher/student writing conferences, independent research project linked to novel **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** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
December	Content	**Novel #4 (*The Boy on the Wooden Box*)** -Understanding of the Holocaust -Analysis of differing points of view -Dominant theme development (Prejudice, tolerance, courage, values) **"Through the Eyes of a Friend" Presentation** -Actively listening to an expert in the Holocaust time period -Making connections between history and literature **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Crafting and supporting an effective topic sentence -Elaboration/ idea development within body paragraphs **Vocabulary** -Unit 6 **Grammar** -Pronouns	L.VL.7.3.C, RL.CR.7.1, RI.CR.7.1, RL.CI.7.2, RI.CI.7.2, RL.IT.7.3, RI.IT.7.3, RL.TS.7.4, RI.TS.7.4, RL.PP.7.5, RI.PP.7.5, RI.MF.7.6, RL.CT.7.8, RI.CT.7.8, W.IW.7.2.A-F, W.NW.7.3.A-E, W.RW.7.7, SL.PE.7.1.A-D
	Benchmarks	Model Curriculum #2* Novel #3 Lit Analysis PBT* Research PBT* Rewrite #4	
	Differentiation	**Extension:** Differentiated rubric, independent research linked to the Holocaust and Anne Frank, students as experts, use of technology to enhance understanding of historical context, end of book test with multiple essay options **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** 9.4.8.DC.1, 9.4.8.DC.2,	

Month		Literature / Writing / Special Activities / Other	Standards
	Content	**Novel #5 (*The Giver*)**	

January		-Impact of setting on the plot and characters -Symbolism -Development of dominant themes (individuality, confronting challenge, courage, decisions, values) **Utopia Project** -Public speaking strategies -Audience and purpose -Persuasive writing and presenting strategies -Integrating multimedia and visual displays into presentations to clarify information and add interest **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Topic sentences -Analysis in body paragraphs -Using and citing evidence to support analysis -Creating transitions between body paragraphs -Exploring significance in conclusions **Vocabulary** Units 7 & 8	**RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A -F, W.NW.7.3. A-E, W.WWP.7. , W.RW.7.7 SL.PE.7.1.A -D, SL.II.7.2, SL.ES.7.3, SL.PI.7.4, SL.UM.7.5 SL.AS.7.6**
	Benchmarks	Novel #4 Narrative PBT* Novel #4 Lit Analysis PBT* Research PBT*	
	Differentiation	**Extension:** Differentiated rubric, end of book utopia project to address different learning styles and multiple intelligences, use of technology to enhance utopia project presentation, self-selected novel and related activities, extended creative writing project linked to novel **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** 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.CT.1	

Month		Literature / Writing / Special Activities / Other	Standards
	Content	**Novel #6 (*Treasure Island*)** -Character analysis based on textual evidence -Protagonist/ antagonist development -Difference between mood and tone/ identifying mood and tone within the text -Analysis of the author's choice to change point-of-view -Development of dominant themes (courage, decisions, maturation)	**L.VL.7.3.C, RL.CR.7.1, RI.CR.7.1, RL.CI.7.2, RI.CI.7.2, RL.IT.7.3,**

February		-Making connections between informational text and fiction -Analyzing/comparing novel to the film adaptation **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Summary v. analysis -Elaboration/ development -Eliminating repetition **Vocabulary** Units 9 & 10 **Grammar** -Verbs	**RI.IT.7.3, RL.TS.7.4, RI.TS.7.4, RL.PP.7.5, RL.MF.7.6, RI.AA.7.7, RL.CT.7.8, RI.CT.7.8, W.AW.7.1. A-EW.IW.7 2.A-F, W.NW.7.3. A-E, W.WWP.7. , W.WR.7.5 W.SE.7.6, W.RW.7.7, SL.PE.7.1./ -D**
	Benchmarks	Model Curriculum #3 Novel #5 Narrative PBT* Novel #5 Lit Analysis PBT* Research PBT* Rewrite #5	
	Differentiation	**Extension**: Differentiated rubric, webquest, collaborative research project linked to novel, independent study linked to novel, student/teacher writing conferences **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** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
	Content	**Novel #7 (*Out of the Dust*)** -Character analysis based on textual evidence -Analyzing poetry and use of figurative language within poetry -Symbolism -Development of dominant themes (identity, courage, responsibility, coping, maturation)	**L.VL.7.3.C, L.VI.7.4.A- , RL.CR.7.1 RI.CR.7.1, RL.CI.7.2, RI.CI.7.2,**

March		**Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) **Research Paper:** -Identifying and evaluating sources -Identifying key information and paraphrasing -Taking notes -Creating an outline -Crafting a thesis based on the novel and outside research -Supporting and developing a thesis with research -Using correct MLA citation for direct quotes and paraphrases -Exploring significance in conclusions **Vocabulary** Units 11 & 12 **Grammar** Adjectives	**RL.IT.7.3, RI.IT.7.3, RL.TS.7.4, RI.TS.7.4, RL.PP.7.5, RI.PP.7.5, RI.MF.7.6, RL.CT.7.8, RI.CT.7.8, W.IW.7.2.A -F, W.NW.7.3. A-E, W.WWP.7. , W.WR.7.5 W.SE.7.6, W.RW.7.7, SL.PE.7.1.A -D**
	Benchmarks	Model Curriculum #4 Novel #5 Narrative PBT* Novel #5 Lit Analysis PBT* Research PBT* Rewrite #6	
	Differentiation	**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, teacher/student writing conferences **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** 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.8, 9.4.8.IML.12	

Month		Literature / Writing / Special Activities / Other	Standards
	Content	**Novel #8 (*The Outsiders*)** -Analysis of point of view's impact on the plot -Use of suspense -Symbolism -Development of dominant themes (identity, courage, coping, values) -Analyzing/comparing novel to the film adaptation **Writing**	**RL.CR.7.1 RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A -F,**

April		-4 night writes per week (each corresponding with reading of core novel) -Analysis and supporting analysis with textual evidence -Elaboration -Comparison and contrast -Creating transitions between body paragraphs **Vocabulary** Units 13 & 14 **Grammar** Adverbs	**W.NW.7.3. A-E, W.WWP.7. , W.RW.7.7 SL.PE.7.1.A -D, SL.II.7.2, SL.ES.7.3, SL.PI.7.4, SL.UM.7.5 SL.AS.7.6**
	Benchmarks	Model Curriculum #5 Novel #6 Narrative PBT* Novel #6 Lit Analysis PBT* Research PBT* Rewrite #7	
	Differentiation	**Extension**: Differentiated rubric, student/teacher writing conferences, independent research linked to novel **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** 9.4.8.DC.1, 9.4.8.DC.2	

Month		Literature / Writing / Special Activities / Other	Standards
	Content	**Novel #9 *(The Maze Runner* or self-selected*)*** -Exploring the impact of setting on the plot and the characters -Character analysis and supporting analysis with textual evidence -Analyzing the author's use of suspense -Dominant theme development (courage, loyalty, friendship, survival) **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Poetry/ figurative language -Word choice	**RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.AW.7.1. A-F, W.RW.7.7, SL.PE.7.1.A -D,**

May/June		-Analysis and supporting analysis with textual evidence -Addressing audience and purpose **Vocabulary** Unit 15 **Grammar** Punctuation	**SL.II.7.2, SL.ES.7.3, SL.PI.7.4, SL.UM.7.5 SL.AS.7.6**
	Benchmarks	Rewrite #8* Grammar Post-test*	
	Differentiation	**Extension**: Differentiated roles in collaborative project linked to novel, flexibility and choice in poetry collection project, use of technology to enhance projects, teacher/student writing conferences **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** 9.4.8.DC.1, 9.4.8.DC.2	

Grade 7

Interdisciplinary Connections

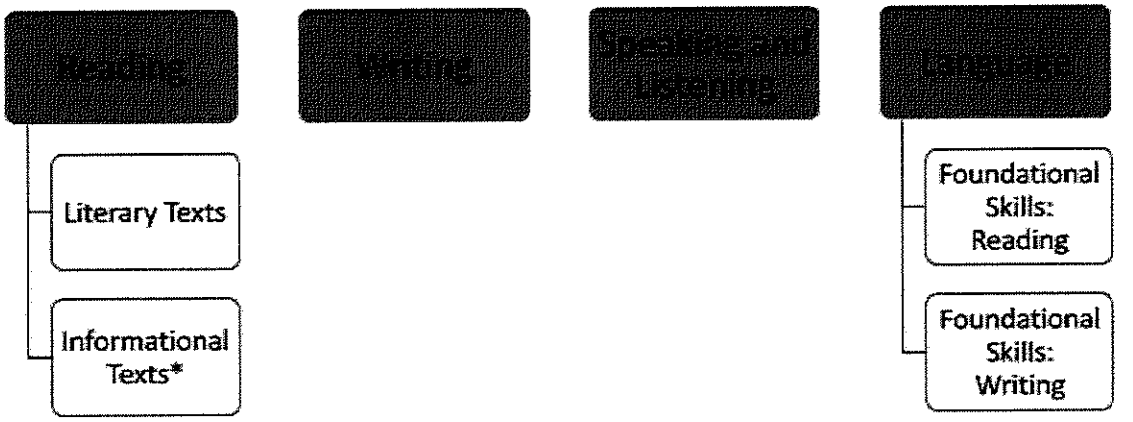
Cooperative rewriting of 2 PBTs with **SS #6.3.12.A.2**
Cooperative editing of WNWR and other Research papers with SS
Cooperative editing of Lab Reports with Sci ***#MS-LS4-3***
Sci readings with comprehension questions completed in LA
Speech Doctor Workshop for public speaking strategies

Core ELA Instructional Materials for Grade 7

G7	*Stargirl* (paired with *A Midsummer Night's Dream*)	Core novel
G7	*The Witch of Blackbird Pond*	Core novel
G7	*When Stars Are Scattered*	Core novel
G7	*The Boy on the Wooden Box*	Core novel
G7	*The Giver*	Core novel
G7	*Treasure Island*	Core novel
G7	*Out of the Dust*	Core novel
G7	*The Outsiders*	Core novel
G7	*The Maze Runner*	Core novel
G7	Assorted Edgar Allan Poe short stories	Supplemental
G7	*Discovering Literature: Forseman*	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 7

Language Domain

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. 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. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Analyze the impact of a specific word choice on meaning and tone.

D. 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.

E. 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.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reading Domain

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

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

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Domain

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge 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), 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.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

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

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. 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.RW.7.7. 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.

Speaking and Listening Domain

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

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

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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.

New Jersey Student Learning Standards for English Language Arts Companion Standards

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

Note

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

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 7

Theme Unit: Overcoming Adversity- *In times of struggle, we find our strength.*

Unit Essential Questions:

In the face of adversity, what causes some individuals to prevail while others fail?
What personal qualities help people deal with hard times?

Unit novels are highlighted.

TITLE	AUTHOR	GENRE
The Giver	Lois Lowry	Fantasy
Treasure Island	R. Stevenson	Classic Literature
The Outsiders	S. E. Hinton	Realistic Fiction
Out of Dust	Karen Hesse	Prose/Historical Fiction
When Stars are Scattered	Jamieson & Mohamed	Graphic Novel
The Boy on the Wooden Box	Leon Leyson	Memoir
**Stargirl*	Jerry Spinelli	Realistic Fiction
**The Witch of Blackbird Pond*	E. Speare	Historical Fiction
**A Midsummer Night's Dream*	Shakespeare	Prose
**The Maze Runner*	James Dashner	Fantasy

*Additional 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

7th – Narrative

"The Party"

Stargirl

The Witch of Blackbird Pond

When Stars are Scattered

The Boy on the Wooden Box

The Giver

Treasure Island

Out of the Dust

The Outsiders

7th - Lit. Analysis

Stargirl / Midsummer

The Witch of Blackbird Pond

When Stars are Scattered

The Boy on the Wooden Box

The Giver

Treasure Island

Out of the Dust

The Outsiders

7th - Research

"Medical Advances"

"Microscopes"

"Migration, Technology, & Engineering"

"Genetics"

"Evolution"

"Oak Island"

"Bees and Extinction"

"Mutualism"

Mendham Township Middle School

Seventh Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***Stargirl***
Author: Jerry Spinelli

NJSLS Connections: RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A-F, W.NW.7.3.A-E, W.WWP.7.4, W.RW.7.7, SL.PE.7.1.A-D

Marking Period: 1

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

Themes:

- Tolerance
- Individuality and Acceptance
- Courage
- Values
- Prejudice and Identity

Essential Questions:

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

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

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

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

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

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

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

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

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

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

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

Mendham Township Middle School

Seventh Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *When Stars are Scattered*
Author: Victoria Jamieson and Omar Mohamed

NJSLS Connections: RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A-F, W.NW.7.3.A-E, W.WWP.7.4, W.RW.7.7, SL.PE.7.1.A-D

Marking Period: 1-2

Rationale for Reading: In this graphic novel, adolescents read about the refugee experience through the eyes of Omar Mohamed, a Somali Refugee living in the Dadaab Refugee Camp in Kenya. Adolescents are exposed to themes such as the refugee experience, resilience, education, family & friendship, and duty vs. desire.

Themes:

- The Refugee Experience
- Resilience
- Education
- Family & Friendship
- Duty vs. Desire

Essential Questions:

- How do heartbreak, hope, and humor exist together?
- How do some people have success even when they seem to have no control over what happens to them?
- How do we stay connected when we are separated?
- What makes a true friend? What makes a family?
- Are there commonalities in refugee experiences? Can you make connections between these and other stories? Your own life?
- What does it mean to be a refugee?
- How would you stay connected to family members or friends if you were separated?

Writing:
Create an allegorical graphic novel on a historical or modern example of social injustice or theme of your choice.

Analyze the culture of the graphic novel as portrayed through different excerpts.

Gender Roles:

- How are the lives of men and women portrayed? Is this portrayal a positive or negative depiction of women vs. men?

- What roles, occupations, or actions do the male and female characters engage in? Is this a traditional or non-traditional role in cultures besides those in the text? Do men and women accept or reject these roles?

The Refugee Experience:

- What does it mean to be a refugee? How would you describe the refugee experience?
- How are refugees made to feel displaced (emotionally, physically, or socially) or different from what we would consider "normal" or "typical"?
- Describe the concept of family as it connects to the refugee experience.
- What beliefs or perspectives do outsiders (those who are not refugees) have about refugees, their lives, and their experiences?
- What beliefs or perspectives do refugees have about outsiders (those who are not refugees)?
- Refugees live in the camps because they cannot return to their homeland for their own safety. How do the refugees describe their homeland and/or how does it compare to life in the camp?
- What beliefs or expectations do refugees have about life in a refugee camp? Do these expectations match reality?

Individuals with Mental and Physical Disabilities:

- How are individuals with disabilities portrayed in the excerpt? How are able-bodied individuals or individuals without disabilities portrayed?
- In what ways are individuals with disabilities portrayed as less capable than able-bodied individuals? Are these portrayals true?

Beliefs, Religion, & Other Cultures:

- What do the character's cultural or religious beliefs show about them/how would you characterize them based on their beliefs?
- What are the character's beliefs about other cultures outside of their own?
- What do their beliefs about other cultures show about them/how would you characterize them based on their beliefs?

Additional Prompts for Studying the Elements of a Graphic Novel

1. CHARACTER: Find an artistic example from the novel that emphasizes character design, including the character's clothing, gestures, type of

shot, positioning of hands and feet, facial expressions, etc. *Write the pg # and panel # as applicable.* Then, write down details you can find in the way a character is drawn. What does each detail tell you about the character?

2. TONE: Find an artistic example from the novel that emphasizes a specific tone (the speaker's feelings) based on how the character speaker is drawn, including gestures, facial expressions, type of shot, color choices, etc. *Write the pg # and panel # as applicable.* Write down graphic details you can find that build that tone, describe the tone, and explain how the details develop that tone.

3. CONFLICT: Find an artistic example from the novel that emphasizes character conflict, including gestures, facial expressions, type of shot, action in the story, etc. *Write the pg # and panel # as applicable.* Then, write down details you can find in the way the conflict is drawn. What does each detail tell you about the conflict?

4. SETTING: Find an artistic example from the novel that emphasizes setting design, including the coloring, objects, background, environment, etc. Consider the type of shot and determine what parts of the setting it emphasizes. *Write the pg # and panel # as applicable.* Then, write down details you can find in the way the setting is drawn. What does each detail tell you about the setting?

PBT Writing Prompt (Lit. Analysis):
Writing Prompt: You have read excerpts from *When Stars are Scattered* and *A Long Walk to Water*. Both excerpts portray the refugee experience and the effects of being displaced, the act of being moved or put out of the usual place. In both texts, the characters have not only been physically displaced into refugee camps, but emotionally displaced and made to feel like they don't belong to any place or anyone. In an essay, compare and contrast how the authors use the narrator's internal conflict to develop the theme about displacement and the desire to belong. Use evidence from both sources to support your analysis.

PBT Writing Prompt (Narrative):
Writing Prompt: The passage you read was the final two chapters in *When Stars are Scattered*. Write a continuation of the story from the end describing what happens when Hassan and Omar get off of the plane and arrive in Arizona.

Consider how their obstacles and experiences in America may be different from what they are used to in Africa. Your story should be consistent with the characters and events you have read.

Mendham Township Middle School

Seventh Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***Assorted Short Stories by Edgar Allan Poe (The Fall of the House of Usher, The Black Cat, The Raven, Annabel Lee, The Masque of Red Death, The Cask of Amontillado, The Tell-Tale Heart)***

Author: Edgar Allan Poe
NJSLS Connections: RL. CR.7.1; RL. CI.7.2, RL.IT.7.3, L.VI.7.4, L.Vl.7.3, RL.PP.7.5, W.NW.7.3, SL.PE.7.1, L.Kl.7.2, K.KL.7.3, W.WP7.4

Marking Period: 1-2

Rationale for Reading: In this short story and poetry unit, adolescents learn about a unique literary genre, gothic fiction, by studying the style and genre of writing through the works of Edgar Allan Poe. Adolescents will study themes such as love and loss, grief, revenge, fear, and illness.

Themes:
- Love & Loss
- Grief
- Revenge
- Fear
- Illness

Essential Questions:
- Who suffers most from the loss of love?
- What effect can the loss of love have on a person's emotional or mental state?
- How can you overcome grief and find hope after love is lost?
- How can the loss of love and coping with it be even harder if it is someone you are close to?

Writing prompts
You will write a gothic narrative story in the form of a rewrite or continuation based on your study of Edgar Allan Poe's works. Choose the writing prompt that you are most interested in and write a narrative story that follows the key criteria of a narrative story while also keeping up with Poe's writing style and the gothic fiction genre.

A. You have read *The Black Cat* by Edgar Allan Poe. Now, write a continuation of the story from the narrator's point of view. Think about how the narrator would feel about what he has done. Remember to use details about the setting, plot, and characters from the story.

B. You have read *The Fall of the House of Usher* by Edgar Allan Poe. Now, write a continuation of the story from the narrator's point of view. Think about how the narrator would feel about what he has seen and experienced. How will it impact him in the long term? Remember to use details about the setting, plot, and characters from the story.

C. *You have read *The Raven* by Edgar Allan Poe. Now, write a continuation of the story from the narrator's point of view. Think about how the narrator would feel about his situation and his relationship with the Raven moving forward. Remember to use details about the setting, plot, and characters from the story.

D. *You have read *Annabel Lee* by Edgar Allan Poe. Now, write a continuation of the story from the narrator's point of view. Think about how the narrator would feel about what he has seen and experienced. How will it impact him in the long term? Will he get Annabel Lee back? Remember to use details about the setting, plot, and characters from the story.

E. You have read *The Cask of Amontillado* by Edgar Allan Poe. Now, write a continuation of the story from Montressor's of view. Think about how Montressor would feel about what he has done. How will it impact him in the long term? Remember to use details about the setting, plot, and characters from the story.

F. *You have read the poem *The Raven* by Edgar Allan Poe. Write a narrative story from the point of view of the raven. Think about how the raven's point of view may differ from the narrator and the conflict of the story. Remember to use details about the setting, plot, and characters from the story.

G. You have read *The Masque of the Red Death* by Edgar Allan Poe. Think about how the story would be different if it were told from the Masked Figure's point of view. How does he feel about the Prince? Write a narrative story retelling the story from the Masked Figure's point of view. Remember to use details about the setting, plot, and characters from the story.

H. You have read *The Tell-Tale Heart* by Edgar Allan Poe. Think about how the story would be different if it were told from the old man's point of view. How does he feel about the narrator ? Write a narrative story retelling the story from the old man's point of view. Remember to use details about the setting, plot, and characters from the story.

I. *You have read *Annabel Lee* by Edgar Allan Poe. Write a narrative story from Annabel Lee's point of view. Think about how Annabel Lee's point of view may differ from the narrator. How would she feel about her death and being separated from the narrator? Remember to use details about the setting, plot, and characters from the story.

J. You have read *The Black Cat* by Edgar Allan Poe. Think about how the story would be different if it were told from Pluto/the black cat's point of view. How would Pluto feel about the narrator's treatment and actions towards him? Write a narrative story retelling the story from Pluto/the black cat's point of view. Remember to use details about the setting, plot, and characters from the story.

K. You have read *The Fall of the House of Usher* by Edgar Allan Poe. Think about how the story would be different if it were told from Madeline Usher's point of view. How would she feel about her brother's treatment and actions towards her? Write a narrative story retelling the story from Madeline Usher's point of view. Remember to use details about the setting, plot, and characters from the story.

L. You have read *The Cask of Amontillado* by Edgar Allan Poe. Think about how the story would be different if it were told from Fortunato's point of view. Does he suspect Montressor's revenge? Write a narrative story retelling the story from Fortunato's point of view. Remember to use details about the setting, plot, and characters from the story.

PBT Writing Prompt (Lit. Analysis):
Writing task: You have read the poem "Annabel Lee" & the excerpt from the poem "The Raven" Both texts highlight their theme about love and loss. Write an essay that compares the similar approaches and literary techniques each text uses to develop their theme about love and loss. Be sure to include textual evidence from both passages for support.

PBT Writing Prompt (Narrative):
Writing Task: You have read *The Tell-Tale Heart* by Edgar Allan Poe. The story ends with the narrator's secret being discovered. Now, write a continuation of the story from the narrator's point of view. Think about how the narrator would feel about what he has done. Remember to use details about the setting, plot, and characters from the story as well as narrative techniques.

Mendham Township Middle School

7th Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *A Midsummer Night's Dream*
Author: William Shakespeare

NJSLS Connections:RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A-F, W.WWP.7.4, W.RW.7.7, SL.PE.7.1.A-D, SL.PI.7.4, SL.AS.7.6

Marking Period: 1-2

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

Themes:

- Love /Love's Difficulties
- Transformation

Essential Questions:

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

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

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

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

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

Mendham Township Middle School

Seventh Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Out of the Dust*
Author: Karen Hesse

NJSLS Connections: L.VL.7.3.C, L.VI.7.4.A-D, RL.CR.7.1, RI.CR.7.1, RL.CI.7.2, RI.CI.7.2, RL.IT.7.3, RI.IT.7.3, RL.TS.7.4, RI.TS.7.4, RL.PP.7.5, RI.PP.7.5, RI.MF.7.6, RL.CT.7.8, RI.CT.7.8, W.IW.7.2.A-F, W.NW.7.3.A-E, W.WWP.7.4, W.WR.7.5, W.SE.7.6, W.RW.7.7, SL.PE.7.1.A-D

Marking Period: 3

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

Themes:

- Maturation
- Coping
- Confronting Challenge
- Responsibility
- Identity

Essential Questions:

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

Writing prompt #1: Billy Jo writes, in the chapter "On Stage," "When I point my fingers at the keys, music springs straight out of me.... It's the best I've ever felt, playing hot piano.... (It) is heaven. How supremely heaven playing piano can be."
Describe something you do which gives you the kind of joy and exhilaration that Billy Jo experiences in these lines. Be sure to create strong images of what you do and how it makes you feel.

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

PBT Writing Prompt (Lit. Analysis):
You have read a passage from Hesse's *Out of the Dust* and a passage from Alexander's *The Crossover*. In both passages, the authors use certain strategies to create tension in order to affect the reader. Write an essay

analyzing how each author develops tension. Be sure to include specific details from both passages.

PBT Writing Prompt (Narrative):
You have just read a passage from Out of the Dust that shows how much Billie Jo cares about playing the piano. In fact, she says it is "her place in the world." Now think about your own life. Craft a narrative that shows where your place is in the world.

Consider:
How this place or object makes you feel
How you came to discover it was your "place in the world"
What stood in the way of your discovery/what obstacles you had to overcome

Mendham Township Middle School

Seventh Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***The Boy On The Wooden Box***
Author: Leon Leyson

NJSLS Connections: L.VL.7.3.C, RL.CR.7.1, RI.CR.7.1, RL.CI.7.2, RI.CI.7.2, RL.IT.7.3, RI.IT.7.3, RL.TS.7.4, RI.TS.7.4, RL.PP.7.5, RI.PP.7.5, RI.MF.7.6, RL.CT.7.8, RI.CT.7.8, W.IW.7.2.A-F, W.NW.7.3.A-E, W.RW.7.7, SL.PE.7.1.A-D

Marking Period: 1-2

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

Themes:
- Tolerance
- Prejudice
- Courage
- Values
- Survival

Essential Questions:
- What makes a person a hero?

Writing Prompt #1:
Leon describes several examples of prisoners' attempts at resistance while in captivity. In a well-developed response, describe some of the ways they would "resist." Knowing the dangers of these behaviors, were these prisoners being heroic or simply foolish? Explain.

Writing Prompt #2:
Leon Leyson's younger years and his accounts throughout World War II are written in memoir form. Describe what this means and cite examples of its effectiveness for conveying a central theme.

PBT Writing Prompt (Lit. Analysis)
You have just read a passage from the memoir *The Boy on the Wooden Box* and a passage from *The Diary of Anne Frank*. Both passages give insight into the narrators' experiences as people of Jewish heritage during the Holocaust.

Now write an essay that analyzes the tone in each passage. Draw comparisons and consider what the narrator's tone indicates about his/her character. Be sure to include specific details from both passages.

Mendham Township Middle School

Seventh Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***The Giver***
Author: Lois Lowry

NJSLS Connections: RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A-F, W.NW.7.3.A-E, W.WWP.7.4, W.RW.7.7, SL.PE.7.1.A-D, SL.II.7.2, SL.ES.7.3, SL.PI.7.4, SL.UM.7.5, SL.AS.7.6

Marking Period: 2-3

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

Themes:

- Maturation
- Confronting challenge
- Values
- Responsibility

Essential Questions:

- How would living in a utopian society be different for you, your family, and your friends?
- If you lived in Jonas' world, why would you want or not want to escape?
- What would the advantages and disadvantages of living in a "perfect" society be?

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

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

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

Mendham Township Middle School

7th Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***The Maze Runner***
Author: James Dashner

NJSLS Connections: RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.AW.7.1.A-F, W.RW.7.7, SL.PE.7.1.A-D, SL.II.7.2, SL.ES.7.3, SL.PI.7.4, SL.UM.7.5, SL.AS.7.6

Marking Period: 4

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

Themes:

- Courage
- Loyalty
- Friendship
- Survival

Essential Questions:

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

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

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

Mendham Township Middle School

Seventh Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***The Outsiders***
Author: **S.E. Hinton**
NJSLS Connections: RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.IW.7.2.A-F, W.NW.7.3.A-E, W.WWP.7.4, W.RW.7.7, SL.PE.7.1.A-D, SL.II.7.2, SL.ES.7.3, SL.PI.7.4, SL.UM.7.5, SL.AS.7.6

Marking Period: 4

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

Themes:

- Heroism
- Social Acceptance
- Maturation

Essential Questions:

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

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

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

PBT Writing Prompt (Lit. Analysis):
You have read an excerpt from S.E. Hinton's *The Outsiders* and a poem by Yrsa Daley-Ward called "what love isn't." Now write an essay in which you compare how love (what it is vs. what is isn't) is conveyed in each text. Be sure to analyze the various literary techniques each author uses to depict love.

PBT Writing Prompt (Narrative):
After reading and answering the questions, consider the same events from Dally's point of view. Write a narrative from the point of view of Dallas Winston after Johnny has died. What is he thinking? Why does he do what he does? Be sure to go back into the passage so that you may base your story on accurate details from the novel.

Mendham Township Middle School

Seventh Grade Self- Selected Literature

Language Arts – NJSLS 2023 - Update 2024

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

NJSLS Connections: RL.CR.7.1, RL.CI.7.2, RL.IT.7.3, RL.PP.7.5, RL.MF.7.6, W.RW.7.7, SL.PE.7.1.A-D

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

Essential Questions:

- How does setting affect the characters and the plot?
- What method does the author use to reveal the setting?
- How do the characters interact with and affect the setting?

Assessment Options: Select from among the following:

1. Make an oral presentation on the subject of your biography or autobiography. Introduce this person to the audience. The audience should know the background on the person's life, his/her accomplishments, and how he/she positively impacted the world.

2. Create a one to two minute commercial for the biography/autobiography that you read. You can film this commercial outside of class and then play it for the class, or you can perform this commercial in class live.

Mendham Township Middle School

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

Grammar Component List

2017 Curriculum Update: Grade 7

Grammar Component	Question # / (Part.Question)
Parts of speech	
Nouns	1.1, 1.2
-Common and proper nouns	1.3
-Nouns used as subjects	2.1-6
-Nouns used as direct objects	2.1-6
-Nouns used as indirect objects	2.1-6
-Predicate nouns	1.8 2.1-6
-Plurals of nouns	3.1-10
-Possessive nouns	3.1-10
Pronouns	1.4
-Subject pronouns	1.5, 4.2, 4.3
-Object pronouns	1.5, 4.4
-Possessive pronouns	4.5, 4.6, 4.7, 4.8
-Indefinite pronouns	4.1
-Pronouns and their antecedents	4.1
Verbs	1.6, 2.1-6
-Action verbs and linking verbs	1.7
-Verb phrases	2.1-6
-Irregular verbs	4.9-14
Prepositions	1.15
-Prepositional phrases	2.1-6
Adjectives	1.10, 1.11 2.1-6
-Predicate adjectives	1.8
-Adjectives in comparisons	5.1-10
-Possessive pronouns used as adjectives	2.1-6
-Articles	1.12, 2.1-6
Adverbs	1.13, 1.14 2.1-6
-Adverbs in comparisons	5.1-10
Different types of sentences	
-Simple, compound, complex	1.16, 1.17, 1.18
Capitalization and punctuation	
-Use of end marks, the comma, the apostrophe, and the semi-colon	6.1-8

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Research Project Strand

2024 Curriculum Update

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

GRADE 7

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

- Find relevant and appropriate sources
- Create an annotated bibliography
- Create a Works Cited
- Identify key information
- Create a preliminary outline / organizational game plan
- 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
- Cite direct textual evidence using MLA format
- Cite paraphrased information using MLA format

Grade 7 Sample Research Assignment: Introductory research paper tying research to a theme in a novel

Out of The Dust Research Paper

Research Question:
What historical references are in *Out of the Dust*, and what role did they play in the lives of people during the Great Depression?

Possible Topics: Music, Dance, Food, Government Programs, News, Pop Culture, Traveling West

7	**W.WR.7.5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **W.SE.7.6.** 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.RW.7.7.** 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. **RL.CT.7.8.** Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. **SL.UM.7.5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Students will: • 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 card and note cards for specific research projects. • plan, design and produce print and/or non-prin media products 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 th presentation of information.