



9th Grade Reading and Writing Curriculum and Common District Assessments

Weeks	Reading Curriculum	District Assessment	Key Concepts and Vocabulary
4 weeks	<p>Unit #1: Launching Writer's Notebook</p> <p>Overarching Question In what ways does the act of writing about our own experiences uncover truths about who we are?</p> <p>Enduring Understandings Writers of personal narratives explore real experiences. They gather ideas from the world around them and keep them in a writer's notebook. They develop a repertoire of narrative techniques. They work with a writing community to draft and revise their narratives.</p>	<p>Mid-Unit Assessment Task: What is the main lesson of your story? After identifying the main lesson in a childhood narrative, write a revision plan based on a close rereading of your first draft, setting goal(s) to write and revise your narrative under the influence of the mentor.</p> <p>Post-Unit Assessment Task: After reading narratives about childhood that explore what children learn, students will write personal narratives that show what they learned to do, or who they learned to be, as they grew up. Stories may not be literally true in every detail, but the stories will be located in the time and space of students' childhoods. Students will also write a reflection that examines the ways their writing has been impacted by experimenting with and developing a narrative.</p> <p>Possible prompt: What can children do aside from learning to be tough, which is only a temporary or at best a partial answer? After reading stories of childhood that explore what children learn, write a narrative that relates what you learned to do or be as you grew up. Stories may not be literally true in every detail but will be located in the time and space of your childhood. Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative.</p>	<p>Developing a sense of being a storyteller Discovering significance of personal narratives Establishing a writing community Finding the significance of the story Sequencing</p> <p>character, exterior elements (description and dialogue), formatting dialogue, internal elements (thoughts), narrative, elements of storytelling, personal narrative, reader's/writer's notebook, writer response, writer's response group, writing to think</p>
5 weeks	<p>Unit #2: Independent Reading</p> <p>Overarching Questions What reading and thinking habits do I have or will I learn by stretching my reading in fiction? What strategies do I use to engage in reading, in order to explore central ideas and arguments posed in fiction? What are the basic elements and structures of fiction? How can I use knowledge about these elements and structures to enable myself to engage increasingly complex texts, while also identifying an author's multiple purposes in a text?</p> <p>Enduring Understandings Independent readers build a repertoire of reading habits and strategies to engage with the ideas and meanings in fiction. They develop an understanding of how the texts work to express the central ideas developed across a text. In personal reading and peer conversations, they build their understanding of how fiction texts are written, at the same time they build an understanding of the ideas and evidence the writer uses to inform or persuade a reader.</p>	<p>Pre-Unit Assessment Task What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading fiction? After creating your Reading Memories Timeline and completing Reading Fiction Survey, write a reflective paragraph that compares your reading in and out of school. Imagine how you might increase the amount of reading you do out of school, and what kinds of texts you might read. Set a goal for increasing your reading.</p> <p>Mid-Unit Assessment Task How has your reading, identity as a reader, or preferences for reading changed? Review your Collecting Text Bookmarks and revisit the goal you set before beginning the unit. Reflect upon and identify one way you have grown as a reader. Write a reflective paragraph that states how you have changed. Provide specific evidence from yourself and the text you are reading to explain how and why this change occurred.</p> <p>Post-Unit Assessment Task How did reading in and out of school impact your view of yourself as a reader and your ability to read fiction? After reading two novels, collecting details from across both novels, and talking to other readers, identify two ways your reading has improved. Write two paragraphs to compare your attitude toward reading before and after this independent reading unit. Use specific examples from lessons and/or the novels you read or discussed that caused you to change how you read or how you see yourself as a reader.</p>	<p>Analyzing organizational structures of evidence to infer central ideas Connecting evidence across a text Identifying a change in reader identity Identifying and using academic/disciplinary vocabulary in speech and writing Identifying evidence within a chapter and across a text</p> <p>genre elements, genre structures, readers' identities, textual interaction</p>
4 weeks	<p>Unit #3: Narrative Reading</p> <p>Overarching Questions How do good readers approach fiction? How is a novel from the literary canon still relevant for a reader in today's world?</p> <p>Enduring Understandings Readers know how fiction texts are structured. Readers know how characters influence a text. Readers track important details to understand theme(s). Readers monitor their comprehension and use strategies to check and fix their understanding. Readers of fiction connect to other texts and to their own lives.</p>	<p>Pre-Unit Assessment Task How do good readers approach fiction? Students will complete a survey on what skills and strategies work for them, anticipated problems in reading fiction, and what they already know about the genre. The three concepts include: identity, skills and strategies, and genre.</p> <p>Mid-Unit Formative Assessment Task Students finish reading a short story, and complete the handout "Independent Practice: Applying Comprehension Strategies and Knowledge of Text Structure."</p> <p>Post-Unit Assessment Task How is a novel from the literary canon still relevant for a reader in today's world? After reading a novel from the literary canon, create a collage that addresses the essential question and analyzes the novel from the canon, providing examples to illustrate and clarify their analysis. What conclusions or implications can you draw? Include a bibliography of your sources.</p>	<p>Monitoring comprehension Predicting plot Understanding elements of engaging stories</p> <p>character, conflict/resolution, dialogue, fiction, point of view, reading comprehension, setting, theme, three parts of a story</p>
4 weeks	<p>Unit #4: Literary Essay</p> <p>Overarching Question How do we find meaning in stories beyond the plot?</p> <p>Enduring Understandings Literary essayists read for both plot and meaning. They track ideas, structures, and effects across a text to gather key details as they read. They create theories about the text. They understand that there are multiple types of body paragraphs to support their claims. They make decisions about which types of paragraphs best support their claims. They reread to find deeper meaning in a text.</p>	<p>Pre-Unit Assessment Task Use the post-unit assessment from the previous reading unit on literature. Use the assessment to gauge students' abilities to analyze literary texts.</p> <p>The prompt for that unit was: How is a novel from the literary canon still relevant for a reader in today's world? After reading a novel from the literary canon, create a collage that addresses the essential question and analyzes the novel from the canon, providing examples to illustrate and clarify your analysis. What conclusions or implications can you draw? Include a bibliography of your sources.</p> <p>Mid-Unit Formative Assessment Task Formative Assessment options: •Annotated reading(s) •Collection of theories •Creating a thesis including claim(s) •Collection of evidence •Sifting and sorting for most useful evidence •Drafts of body paragraphs practicing various writing strategies •Revision and editing copies of the literary essay Post-Unit Summative Assessment Task Use students' final essays as the post-unit assessment.</p> <p>The prompt for the final essay is: After reading a series of short stories, write an analytical essay that makes a claim and supports your position with evidence from the text. Students will need to state a claim and collect textual evidence to support that position. They will follow steps to write a compelling thesis paragraph and three different types of body paragraphs that support the stated position. Students will write insightful conclusions that come from re-reading the end of the stories. They will revise to make choices about how best to support their position. They will edit their work to be sure that they comply with the conventions of literary analysis essay.</p> <p>Metacognitive Write: Students reflect back upon what they have learned by writing their essays. They think about how these skills might transfer to other learning experiences.</p>	<p>Collecting evidence to support a claim Determining the most appropriate type of body paragraph to support the claim Evaluating evidence to determine which evidence provides the best support Interpreting the meaning of a text Reading on multiple levels</p> <p>body paragraph, claim, conclusion, connected-example, paragraph, evidence, extended-example paragraph, meaning, plot, summary paragraph, thesis paragraph, topic sentence, transition</p>

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4 weeks	<p>Unit #5: Basics of Argumentation</p> <p>Overarching Questions What is being sold? What does marketing do to the potential buyer? How do marketing and media create real and perceived value to persuade a consumer to buy?</p> <p>Enduring Understandings Critical readers and consumers develop skills to read the world and the world of texts with a critical lens. They understand texts can be read on multiple levels and develop strategies to crack the code, make connections and inferences, recognize purpose and audience, and recognize that texts are not neutral and intend to influence people.</p>	<p>Pre-Unit Assessment Task How influenced are you by advertisements and media? After reflecting on ways you interact with media and advertising, write a paragraph describing an advertisement that influenced you to think or act in a specific way. State two or more reasons this advertisement was effective.</p> <p>Mid-Unit Assessment Task What methods do advertisers use to influence consumers? After reading a variety of advertisements across the sub-genres of consumer marketing, create a how-to poster for two advertisements. The poster should label and describe the methods the ad uses to persuade consumers.</p> <p>Post-Unit Assessment Task What is being sold? After reading a variety of advertisements across the sub-genres of consumer marketing, write a comparison/contrast essay that compares the methods advertisers use and argues which methods most effectively acquire and persuade consumers.</p>	<p>Becoming aware, through explicit emphasis on intellectual processes, of the nature of thinking and one's mental capability to control attitudes Developing a repertoire of cognitive and meta cognitive skills and strategies for problem solving, decision making, and inquiry Engaging in authentic learning experiences to maximize learning Using thinking skills, through numerous experiential activities, to increase independence and responsibility</p> <p>audience, context, hook, perceived value, purpose, real value</p>
4 weeks	<p>Unit #6: Informational Reading</p> <p>Overarching Questions: Why do we read informational texts? How do they influence our lives? How do good readers approach informational texts?</p> <p>Enduring Understandings: Readers of informational texts use a multi-draft reading approach to comprehend complex texts. Readers of informational texts use a variety of reading, thinking and note-taking strategies to develop knowledge and become conversational about concepts and ideas. Readers use their knowledge of text structures and features in order to read critically, making inferences and analyzing bias. Readers evaluate the validity of informational texts.</p>	<p>Formative Assessment Task: After reading an article, complete the handout "Connecting Structural Elements and Text Features," analyzing and connecting the ways that authors use structural elements and text features to express the central idea. Reflect upon how these reading strategies help you to be a better reader.</p> <p>Post-Unit Assessment Task: Students reflect upon their learning about a topic. They make the connections between multiple informational texts. This reflection is based on the three concepts from the Common Core State Standards to assess reading growth: •Key Ideas and Details •Craft and Structure •Integration of Knowledge and Ideas Task List: 1. Bibliography. See teaching point 8.1 2. Multimedia Presentation: How do Informational text texts influence the reader? See teaching point 8.2. After reading both digital and print informational texts, create a multimedia presentation that compares and contrasts the decisions (e.g. purpose, visuals, audience, text features, and text structures) of two authors to portray the same topic and influence a reader. 3. Reading Process Reflection: Write a reflection that answers the following question about the skills and strategies you use when you read and explain how this work has affected your learning and reading process. Prompt: Over the course of this unit, how have I changed in my ability to read effectively in 2 areas listed below? •Identify central ideas •Cite key details and explain evidence •Analyze craft and structure to identify author intent •Integrate knowledge and ideas within or across texts</p>	<p>Exploring genre elements and structures Developing strategies for close reading Identifying key ideas and details Interacting with multiple texts Integrating knowledge and ideas</p> <p>author's intent, bias, inference, nonfiction, premise purpose, text features, text structures</p>
4 weeks	<p>Unit #7: Informational Essay</p> <p>Overarching Question: How do we find valid evidence to support a claim about a trend? How do researchers evaluate sources for validity and bias? How do researchers decide upon topics of interest to study? How do researchers identify what the trend is, how it has changed over time, and who participates in the trend?</p> <p>Enduring Understandings: Researchers use methods to engage in primary, and secondary research. Researchers choose from a variety of digital products to design, plan, and write a digital product based on multi-media research. Researchers make purposeful choices to create a balance of information to include in their final product.</p>	<p>Pre-Unit Assessment Task Students will fill out the Non-fiction Reading Survey they completed at the beginning of the Non-fiction Reading Unit. Assess changes in their non-fiction reading habits and practices and preparedness for completing the research for this unit.</p> <p>Mid-Unit Formative Assessment Task Assess students' understanding of crafting and supporting a central idea using the "Confirming or Disconfirming a Theory and Creating a Central Idea" handout. They should only proceed with research if they have sufficient evidence to support their central idea.</p> <p>Post-Unit Summative Assessment Task Students present their theories about a trend and support it with evidence from their research in the form of an oral presentation with Powerpoint slides.</p> <p>Students present their theories about a trend and support it with evidence from their research.</p>	<p>Analyzing information to explain trends Brainstorming to identify topics of interest Categorizing information Citing information sources Developing a research question Providing constructive feedback during peer critique Researching to fill information gaps Reflecting on the research and writing process Selecting relevant facts, quotations, and concrete details during the research and drafting process</p> <p>citations, claim/thesis, documentation, Modern Language Association (MLA), primary research, secondary research, works cited</p>
4 weeks	<p>Unit #8: Writing the Argument</p> <p>Overarching Questions What is being sold? What does marketing do to the potential buyer? How do marketing and media create real and perceived value to persuade a consumer to buy?</p> <p>Enduring Understandings Critical readers and consumers develop skills to read the world and the world of texts with a critical lens. They understand texts can be read on multiple levels and develop strategies to crack the code, make connections and inferences, recognize purpose and audience, and recognize that texts are not neutral and intend to influence people.</p>	<p>Pre-Unit Assessment Task How influenced are you by advertisements and media? After reflecting on ways you interact with media and advertising, write a paragraph describing an advertisement that influenced you to think or act in a specific way. State two or more reasons this advertisement was effective.</p> <p>Mid-Unit Assessment Task What methods do advertisers use to influence consumers? After reading a variety of advertisements across the sub-genres of consumer marketing, create a how-to poster for two advertisements. The poster should label and describe the methods the ad uses to persuade consumers.</p> <p>Post-Unit Assessment Task What is being sold? After reading a variety of advertisements across the sub-genres of consumer marketing, write a comparison/contrast essay that compares the methods advertisers use and argues which methods most effectively acquire and persuade consumers.</p>	<p>Becoming aware, through explicit emphasis on intellectual processes, of the nature of thinking and one's mental capability to control attitudes Developing a repertoire of cognitive and meta cognitive skills and strategies for problem solving, decision making, and inquiry Engaging in authentic learning experiences to maximize learning Using thinking skills, through numerous experiential activities, to increase independence and responsibility</p> <p>audience, context, hook, perceived value, purpose, real value</p>