

9th Grade Reading
Curriculum Mapping
2019-2020
Heather Andera

Unit: Night/Research Project	<i>August-October</i>
Standards Taught	
<ul style="list-style-type: none"> ● 9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Reading Questions, Test Questions, Using information from sources for the paper) ● 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis. (Highlighting and Annotating Source and finding the central idea in each source) ● 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including a. Figurative, connotative, and technical meanings. b. Analyze the cumulative impact of specific word choices on meaning and tone. (e.g., how the language of a court opinion differs from that of a newspaper). (Analyzed how Elie Wiesel talked about his experience with the Holocaust) ● 9-10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (At the end, we watched <i>The Boy in the Striped Pajamas</i> and discussed how the story would be different if it was written by a German boy or someone who was part of Hitler’s Youth) ● 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience (Research Paper) ● 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) (Students worked with a partner and were challenged and required to edit their work with me during writing workshops) ● 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Students needed to use Primary and Secondary Resources and cite them using MLA format) ● 9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research. (Students did this with primary and secondary sources) ● 9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. ● 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Students did this when presenting their information) 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To practice the various grammar skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Reading Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Knowing how to read.</i> <i>Knowing how to answer questions.</i> <i>Understanding basic research skills.</i></p>	<p><i>Book Vocabulary</i> <i>Plot</i> <i>Reading Strategies</i> <i>Central Idea</i> <i>Introduction</i> <i>Conclusion</i> <i>Hook/Attention Grabber</i> <i>Transitions (Conjunctive Adverbs)</i> <i>Primary Sources</i> <i>Secondary Sources</i> <i>In-text citations</i> <i>Work cited</i></p>	<p><i>Journals</i> <i>Do Nows</i> <i>Researching</i> <i>Highlight and Annotating Sources</i> <i>Creating an Outline</i> <i>Writing a Research Paper with Citations</i> <i>Creating a PowerPoint/Visual Aide</i> <i>Speech</i> <i>Reading Questions</i> <i>Quizzes</i> <i>Book Test</i></p>
<p>Reflection:</p> <p>This unit was very effective. It helped students understand the research project. Plus, when we were reading about the topic they were researching, they were able to make direct correlations to their text.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Why do we research?</i> • <i>Why is it important to understand events from the past?</i> • <i>How/why do people lose hope?</i> • <i>How can we effectively convey an idea and relay that message to a group of people?</i> • <i>How can we effectively speak about things from the past in an objective manner?</i> 	
<p>Relevance</p>	<p>Students should know about the history of not only America but the world as well. <i>Night</i> is a nonfictional text that takes place in a time period that is easy to research.</p>	

Unit: Research		<i>November</i>
Standards Taught		
<ul style="list-style-type: none"> • 9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. • 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) • 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. • 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis. • 9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Reading Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Know basic research skills.</i>	<i>Highlighting</i>	<i>Researching</i>

<p><i>Know how to organize information</i> <i>Know how to paraphrase</i> <i>Know how to cite</i></p>	<p><i>Annotating</i> <i>Central Idea</i> <i>Primary Sources</i> <i>Secondary Sources</i> <i>Citation</i> <i>In-text citation</i> <i>Work cited</i> <i>Clauses</i> <i>Fragments</i> <i>Run-ons</i> <i>Conjunctions</i></p>	<p><i>Highlight and Annotating Sources</i> <i>Citing sources</i> <i>Creating an Outline</i> <i>Writing a Research Paper</i> <i>Mini grammar lessons</i></p>
<p>Reflection:</p> <p>This unit was effective because it directly correlated with the previous lesson. Students were more independent in their writing and they didn't have as many errors.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How do we effectively put sentences together?</i> • <i>How do we effectively do research?</i> • <i>How do you create a helpful outline?</i> • <i>How do you create a paper from an outline?</i> 	
<p>Relevance</p>	<p>Students should know about the history of not only America but the world as well. <i>Night</i> is a nonfictional text that takes place in a time period that is easy to research.</p>	

<p>Unit: Grammar Unit</p>		<p><i>December</i></p>
<p>Standards Taught</p>		
<ul style="list-style-type: none"> • 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience • 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. • 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 		
<p>Differentiation/Assessment:</p>	<p>Classroom Management and Environment:</p>	<p>What will the students be doing?</p>

<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> • <i>Do Now/Bell Ringer Exercises/Journals</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Reading Practices</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Know the basic parts of speech.</i> <i>Know how to identify the Subject and Predicate in a sentence</i>	<i>Pronoun</i> <i>Noun</i> <i>Adjective</i> <i>Adverb</i> <i>Gerunds</i> <i>Participles</i> <i>Infinitives</i> <i>Prepositional Phrases</i> <i>Appositives</i>	<i>Do Nows</i> <i>Worksheets</i> <i>Writing Practice</i> <i>Grammar Tests</i>
Reflection: This unit was effective in giving students the basics of grammar so we could go into something deeper with our next grammar unit.	Essential Questions: <ul style="list-style-type: none"> • <i>Why is grammar important?</i> • <i>How do we effectively use grammar in our writing?</i> • <i>How can we identify various parts of speech and phrases?</i> 	
Relevance	This was relevant because it taught students different parts of a sentence which helped them with transitions and clearer writing.	

Unit: The Maze Runner and Creative Writing	<i>January – March</i>
Standards Taught	

- 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations
- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies
- 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
- 9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience
- 9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
- 9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text
- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- 9-10.RL.6 Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
- 9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.

<p>Differentiation/Assessment:</p> <p><i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i></p>	<p>Classroom Management and Environment:</p> <p><i>The classroom is set up in a “meeting” like setting. There are four table groups</i></p>	<p>What will the students be doing?</p> <p><i>To practice the various reading and writing skills students completed:</i></p> <ul style="list-style-type: none"> ● <i>Do Now/Bell Ringer Exercises/Journals</i>
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	<i>so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<ul style="list-style-type: none"> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i> • <i>Reading Practices</i> • <i>Planning Practices</i> • <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>Know how to answer questions.</i></p> <p><i>Know how to independently read a text.</i></p>	<p><i>Book Vocabulary</i></p> <p><i>Plot (all six plot points)</i></p> <p><i>Characterization</i></p> <p><i>Theme</i></p> <p><i>Mood</i></p> <p><i>Tone</i></p> <p><i>Reading Strategies (questioning, making connections, and making inferences)</i></p>	<p><i>Do Nows/Journals</i></p> <p><i>Reading Questions</i></p> <p><i>Book Test</i></p> <p><i>Creative Writing Assignment</i></p>
<p>Reflection:</p> <p>This unit allowed students to exercise their more creative brain and to see the world through a different lens. This also gave them the opportunity to watch a film and compare and contrast the story line of a book to a movie.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How do authors create a world of their own?</i> • <i>How does plot develop to create more conflict?</i> • <i>How does a protagonist’s personality impact the book?</i> • <i>How does author choice impact the story from start to finish?</i> 	
Relevance	<p>This unit helped cover more of the narrative aspects of our standards. It connects to our world in terms of technology and students related to the protagonist as well as other characters in the story.</p>	

Unit: Grammar Unit	<i>April-May</i>
Standards Taught	
<ul style="list-style-type: none"> • 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience • 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 	

<ul style="list-style-type: none"> 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a "meeting" like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <i>Do Now/Bell Ringer Exercises/Journals</i> <i>Assignments which corresponded with the lesson.</i> <i>Assessments</i> <i>Reading Practices</i> <i>Writing Practices</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>Know the basic parts of speech.</i> <i>Know how to identify the Subject and Predicate in a sentence</i>	<i>Conjunctions</i> <i>Clauses</i> <i>Sentence Types</i> <i>Sentence Structure</i> <i>Fragments</i> <i>Run-Ons</i>	<i>Do Nows</i> <i>Worksheets</i> <i>Writing Practice</i> <i>Grammar Tests</i>
Reflection:	Essential Questions:	
This unit was effective in teaching students how to effectively write a variety of sentence types.	<ul style="list-style-type: none"> <i>Why is grammar important?</i> <i>How do we effectively use grammar in our writing?</i> <i>How can we use various sentence structures in our writing to create fluency?</i> 	
Relevance	This was relevant because it taught students better writing skills.	