

Hillsborough Township Public Schools
Ninth Grade

Targeted Intervention in Reading Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit I: Pre-Assessment 1 week							
<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>RL.9.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.9-10.2 Write informative /explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p>By the end of 9th grade, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>-I can closely read complex grade level texts.</p> <p>-I can use reading strategies to help me understand difficult complex text.</p> <p>-I can select a topic and identify and gather relevant information to share with my audience.</p>	<p>Formative Assessment</p> <p>NJ HSPA practice tests in persuasive reading, narrative reading and open-ended question responding</p> <p>Results from the previous year's NJASK 8 test of reading comprehension</p>	<p>Social Studies 6.3.12.A.1 Active Citizenship in the 21st Century</p> <p>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>9.1.12.A.1 Life Skills Critical Thinking and Problem Solving</p> <p>Apply critical thinking and problem-solving strategies during structured learning experiences.</p>
Unit II: Working With/ Interpreting Text 6 weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and</p>	<p>RL.9-10.2; RI.9-10.2 Determine central ideas or themes of a text and analyze their</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the</p>	<p>-I can define theme and central idea.</p> <p>-I can analyze the plot to determine a theme.</p> <p>-I can determine how specific details i n the text</p>	<p>Formative Assessments</p> <p>-Sustained silent reading and written record of</p>	<p>6.1 U.S. History: America in the World</p> <p>All students will acquire the knowledge and skills to think</p>	<p>9.1.12.F.2 21st Century Life and Career Skills – Accountability, Productivity and Ethics</p>

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<p>What makes a story a “great” story?</p> <p>Author’s choice: Why does it matter?</p>	<p>details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>development; summarize the key supporting details and ideas.</p> <p>RL.9-10.1; RI.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.4; RI.9-10.4 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</p>	<p>text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>reveal and continually refine a theme.</p> <p>-I can analyze how specific details developed over the course of a text shape and refine a central idea.</p> <p>-I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>-I can define textual evidence.</p> <p>-I can distinguish between literal language and figurative language.</p> <p>-I can recognize the difference between denotative meanings and connotative meanings.</p> <p>-I can analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>-I can identify different literary text structures (e.g., narrative, poem, drama).</p>	<p>strategy application</p> <p>-Teacher-created materials</p> <p>-Multiple choice quizzes</p> <p>-Graphic organizers</p> <p>-Individualized goal setting</p> <p>-Small group lessons</p> <p>-Teacher-student conferences</p> <p>Summative assessment End-of-course post-test</p>	<p>analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.</p>	<p>Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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		meaning or tone. RL.9-10.5; RI.9-10.5 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.					
Unit III: Analyzing/Critiquing Text 5 weeks							
In what ways does creative choice impact an audience? Whose story is it, and why does it matter? What do good readers do? Am I clear about what I just read? How do I know?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats. Students who are college and career ready read and	RI.9-10.8 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. RI.9-10.9; RL.9-10.9 Analyze how two or more texts	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Delineate and evaluate the argument and specific claims in a	-I can identify the side of an argument an author presents in a text. -I can identify claims that are supported by fact(s) and those that are opinion(s). -I can analyze how different documents address related themes and concepts. -I can closely read complex grade level texts. -I can reread a text to find more information or clarify ideas. -I can use reading strategies to help me understand	Formative Assessments -Sustained silent reading and written record of strategy application -Teacher-created materials -Multiple choice quizzes -Graphic organizers -Individualized goal setting	6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect	9.1.12.F2 Accountability, Productivity and Ethics Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.1.12.A.1 Critical Thinking and Problem Solving

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	interpret a variety of complex texts with confidence and independence.	address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RI.9-10; RL.9-10 Read and comprehend literary and informational texts independently/proficiently.	text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	difficult complex text.	-Small group lessons -Teacher-student conferences Summative Assessment End-of-course post-test	fundamental rights and core democratic values as productive citizens in local, national and global communities. 6.1 U.S. History: 6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	Apply critical thinking and problem-solving strategies during structured learning experiences.
Unit IV: Open-Ended Question Responses 3 weeks							
How does reading fluency affect	Effective readers use a variety of	RL.9-10.1 Read closely to determine what	Cite strong and thorough textual evidence to support	-I can define inference and explain how a reader uses textual evidence to reach a	Formative Assessment	6.1 U.S. History: America in the World	9.1.12.A.1 Critical Thinking and Problem

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<p>comprehension?</p> <p>Why do readers need to pay attention to a writer’s choice of words?</p> <p>How do good writers express themselves?</p> <p>How does process shape the writer’s product?</p> <p>How do writers develop a well-written product?</p> <p>How do the rules of language affect communication?</p> <p>Why does a writer choose a specific form of writing?</p>	<p>strategies to make sense of key ideas and details presented in text</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Analyzing texts for structure purpose, and viewpoints allows an effective reader</p>	<p>the text says explicitly and to make logical inferences from it; cite textual evidence when writing to support conclusions drawn from the text.</p> <p>RL.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.4 Interpret words and phrases as they are used in a text, and analyzing how specific word choice shapes meaning or tone.</p> <p>RL.9-10.6 Assess how point of view or purpose shapes the content and</p>	<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central theme or of a text</p> <p>Determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>Determine the 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. Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations.</p>	<p>logical conclusion.</p> <p>-I can analyze an author’s words and determine multiple pieces of textual evidence to read a logical conclusion.</p> <p>-I can determine how specific details in the text reveal and continually refine a theme.</p> <p>-I can analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>-I can respond to a prompt and identify and gather relevant information to share with my audience.</p> <p>-I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding section that supports the information presented.</p> <p>-I can determine an author’s point of view and his/her purpose for writing the text.</p> <p>-I can identify the writing style (informative/ explanatory) that best fits my task, purpose and audience.</p>	<p>Diagnostic pre-test</p> <p>Individualized Goal Setting</p> <p>Step by Step Instructions</p> <p>Visual representations of Information (modeling proper writing)</p> <p>Scaffolding/Graphic Organizers</p> <p>Outlining</p> <p>Small Group Lessons</p> <p>Usage and Mechanics Worksheets</p> <p>Revising and Editing</p> <p>Use of Rubrics</p> <p>Student Self-Evaluations</p> <p>Learning-centered Portfolios</p> <p>Teacher-student Conference</p> <p>Feedback Sheets</p> <p>Post-Conference Student Reflection Sheets</p>	<p>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.</p>	<p>Solving Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.F2 Accountability, Productivity and Ethics Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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	<p>to gain insight and strengthen understanding.</p> <p>Writing is a process that uses skills, strategies, and practices for creating a variety of texts. Writing should be purposed focused, detailed, organized, and sequences in a way that clearly communicates the ideas to the reader.</p>	<p>style of a text.</p> <p>W.910.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of the content</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.</p> <p>Provide a concluding section that follows from and supports the information or explanation presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>-I can use graphic organizers to develop my ideas.</p> <p>-I can compose a clear and logical piece of writing that demonstrates my understanding of the expository writing style.</p> <p>-I can use prewriting strategies to formulate ideas.</p> <p>-I can apply revision strategies with the help of others.</p> <p>-I can edit my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</p> <p>-I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.</p> <p>-I can analyze my writing to determine if my purpose and audience have been fully addressed and revise if necessary.</p>	<p>Summative Assessment</p> <p>Post-Test: Responding to Open-ended Post-Assessment</p> <p>*Student responses scored against the 4 point Holistic Scoring Rubric</p> <p>(1) Does Not Meet the Standards, (2) Approaches the Standards (3) Meets the Standards (4) Exceeds the Standards</p>		
Unit V: Post-assessment 1 week							
<p>How do readers construct meaning from a text?</p> <p>What do good</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and</p>	<p>RL.9.10 Read and comprehend complex literary and informational texts</p>	<p>By the end of 9th grade, read and comprehend literary nonfiction in the grades 9-10 text complexity band</p>	<p>-I can closely read complex grade level texts.</p> <p>-I can use reading strategies to help me understand difficult complex text.</p> <p>-I can select a topic and</p>	<p>Formative Assessment</p> <p>NJ HSPA practice tests in persuasive reading, narrative</p>	<p>Social Studies 6.3.12.A.1 Active Citizenship in the 21st Century</p>	<p>9.1.12.A.1 Life Skills Critical Thinking and Problem Solving</p>

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