

Mercer County Public Schools

PRIORITIZED CURRICULUM

Reading/English Language Arts
Content Maps
Grade 9

Revised July 2011

CONCEPT MAP

English 9

Suggested Sequence:

Note: This sequence represents testing priority. Realistically each topic by the nature of English/Language Art is generally integrated into every unit throughout the entire semester.

READING

1. Vocabulary Enrichment
2. Strategies for Comprehension
3. Literary Analysis (Elements)
4. Literary Devices

WRITING

1. Writing with Purpose/Getting Organized
2. Error Correction/Mechanics
3. Elements of Mature Writing

07/15/11

Key Concepts:

Key Vocabulary:

**Root Words
Latin/Greek Roots**

**Contractions
Compound Words**

**Affixes
Prefixes/Suffixes**

Context Clues

**Etymology
Word Families**

Topic:

Vocabulary Enrichment

CSO's: 9.1.10; 9.3.02

Enduring Understanding:

Good vocabulary improves reading, writing, and speaking.

Essential Question(s):

How does good word selection in writing and speaking improve effective communication?

Examples:

**Word Wall
Word Tree**

Application in Speaking

Application in Writing

Cumulative Word Study

**Words Appropriate to
Story/Novel**

**Vocabulary from Adopted
Workbook**

Root Words

Contractions

Compound Words

Prefix

Suffix

Context Clues

Etymology

Word Families

Key Concepts:

**Listening
Comprehension**

Reading Comprehension

Fact / Opinion

Key Vocabulary

Graphic Organizers

Mapping/Webbing

Venn Diagrams

KWL Strategy

Notetaking/Summarizing

Paraphrasing

Context Clues

Re-Reading/Guided Reading

Pre-Reading

Main Idea

**5 W's-
Who/What/When/Where/
and Why**

**SQ3R
SLANT – Sit Up/ Lean
Forward/Attend/Nod/Track**

**Topic:
Strategies for Comprehension**

CSO's: 9.1.04; 9.1.06; 9.1.09 9.1.10; 9.3.1 9.3.04

Enduring Understanding:

Comprehension is not a **passive** activity. A successful learner learns and uses active strategies.

Essential Question(s):

What does a successful reader bring to the text?
What helps me to make sense of what I read?
How does critical listening improve my school performance?
Relationships? Team Participation? Other?

Examples:

**Guided Reading
Assignments**

**Modeling of
Strategies**

**Guided Practice with all
Strategies**

**Strategies Used by Pair
Partners and
Cooperative Learning
Groups**

Key Concepts:

**Author's Voice
Narrative Point of View**

Mood / Tone

Theme

Setting / Plot

Character / Conflict

Topic:
Literary Analysis (Elements)
CSO's: 9.1.01; 9.1.02; 9.1.03; 9.1.04; 9.1.05; 9.1.07; 9.1.08;
9.1.09; 9.3.01; 9.3.04

Enduring Understanding:
Any work of literature is built on many elements (choices) the author has made.

Essential Question(s):
How does each element contribute to the literary work as a whole?

Examples:

Story Mapping

Family Trees of Characters

**Identification
Discussion
Application in
Speaking/Writing**

**Retelling a story from
another point of view or
Casting it in a different
setting**

Key Vocabulary:

Objective Voice

Subjective Voice

Omniscient

First/Second/Third Person

Exposition/Denouement

Climax

Rising/Falling Action

**Flat /stock vs. rounded
Character
Static vs/ Dynamic character**

Protagonist/Antagonist

Character Foil

**Man vs. Man, Society,
Nature, Self**

Internal/External Conflict

Key Concepts:

Figures of Speech

Poetic Devices

Key Vocabulary:

**Metaphor, Simile,
Personification**

Foreshadowing

Hyperbole

Symbolism

Alliteration

Allegory

Onomatopoeia

Rhyme, Rhythm, and Meter

Repetition

Oxymoron

Pun

Assonance

Allusion

Topic:
Literary Devices
CSO: 9.1.07

Enduring Understanding:

Literary devices enhance a work of literature and make it into enduring art.

Essential Question(s):

How do writers effectively use literary devices?

Examples:

Poetry Selections

Novel Selection

Prose Selection

Key Concepts:

Generating a Thesis

**Prewriting
Brainstorming**

**Graphic Organizers
Webbing/Clustering**

Sentence Structure

**Responding to a
Prompt**

Intro to Research

Topic:
Writing With Purpose – Getting Organized
CSO's: 9.2.01; 9.2.02; 9.2.03; 9.2.04; 9.2.05; 9.2.06;
9.2.07; 9.2.10

Enduring Understanding:
Good writing is not spontaneous.

Essential Question(s):
What does a good writer do before he writes the first sentence of his composition?

Examples:

**Writing Clear, Concise,
Logical Sentences.**

**Provide a document for
citation & notetaking
exercises
Works Cited Practice**

Brainstorming
Thesis Statements
**Modeling of Pre-Writing
Strategies**

Analyzing Prompts

Key Vocabulary:

Narrative / Expository

Descriptive / Persuasive

Thesis Statement

Transitions

Prompt

Spatial Order

Chronological Order

Diction

Editing

Compare / Contrast

**Paraphrase/Direct
Quotations**

Citations (MLA/APA)

Discuss / Explain/Analyze

Key Concepts:

Punctuation

Sentence Structure

Intellectual Property

Vivid Words

**Revision vs.
Proofreading**

Topic:
Error Correction/Mechanics
CSO's: 9.2.08 9.2.09 9.2.10 9.3.02

Enduring Understanding:
Effective writers revise and proofread their work.

Essential Question(s):
At what point is a composition a final draft?

Examples:
**Peer Editing/
Proofreading**

**Class Works on One
Student's Work**

**Self and Teacher Editing
with Revision**

**Interpreting/
Proofreading Symbols**

Key Vocabulary:

Direct Object

Predicate Adj.

Prepositional Phrase

Active vs Passive Voice

Pronoun/Antecedent

Run-On

Fragment

Colloquial

Modifiers

Sentence Combining

Transitional Device

Plagiarism

Strong Verbs

Key Concepts:

**Sentence Sophistication
Compound/
Complex**

**Transitions
Within Sentences
Within Paragraphs**

Diction

Dialogue / Quotations

**Introductions/
Conclusions**

Thesis Statement

Topic:
Elements of Mature Writing
CSO's: 9.2.08 9.2.09 9.2.10

Enduring Understanding:
Using appropriate writing strategies improves communication.

Essential Question(s):
How do effective writers hook and hold their readers?
How do effective use of various writing strategies reward writers?

Examples:

**Many Opportunities for
Self and Peer Editing**

**Use of Student Written
Sentences/Paragraphs,
etc.**

**Editing Guides and
Checklists**

**Sentence Combining
Exercises
Practice with Transitions**

Key Vocabulary:

Balanced Sentences

Compound Sentences

Complex Sentences

Transitions - Purposes

Subject/Predicate

(Misplaced) Modifiers

Direct vs. Indirect Quotes

Attention Getter

Thesis Statement

**Reasons vs. Supporting
Details**

Levels of Diction

Colloquial/Slang/Jargon

Reading Standard 1: RLA.S.9.1 Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers 			
	Essential	Important	Nice to Know
CSO# details			
RLA.O.9.1.01 examine the social, historical, cultural and biographical influences on literary and informational texts.	X		
RLA.O.9.1.02 recognize literary styles according to genre.	X		
RLA.O.9.1.03 increase the amount of independent reading with emphasis on fiction and nonfiction.	X		
RLA.O.9.1.04 use various pre-reading skills and comprehension strategies for activating prior knowledge or generating questions during reading and post reading, literary experience, information and/or performing a task.	X		
RLA.O.9.1.05 locate and analyze the author's use of specific information in text (e.g., author's purpose/perspective,	X		

main and supporting details, specific facts, statistics, definition).			
RLA.O.9.1.06 formulate supportable predictions, generalizations, opinions, inferences and conclusions based upon text.	X		
RLA.O.9.1.07 explain the literary devices used to construct meaning and define the author's/reader's purpose: <ul style="list-style-type: none"> • symbolism • imagery • simile • humor • rhythm • meter • assonance 	X		
RLA.O.9.1.08 recognize the relationships of the literary elements (e.g., setting, plot, narrative perspective, point of view, theme, conflict, characterization, voice, tone, structures) within specific genres.	X		
RLA.O.9.1.09 recognize and examine the purpose of organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.	X		
RLA.O.9.1.10 extend vocabulary by developing and using new terms through various literary and informational texts through various strategies: <ul style="list-style-type: none"> • context clues 	X		

<ul style="list-style-type: none"> • affixes • prefixes • multiple meanings • origin • history • evolution 			
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<p>Writing Standard 2: RLA.S.9.2 Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 			
	Essential	Important	Nice to Know
CSO# details			
RLA.O.9.2.01 compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).	X		
RLA.O.9.2.02 develop research topics, select approaches, create, and publish (e.g., word processing and desktop publishing) a well developed paper with documented and cited		X	

sources and computer-generated graphics, following a specified format: <ul style="list-style-type: none"> • APA • MLA 			
RLA.O.9.2.03 construct a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic.	X		
RLA.O.9.2.04 identify, evaluate, and analyze a variety of informational media using primary and secondary sources.	X		
RLA.O.9.2.05 formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research.		X	
RLA.O.9.2.06 incorporate varied note taking skills to process and organize information into an outline for a composition (introduction, main points, supporting details, conclusion).	X		
RLA.O.9.2.07 examine and prioritize different drafting strategies for specific writing tasks to structure a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	X		
RLA.O.9.2.08 summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism; recognize media copyright laws and public/private domain.	X		

RLA.O.9.2.09 create and apply transition sentences to signal progression of ideas between paragraphs as well as appropriate words and phrases to signal organizational patterns.	X		
RLA.O.9.2.10 use pre-writing, editing and revision techniques to construct complete and varied sentences, eliminate organizational errors and use more precise and concise language.	X		

Listening, Speaking, and Media Literacy Standard 3: RLA.S.9.3 Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.			
	Essential	Important	Nice to Know
CSO# details			
RLA.O.9.3.01 plan, prepare appropriate background information on a specified topic and communicate effectively in different settings (e.g. interpersonal, small group, whole group) and for different purposes to <ul style="list-style-type: none"> • inform • persuade 	X		

<ul style="list-style-type: none"> • relate • entertain 			
<p>RLA.O.9.3.02 formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences.</p>	X		
<p>RLA.O.9.3.03 perform a variety of roles in various settings:</p> <ul style="list-style-type: none"> • critique oral/visual information • relate personal experiences • collaborate to gain consensus • mediate • speak extemporaneously 		X	
<p>RLA.O.9.3.04 use active listening strategies to analyze the message, formulate a response and react to</p> <ul style="list-style-type: none"> • determine purpose • make predictions • differentiate fact from opinion • construct meaning of discussion, speech, or media. 	X		
<p>RLA.O.9.3.05 understand, interpret and evaluate various media communications.</p>		X	
<p>RLA.O.9.3.06 properly use private and public information.</p>		X	
<p>RLA.O.9.3.07 plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, and audience.</p>		X	

GOALS**I. Reading****II. Writing/Grammar Research****III. Listening/speaking/Viewing**

Grammar, vocabulary study, and spelling will be constantly addressed through activities related to the units of study.

Week	Unit of Study	Resources	I	II	III	Suggested Writing Activities
1	Reading Skills/Short Story Unit	Literature text Reading workshop Writing lab	.	.	.	Narrative introduction to writing process introduction to writing lab
2	Short Story Unit (continued)	Literature text Reading workshop Writing lab	.	.	.	Narrative (continued) Oral / class discussion
3	Grammar Review	Grammar text: <u>Little Brown Handbook</u> : LBH	.	.	.	Personal-friendly-business letters Oral / class discussion
4	Poetry Unit	Literary text Writing lab	.	.	.	Poem(s) Oral / class discussion
5	Poetry (continued)	Literature text Writing lab	.	.	.	Poem(s) Reader's theater Oral / class discussion
6	Nonfiction Unit (speeches, letters, biography/autobiography)	Literature text Writing lab	.	.	.	Biography / autobiography Oral / class discussion
7	Novel Unit	Ancillary novels Audio/video resources (deemed appropriate)	.	.	.	Novel- specific writing assignment Oral / class discussion
8	Novel Unit (continued)	Ancillary novels Audio/video resources Writing lab	.	.	.	Novel- specific writing assignment Oral / class discussion
9	Mini-Research Unit	Writing Research Reports LBH textbook Media / library Internet writing lab	.	.	.	Mini research paper Oral / class description

GOALS

I. Reading

II. Writing/Grammar Research

III. Listening/speaking/Viewing

Week	Unit of Study	Resources	I	II	III	Suggested Writing Activities
10	<i>Romeo & Juliet</i> Unit	Literature text Appropriate tape/video	.	.	.	Character analysis essay or Cause and effect essay
11	<i>Romeo & Juliet</i> (continued)	Literature text Appropriate tape/video	.	.	.	Memorization Character analysis essay or Cause and effect essay Oral / class discussion
12	<i>Romeo & Juliet</i> (continued)	Literature text Appropriate tape/video	.	.	.	Memorization Character analysis essay or Cause and effect essay Oral / class discussion
13	Essay Unit	Literature text Ancillary essays	.	.	.	Personal essay or letter to editor Oral / class discussion
14	<i>The Odyssey</i> Unit	Literature text Appropriate audio/video resources	.	.	.	Cause and effect essay Oral / class discussion
15	<i>The Odyssey</i> (continued)	Literature text Appropriate audio/video resources	.	.	.	Cause and effect essay Oral / class discussion
16	Optional Drama Unit * <i>Marty</i> (or other)	Literature text Appropriate audio/video	.	.	.	Interpretive essay or short play Oral / class discussion
17	Novel Unit	Ancillary novels Appropriate audio/video tape	.	.	.	Novel - specific writing assignment Oral / class discussion
18	Novel Unit	Ancillary novels Appropriate audio/video tape	.	.	.	Novel - specific assignment Oral / class discussion