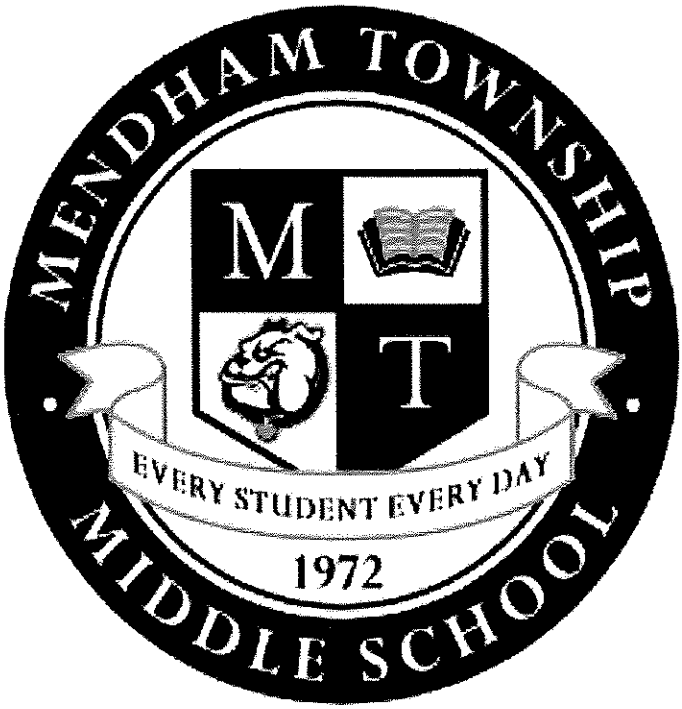


MIDDLE SCHOOL / GRADE 8 LANGUAGE ARTS CURRICULUM 2024

Board of Education Adoption Date: August 27, 2024

Board of Education President: Joan Mody

Superintendent of Schools: Salvatore M. Constantino

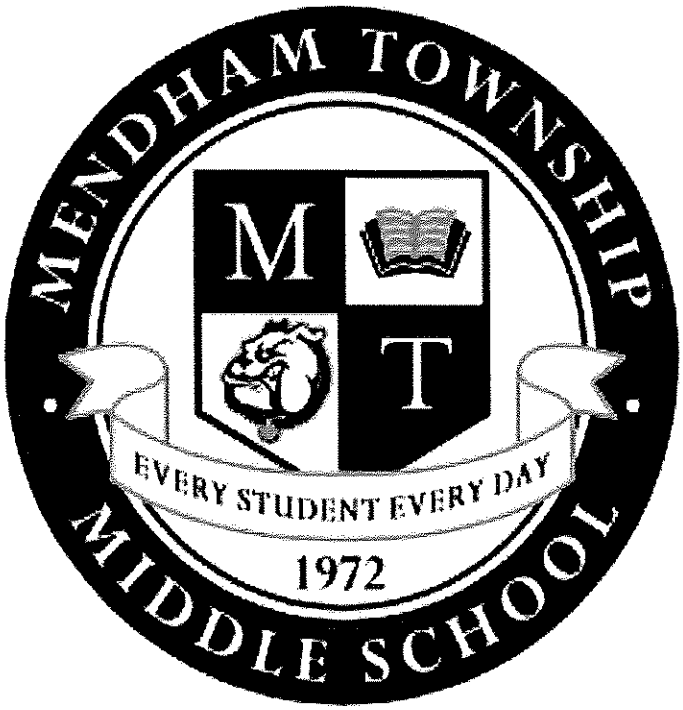
Principal: 7/22/24

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;
g. 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

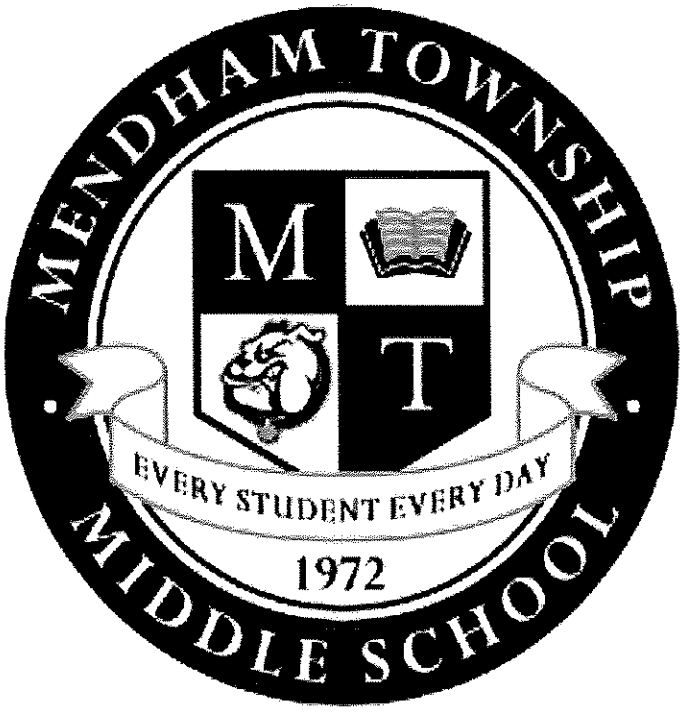
Alternate Assessments

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: 8th

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

G 8 Curriculum Pacing map .docx

Mendham Township Middle School

ELA Curriculum / Pacing / Benchmarking Guide

Grade Level: 8th

***=Data collected on server**

Month		Literature / Writing / Special Activities / Other	Standards
August/ September	Content	**Novel #1 (*Call of the Wild*)** -Review of the elements of fiction -Identifying key information /summarizing -Character analysis -Dominant theme development (survival, transformation, loyalty) **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Capturing attention in the introduction -Setting up background information in the introduction -Crafting an effective thesis statement -Organizational strategies **Vocabulary** -Units 1 & 2 **Grammar** Review / assessment of knowledge	RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RL.CT.8.8,W. W.8.2.A-F, W.NW.8.3.A E, W.WP.8.4, W.WR.8.5, W.SE.8.6, W.RW.8.7, SL.PE.8.1.A-D, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6
	Benchmarks	Grammar Pretest* Novel #1 Narrative PBT* Novel #1 Lit Analysis PBT* Research PBT* Rewrite #1*	L.SS.8.1 RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1, RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6 W.IW.8.2.A-I W.NW.8.3.A EW.WP.8.4 W.RW.8.7

	Differentiation	**Extension**: Differentiated rubric, independent research project on informational topics of interest linked to the novel, alternate end of book essay question, self-selected novel and related assignments **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	Standard
October	Content	**Novel #2 (*Lord of the Flies*)** -Identifying key information -Protagonist/ antagonist development -Conflict development -Close read analysis -Symbolism -Dominant theme development (survival, transformation, good v. evil, courage, values) -Analyzing/comparing novel to the film adaptation -Using literary criticisms to analyze how the novel draws on themes, character types from traditional stories/religious works **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Organizational strategies -Narrative techniques (imagery, dialogue, conflict development, etc.) **Vocabulary** -Unit 3 & 4 **Grammar** Sentence Structure	**RL.CR.8.1, RL.CR.8.2, RL.CR8.3, RL.TS.8.4, RL.CT.8.8,W.I W.8.2.A-F, W.NW.8.3.A-E W.WP.8.4, W.RW.8.7, SL.PE.8.1.A-I , SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6**
	Benchmarks	Model Curriculum #1* Novel #2 Narrative PBT* Novel #2 Lit Analysis PBT* Research PBT* Rewrite #2	**RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1, RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6**

			W.IW.8.2.A-I W.NW.8.3.A- EW.WP.8.4 W.RW.8.7
	Differentiation	**Extension:** Differentiated rubric, collaborative creative writing project linked to novel, end of book project that addresses multiple intelligences and different learning styles **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, 9.4.8.CT.3	

Month		Literature / Writing / Special Activities / Other	Standard
November	Content	**Novel #3 (*To Kill a Mockingbird*)** -Summary v. Analysis -Citing evidence to support analysis -Analysis of differing points of view -Difference between mood and tone/ identifying mood and tone within the text -Dominant theme development (maturation, courage, tolerance, identity) **Mock Trial** -Identifying key information -Analyzing informational text -Delineating and evaluating arguments and specific claims -Analyzing a case in which two or more texts provide conflicting information on the same topic/ recognizing irrelevant evidence -Using evidence to support claims -Persuasive techniques -Public speaking strategies **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Addressing audience and purpose -Persuasive strategies -Using MLA citation **Vocabulary** -Unit 5 **Grammar** -Subject/verb identification -Fragments and run-ons	L.KL.8.2.A, L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C, RL.CR.8.1, RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RI.IT.8.3, RL.TS.8.4, RI.TS.8.4, RL.PP.8.5, RI.PP.8.5, RL.MF.8.6, RI.MF.8.6, RI.AA.8.7, RL.CT.8.8,RI. T.8.8, W.AW.8.1.A- E, W.IW.8.2.A-I W.NW.8.3.A- E, W.WP.8.4, W.RW.8.7, SL.PE.8.1.A-I , SL.ES.8.3, SL.PI.8.4,

			SL.UM.8.5, SL.AS.8.6
	Benchmarks	Novel #3 Narrative PBT* Lit Analysis PBT* Research PBT* Rewrite #3	RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1, RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6 W.AW.8.1.A-E W.IW.8.2.A-I W.NW.8.3.A-EW.WP.8.4 W.RW.8.7
	Differentiation	**Extension:** Differentiated roles in the Mock Trial, independent research linked to Mock Trial, students as experts, use of technology to enhance trial presentation **Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.CT.1, 9.4.8.CT.3	

Month		Literature / Writing / Special Activities / Other	Standard
December	Content	<u>Novel #3 CONTINUED</u> (***To Kill a Mockingbird***) -Summary v. Analysis -Citing evidence to support analysis -Analysis of differing points of view -Difference between mood and tone/ identifying mood and tone within the text -Dominant theme development <u>Mock Trial - CONTINUED</u> -Identifying key information -Analyzing informational text -Delineating and evaluating arguments and specific claims -Analyzing a case in which two or more texts provide conflicting information on the same topic/ recognizing irrelevant evidence -Using evidence to support claims -Persuasive techniques -Public speaking strategies <u>Writing</u> -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Addressing audience and purpose -Persuasive strategies	L.KL.8.2.A, L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C, RL.CR.8.1, RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RI.IT.8.3, RL.TS.8.4, RI.TS.8.4, RL.PP.8.5, RI.PP.8.5, RL.MF.8.6, RI.MF.8.6, RI.AA.8.7, RL.CT.8.8,RI.(

		-Using MLA citation **Vocabulary** -Mock Trial Vocabulary **Grammar** -Subject/verb identification -Fragments and run-ons	T.8.8, W.AW.8.1.A- , W.IW.8.2.A-F W.NW.8.3.A- , W.WP.8.4, W.RW.8.7, SL.PE.8.1.A-D SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6
	Benchmarks	Model Curriculum #2* Novel #3 Lit Analysis PBT* Research PBT*	RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1, RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6 W.AW.8.1.A- W.IW.8.2.A-F W.WP.8.4 W.RW.8.7
	Differentiation	**Extension:** Differentiated roles in the Mock Trial, independent research linked to Mock Trial, students as experts, use of technology to enhance trial presentation, end of book test with multiple essay options **Remediation:** Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.CT.1, 9.4.8.CT.3	

Month		Literature / Writing / Special Activities / Other	Standard
	Content	**Novel #4** (***My Thirteenth Winter***) -Characteristics of a memoir -Analysis of differing points of view -Tolerance, acceptance, and inclusion -Identity as a dominant theme -Use of figurative language -Compare and contrast the structure of two texts to analyze how the structure contributes to the overall meaning/style **Writing**	L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C,RI. R.8.1, RI.CI.8.2, RI.IT.8.3, RI.TS.8.4, RI.PP.8.5, RI.MF.8.6,

January		-4 night writes per week (each corresponding with assigned nightly reading of core novel) -Topic sentences -Analysis in body paragraphs -Using and citing evidence to support analysis -Creating sophisticated transitions between body paragraphs -Exploring significance in conclusions **Vocabulary** Units 6 & 7	**RI.AA.8.7, RI.CT.8.8, W.IW.8.2.A-F, W.NW.8.3.A-, W.RW.8.7, SL.PE.8.1.A-D**
	Benchmarks	Novel #4 Narrative PBT* Novel #4 Lit Analysis PBT* Research PBT* Rewrite #4	**RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1, RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6 W.AW.8.1.A-I W.IW.8.2.A-F W.WP.8.4 W.RW.8.7**
	Differentiation	**Extension:** Differentiated rubric, self-selected novel and related activities, independent study of informational topics of interest 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** 9.2.8.CAP.18, 9.2.8.CAP.19, 9.4.8.DC.1, 9.4.8.DC.2,	

Month		Literature / Writing / Special Activities / Other	Standards
	Content	**Novel #5 (*Uglies*)** -Character analysis based on textual evidence -Protagonist/ antagonist development -Symbolism -Development of dominant themes (identity, tolerance, courage, maturation)	**L.KL.8.2.A, L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C, RL.CR.8.1,**

February		**Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Elaboration/ development -Eliminating repetition **Vocabulary** Units 8, 9, & 10 **Grammar** -Sentence structure -Subject/verb agreement	**RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RI.IT.8.3, RL.TS.8.4, RI.TS.8.4, RL.PP.8.5, RI.PP.8.5, RL.MF.8.6, RI.MF.8.6, RI.AA.8.7, RL.CT.8.8,RI.CT.8.8, W.AW.8.1.A-E W.IW.8.2.A-F, W.NW.8.3.A-E W.WP.8.4, W.WR.8.5, W.SE.8.6, W.RW.8.7, SL.PE.8.1.A-D, SL.II.8.2, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6**
	Benchmarks	Model Curriculum #3 Narrative PBT* Novel #5 Lit Analysis PBT* Research PBT* Rewrite #5	**RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1, RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6 W.AW.8.1.A-E W.IW.8.2.A-F W.WP.8.4 W.RW.8.7**
	Differentiation	**Extension**: Differentiated rubric, self-selected novel and related activities, collaborative research project 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, 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
March	Content	**Novel #5 CONTINUED (*Uglies*)** -Character analysis based on textual evidence -Protagonist/ antagonist development -Symbolism -Development of dominant themes (identity, tolerance, courage, maturation) **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) **Research Paper:** -Identifying and evaluating sources (including literary criticisms) -Identifying key information and paraphrasing -Creating an outline -Crafting a thesis based on the novel and outside research -Supporting and developing a thesis with research -Using correct MLA citation for direct quotes and paraphrases -Exploring significance in conclusions -Taking notes ***Uglies* Group Persuasive Project** -Audience and purpose -Persuasive strategies -Integrating multimedia and visual displays into presentations to clarify information and add interest -Public speaking skills **Vocabulary** Units 11 & 12 **Grammar** Subject/verb agreement	L.KL.8.2.A, L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C, RL.CR.8.1, RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RI.IT.8.3, RL.TS.8.4, RI.TS.8.4, RL.PP.8.5, RI.PP.8.5, RL.MF.8.6, RI.MF.8.6, RI.AA.8.7, RL.CT.8.8,RI.C .8.8, W.AW.8.1.A-E W.IW.8.2.A-F, W.NW.8.3.A-E W.WP.8.4, W.WR.8.5, W.SE.8.6, W.RW.8.7, SL.PE.8.1.A-D, SL.II.8.2, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6
	Benchmarks	Model Curriculum #4 Novel #5 Narrative PBT* Lit Analysis PBT* Research PBT* Rewrite #6	RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1,

			RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6 W.AW.8.1.A-E W.IW.8.2.A-F W.WP.8.4 W.RW.8.7
	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, differentiated tasks for the group *Uglies* projects to address multiple intelligences and learning styles **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, 9.4.8.CT.1	

Month		Literature / Writing / Special Activities / Other	Standard
April	Content	**Novel #6 (*Brown Girl Dreaming*)** -Characteristics of a memoir -Analysis of differing points of view -Tolerance, acceptance, and inclusion -Identity as a dominant theme -Use of figurative language -Compare and contrast the structure of two texts to analyze how the structure contributes to the overall meaning/style **Shakespeare (*Romeo & Juliet* and *Hamlet*)** -Decoding text -Analyzing poetry -Development of dominant themes (love, decisions/consequences, confronting challenge, identity) -Public speaking/ performance **Writing** -4 night writes per week (each corresponding with reading of core novel) -Commentary writing -Analysis and supporting analysis with textual evidence -Comparison and contrast -Creating sophisticated transitions between body paragraphs **Vocabulary** Units 13 & 14 **Grammar** Pronoun/antecedent agreement	L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C,RI.(R.8.1, RI.CI.8.2, RI.IT.8.3, RI.TS.8.4, RI.PP.8.5, RI.MF.8.6, RI.AA.8.7, RI.CT.8.8, W.IW.8.2.A-F, W.NW.8.3.A-I W.RW.8.7, SL.PE.8.1.A-D

	Benchmarks	Model Curriculum #5 Novel #6 Narrative PBT* Shakespeare Lit Analysis PBT* Research PBT* Rewrite #7	**RL.CR.8.1, RL.CR.8.2, RL.CR.8.3, RL.TS.8.4, RI.CR.8.1, RI.CI.8.2, RI.CI.8.3 RI.TS.8.4, RI.MF.8.6 W.AW.8.1.A-I W.IW.8.2.A-F W.WP.8.4 W.RW.8.7**
	Differentiation	**Extension**: Tiered commentary content, differentiated roles in Shakespeare performance, choice/flexibility in song analysis assignment to address the needs of different strengths and learning styles, student/teacher writing conferences **Remediation**: Use of graphic organizers, study guides, guided practice, additional reading comprehension activities, supplemental writing support	
	Additional Standards	**Career Readiness, Life Literacies, and Key Skills** 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.GCA.1, 9.4.8.GCA.2	

Month		Literature / Writing / Special Activities / Other	Standard
May/June	Content	**Shakespeare (*Romeo & Juliet* and *Hamlet*)** -Decoding text -Analyzing poetry -Development of dominant themes (love, decisions/consequences, confronting challenge, identity). -Public speaking/performance **Shakespeare Festival Performance** -Every student assumes a speaking role in *Romeo & Juliet/Hamlet* and putting on a performance for school community **Self-selected Novel Presentation** -Identifying key information -Integrating multimedia and visual displays into presentations to clarify information and add interest -Persuasive strategies -Public speaking skills **Writing** -4 night writes per week (each corresponding with assigned nightly reading of core novel) -Commentary writing - Comparison and contrast -Analysis and supporting analysis with textual evidence -Addressing audience and purpose -Drawing connections between literature **Vocabulary** Unit 15	**RL.CR.8.1, RL.CR.8.2, RL.CR8.3, RL.MF.8.6, W.IW.8.2.A-F, SL.PE.8.1.A-D SL.II.8.2, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6**

		Grammar Punctuation	
	Benchmarks	Rewrite #8* LA Final Exam Grammar Post-test*	**RL.CR.8.1,** **RL.CR.8.2,** **RL.CR.8.3,** **RL.TS.8.4,** **RI.CR.8.1,** **RI.CI.8.2,** **RI.CI.8.3** **RI.TS.8.4,** **RI.MF.8.6** **W.AW.8.1.A-I** **W.IW.8.2.A-F** **W.WP.8.4** **W.RW.8.7**
	Differentiation	**Extension**: Differentiated roles in Shakespeare performance, choice/flexibility in self-selected persuasive book project to meet the needs of different strengths and learning styles, use of technology to enhance self-selected presentation, collaborative presentation on self-selected book **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 8

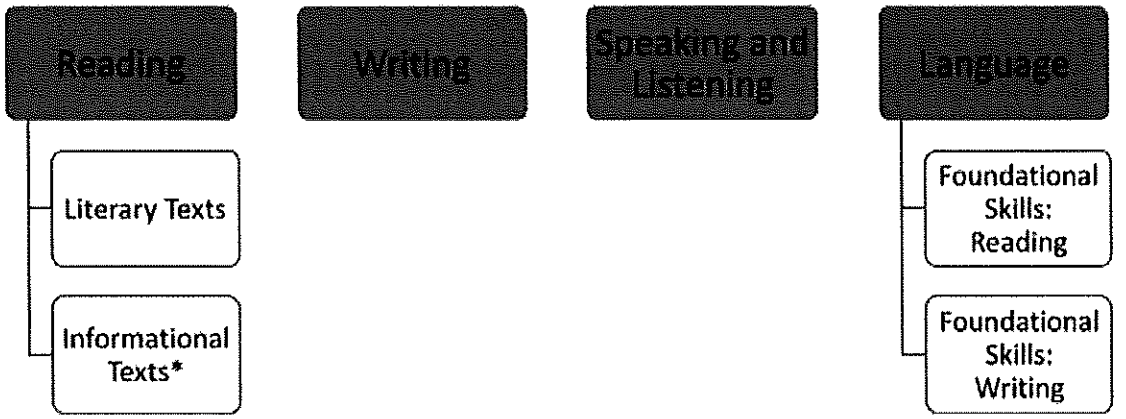
Interdisciplinary Connections

Cooperative rewriting of 2 PBTs with SS **#6.3.12.D.1**
Cooperative editing of WNWR and other Research papers with SS
Sci readings with comprehension questions completed in LA
Cooperative Reading of *Animal Farm* or graphic novel

Core ELA Instructional Materials for Grade 8

G8	*The Call of the Wild*	Core novel
G8	*Lord of the Flies*	Core novel
G8	*To Kill a Mockingbird*	Core novel
G8	*My Thirteenth Winter*	Core novel
G8	*Uglies*	Core novel
G8	*Brown Girl Dreaming*	Core novel
G8	*Romeo and Juliet*	Core novel
G8	*Hamlet*	Core novel
G8	*Roll of Thunder, Hear My Cry*	Core novel
G8	*I am the Cheese*	Core novel
G8	*Exploring 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

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 8

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
B. Form and use verbs in the active and passive voice.
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
D. Recognize and correct inappropriate shifts in verb voice and mood.
E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
F. Use an ellipsis to indicate an omission.
G. Recognize spelling conventions.

L.KL.8.2. 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. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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. Analyze the impact of specific word choices on meaning and tone.
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., verbal irony, puns) in context.
B. Use the relationship between particular words to better understand each of the words.
C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Domain

W.AW.8.1. 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 and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal or academic style, approach, and form.
E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. 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; 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 aid in comprehension.
B. Develop the topic with relevant, well-chosen 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 synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. 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.8.7. 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.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

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

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

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

New Jersey Student Learning Standards for English Language Arts Companion Standards

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.

Range of Reading and Level of Text Complexity

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

Grades 6-8

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

Anchor Standards for Writing

Text Types and Purposes

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

Note on range and content in student writing

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

Grades 6-8

Progress Indicators for Writing History, Science and Technical Subjects

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

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content.*
A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from

alternate or opposing claims, and organize the reasons and evidence logically.

- 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.

Mendham Township Middle School

Core Reading List By Grade Level – Thematic/Genre

2024 Curriculum / Aligned to 2023 NJSLS

Il 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 8

Unit Theme: Strength and Courage

Essential Questions:

What character traits does a courageous person demonstrate?

How can a person encourage others to be courageous?

What factors influence our moral growth?

What kinds of experiences help us learn how to judge right from wrong?

Unit novels are highlighted.

TITLE	AUTHOR	GENRE
Brown Girl Dreaming	Jacquline Woodson	Memoir in Verse
They Called Us Enemy	George Takei	Graphic Novel
My Thirteenth Winter	Samantha Abeel	Memoir
To Kill A Mockingbird	Harper Lee	Historical Fiction
Uglies	Scott Westerfeld	Fantasy
Romeo and Juliet/Hamlet	Shakespeare	Prose
**Call of the Wild*	Jack London	Classic Lit.
**Roll of Thunder, Hear My Cry*	Mildred Taylor	Historical Fiction
**Lord of The Flies*	William Golding	Classic Literature
**Fahrenheit 451*	Ray Bradbury	Fantasy
**I am the Cheese*	Robert Cormier	Realistic Fiction

*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

8th – Narrative

"To Build a Fire"

Lord of the Flies

To Kill a Mockingbird

My 13th Winter

Uglies

I Am the Cheese

The Hunger Games

8th - Lit. Analysis

The Call of the Wild

"The Most Dangerous Game"

Lord of the Flies

To Kill a Mockingbird

My 13th Winter

Uglies

NYT Social Media

Shakespeare

8th - Research

"Developing Solutions"

"Elephants"

"Chemical Reactions"

"Radar"

"Force"

"Electricity"

"Energy"

"Nuclear"

Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *The Call of the Wild*
Author: Jack London
NJSLS Connections: RL.CR.8.1, RL.CR.8.2, RL.CR8.3, RL.TS.8.4, RL.CT.8.8,W.IW.8.2.A-F, W.NW.8.3.A-E, W.WP.8.4, W.WR.8.5, W.SE.8.6, W.RW.8.7, SL.PE.8.1.A-D, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6

Marking Period: 1

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

Themes:

- Adventure
- Survival
- Transformation
- Courage
- Loyalty

Essential Questions:

- What roles do nature and nurture play in influencing one's development?
- What are the elements of adventure? What qualities should an adventurer have?
- How do we define the idea of a civilized world? Under what circumstances does "civilization" deteriorate?

Writing prompt #1:
You have just completed reading "The Toil of Trace and Trail" and you have learned the fate of Hal, Charles and Mercedes, a fate to which you have a strong reaction. Did they deserve to die? You come to a conclusion. In a well-structured persuasive essay, convince your reader that your conclusion is correct.

Writing prompt #2:

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

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

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

Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***Lord of the Flies***
Author: William Golding
NJSLS Connections: RL.CR.8.1, RL.CR.8.2, RL.CR8.3, RL.TS.8.4, RL.CT.8.8,W.IW.8.2.A-F, W.NW.8.3.A-E, W.WP.8.4, W.RW.8.7, SL.PE.8.1.A-D, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6

Marking Period: 1

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

Themes:

- Survival
- Transformation
- Good v. Evil
- Courage
- Values
- Decisions

Essential Questions:

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

Writing prompt #1:
In *Lord of the Flies* mob mentality develops and overtakes the boys on the island – with the exception of Simon, Piggy and Ralph. Describe a situation when you had the courage to stand up to the group. What challenges did you face? What consequences?

Writing prompt #2:
The principal of your school has asked you to recommend a book to be taught in eighth grade language arts. You have chosen *Lord of the Flies.* Write a letter

to the principal persuading him that it is important to include this novel in the curriculum.

PBT Writing Prompt (Narrative):
You have read a passage from William Golding's *Lord of the Flies* that gives a great deal of insight into the boys, with a special focus on Ralph.

Pretend that the pilot of the plane is alive and finds the boys during this scene. What would the pilot say? What would the boys do? Would certain boys react differently than others?

Make sure to maintain a third person omniscient point-of-view, and use details from the passage.

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

Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *To Kill A Mockingbird*
Author: Harper Lee
NJSLS Connections: L.KL.8.2.A, L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C, RL.CR.8.1, RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RI.IT.8.3, RL.TS.8.4, RI.TS.8.4, RL.PP.8.5, RI.PP.8.5, RL.MF.8.6, RI.MF.8.6, RI.AA.8.7, RL.CT.8.8,RI.CT.8.8, W.AW.8.1.A-E, W.IW.8.2.A-F, W.NW.8.3.A-E, W.WP.8.4, W.RW.8.7, SL.PE.8.1.A-D, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6

Marking Period: 2

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

Themes:
- Maturation
- Courage
- Tolerance
- Identity

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

Writing prompt #1:
Local myth holds that Boo Radley eats live squirrels and prowls the streets at night, and the children's perception of him is colored by such tales.
-Think of a time when you let the opinion of others color your perception of someone or something. In a one page essay, describe the situation and what

impact it had on you. Consider what is lost when people make assumptions without first-hand knowledge.

Writing prompt #2:
In chapter 11 Atticus says to Scout "I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do."
-Think of a character in another book that you've read in the last year who exemplifies Atticus' definition of courage. In a one page essay, explain how the character acts courageously and what the outcome is for doing so.

Activity:

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

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

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

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

Mendham Township Middle School

8th Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *My Thirteenth Winter: A Memoir*
Author: Samantha Abeel
NJSLS Connections: L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C,RI.CR.8.1, RI.CI.8.2, RI.IT.8.3, RI.TS.8.4, RI.PP.8.5, RI.MF.8.6, RI.AA.8.7, RI.CT.8.8, W.IW.8.2.A-F, W.NW.8.3.A-E, W.RW.8.7, SL.PE.8.1.A-D

Marking Period: 2

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

Themes:
- Tolerance
- Courage
- Maturation
- Identity

Essential Questions:
- What does it mean to be learning disabled?
- How do I treat others who are different from me?
- What does it mean to self-advocate?

Writing prompt #1:
Identify and trace Abeel's transformation throughout her memoir. Reflect on all the memories she describes. What experiences and individuals do you think were the most influential in her transformation? Why? Explain and support with textual evidence.

Writing prompt #2:
"Special education for these kids was a mark of inability and it virtually guaranteed their defeat. It meant they were defective people who needed to be

fixed instead of beautiful individuals who saw the world in a different way" (126). Explain what Abeel means by this statement. Reflect on your own knowledge of special education. Do you agree with her? Why or why not? Why do you think people hold stereotypes about special education? Is there a solution?

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

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

Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Uglies*
Author: Scott Westerfeld
NJSLS Connections: L.KL.8.2.A, L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C, RL.CR.8.1, RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RI.IT.8.3, RL.TS.8.4, RI.TS.8.4, RL.PP.8.5, RI.PP.8.5, RL.MF.8.6, RI.MF.8.6, RI.AA.8.7, RL.CT.8.8,RI.CT.8.8, W.AW.8.1.A-E, W.IW.8.2.A-F, W.NW.8.3.A-E, W.WP.8.4, W.WR.8.5, W.SE.8.6, W.RW.8.7, SL.PE.8.1.A-D, SL.II.8.2, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6

Marking Period: 3

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

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

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

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

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

PBT Prompt (Narrative):

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

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

Mendham Township Middle School

8th Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Brown Girl Dreaming*
Author: Jacqueline Woodson
NJSLS Connections: L.KL.8.2.B, L.VL.8.3.B, L.VI.8.4.C,RI.CR.8.1, RI.CI.8.2, RI.IT.8.3, RI.TS.8.4, RI.PP.8.5, RI.MF.8.6, RI.AA.8.7, RI.CT.8.8, W.IW.8.2.A-F, W.NW.8.3.A-E, W.RW.8.7, SL.PE.8.1.A-D

Marking Period: 3

Rationale For Reading: Reading *Brown Girl Dreaming* will provide students with experience in reading, analyzing, and responding to nonfiction literature in verse. This memoir explores the different aspects that shape one's identity, making it relatable to students. In addition, it highlights experiences unique to African American history and culture, specifically during the Civil Rights movement.

Themes:

- Identity
- Family
- Racism
- Tolerance
- Courage
- Maturation

Essential Questions:

- What aspects help shape one's identity?
- How do history and past generations influence the identity of individuals?
- How did structural racism and the Civil Rights movement impact African Americans?

Writing Prompts:

What parts of Jacqueline's identity does she choose for herself? Write a well crafted essay that explores what parts are determined by others, by society, or by chance?

Looking at Part 2 as a whole, how do Jacqueline's experiences in Greenville and her mother's experiences in New York further impact her sense of self and role in the family?

After finishing Part 5, how do the last two poems capture the lessons that Jacqueline learns throughout the book about herself and where she belongs?

Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *Romeo and Juliet & Hamlet*
Author: William Shakespeare
NJSLS Connections:RL.CR.8.1, RL.CR.8.2, RL.CR8.3, RL.MF.8.6, W.IW.8.2.A-F, SL.PE.8.1.A-D, SL.II.8.2, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6

Marking Period: 4

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

Themes:

- Maturation
- Decisions/consequences
- Confronting challenge
- Self-determination
- Identity

Essential Questions:

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

Writing prompt #1:
In *Romeo and Juliet,* both Juliet and Lady Capulet seek the Nurse's advice regarding marriage. Juliet believes that Romeo is her soul mate. Lady Capulet believes that Juliet's future lies with Paris. You are the Nurse, and your advice column appears weekly in the *Verona Gazette.* Write an advice column in which you try to convince Juliet to choose either Romeo or Paris. Use specific references to the text to support your argument.

Writing prompt #2:

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

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

Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: ***Roll of Thunder, Hear My Cry***
Author: Mildred Taylor
NJSLS Connections: RL.CR.8.1, RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RL.PP.8.5, RI.IT.8.3, RL.CT.8.8,RI.CT.8.8, W.IW.8.2.A-F

Marking Period: 2-3

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

Themes:

- Tolerance
- Responsibility
- prejudice
- Values
- Learning from history

Essential Questions:

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

Writing prompt #1:
Mary Logan tries to organize a boycott of the Wallaces' store and to make it possible to get supplies in Vicksburg. Imagine that you are Mary Logan. Write a letter to the editor of your community's newspaper, convincing the local sharecroppers to support the boycott.

Writing prompt #2:
Think about the characteristics of what makes a good friend, and identify a character in *Roll of Thunder, Hear My Cry* who exemplifies these qualities. Write a letter, in which you provide specific examples, to persuade the award committee that this character should be the recipient of a "Friendship Award."

Mendham Township Middle School

Eighth Grade Core Novel

Language Arts – NJSLS 2023 - Update 2024

Title: *I Am the Cheese*
Author: Robert Cormier
NJSLS Connections: RL.CR.8.1, RL.CR.8.2, RL.CR8.3, RL.PP.8.5, W.NW.8.3.A-E, SL.PE.8.1.A-D

Marking Period: 3

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

Themes:

- Maturation
- Identity
- Individuality
- Courage
- Coping

Essential Questions:

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

Writing prompt #1:
A group of students has asked you to participate in an activity that you feel contradicts a core belief that you have set in your everyday life. Write an essay describing this situation and how you would handle the conflict you have presented in your essay. Remember to define the problem and identify strategies you would use to resolve your internal conflict.

Writing prompt #2:

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

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

Mendham Township Middle School

Eighth Grade Self- Selected Literature

Language Arts – NJSLS 2023 - Update 2024

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

NJSLS Connections: RL.CR.8.1, RI.CR.8.1, RL.CR.8.2, RI.CI.8.2, RL.CR8.3, RI.IT.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6

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

Time Frame: Marking Period 4

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

Mendham Township Middle School

Addendum Approved June 2022

Guided Literary Analysis

Grade 8

The following addendum informs a 16 week Guided Literary Analysis unit completed at the end of the 8th grade year.

1. **Purpose of Guided Literary Analysis**
    a. Students will be exposed to one of the main types of writing found in high school / college English classes.
    b. Students will demonstrate the ability to comprehend text and thoroughly analyze it, using textual evidence as support.
    c. Students will annotate in order to examine the craftsmanship of writing as well as to determine the author's purpose.

2. **Map: Approximated 16 week mapping of tasks**

Week	Detailed Activities / Area of Focus
1	Guided annotations with PBT passages/ core novel excerpts (whole class)
2	Guided annotations with PBT passages/ core novel excerpts (whole class)
3	Annotations with PBT passages/ core novel excerpts (Partner)
4	Annotations with PBT passages/ core novel excerpts (Individual)
5	Focused annotations (theme, tone, mood, characterization, etc.) to improve reading comprehension (Model Curriculum)
6	Retroactively using annotation to analyze correct v. incorrect multiple choice responses
7	Using annotations to help choose effective textual evidence to prove a point
8	Using annotations to help choose effective textual evidence to prove a point
9	Focused annotations (theme, tone, mood, characterization) to improve reading comprehension (Model Curriculum)
10	Retroactively using annotation to analyze correct v. incorrect multiple choice responses

11	"Knight with Umbrella" exercise to teach the importance of diction and punctuation
12	MacBeth guided lit modeling video
13	Independent annotation for unseen guided lit analysis (first paragraph of *Great Expectations*) / class sharing / whole group claim creation / independent claim creation / partner practice guided lit analysis
14	Independent practice guided lit analysis for core novel excerpt & class workshop
15	Independent practice guided lit analysis for core novel excerpt & class workshop
16	Post test ("The Harbor" found G8 Lit Book)

3. **The following rubric will be used by teachers and students to guide the process of writing, assessing, and rewriting the Guided Literary Analysis.**

Guided Literary Analysis Rubric

Essential Questions: What do I know? How do I know it?

	0. Not proficient	**1. Nearing Proficient**	**2. Proficient**	**3. Nearing Mastery**
Annotations	Lacks the necessary annotations	Basic, non-specific annotations	Specific annotations that reflect a close reading of the text	Meaningful and insightful annotations that go beyond word choice to include figurative language, sentence structure, and voice
Claim	Does not make a claim	Topic sentence attempts a claim	Topic sentence makes basic claim	Topic sentence makes clear, provable claim
Support	Does not use any details from the text as evidence or details are not relevant to claim	Attempts to use annotations as evidence with some success	Uses some annotations but does not always do so effectively OR does not support claim directly	Uses the majority of annotations effectively to thoroughly support claim in a sophisticated way

Mendham Township Middle School

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

Grammar Component List

2024 Curriculum Update: Grade 8

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

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Research Project Strand

2024 Curriculum Update

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

GRADE 8

By the end of 8th 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 the 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 8 Sample Research Assignment:In-depth research paper linking novel to outside research

Uglies Research Paper

Possible supporting topics

Topic 1: Beauty and body modification in *Uglies*

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

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

Topic 2: Themes in dystopian fiction and *Uglies*

How *Uglies* represents classic dystopian fiction.

Topics 3: Teens and Dystopian Fiction

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

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

Mendham Township School District

Language Arts Curriculum – Update 2024

Research Strand

8	**W.WR.8.5.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **W.SE.8.6.** 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.8.7.** 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. **SL.II.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **SL.UM.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Students will: • compare media formats and select the most appropriate for a specific purpose. • identify and evaluate the content of print and online materials in order to select the most appropriate information to solve a research problem. • broaden or narrow the scope of a reference search by independently reviewing, selecting and evaluating materials necessary for the successful completion of a reference search. • apply evaluation techniques in order to select web sites and sources of information that are the most accurate and appropriate for their needs. • identify and record in an appropriate format, materials used for a specified research task. • utilize software programs to create source 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. • distinguish between primary and secondary source materials. • understand the definition of bias as found in th presentation of information.