Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 1: Fiction and the Novel

Grade Level: 9   **Grading Period: 1st Quarter**

Enduring understanding: Novels and short stories provide opportunities to expand a reader's frame of reference and reactions to specific situations as well as the opportunity to connect his/her own experiences to that of the characters. To be successful in the 21st century, students must become close readers, good writers, and clear communicators.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Reading Short Story and the Novel	I can read and understand fiction and its elements.	9.1.01 9.1.02 9.1.03 9.1.04 9.1.05 9.1.06 9.1.07 9.1.08 9.1.09	What are the elements of the short story? What are the elements of the novel? How do I become a close reader of fiction? *(**close reading** describes the careful, sustained interpretation of a brief passage of text. Such a reading places great emphasis on the particular over the general, paying close attention to*	Setting Mood/Atmosphere Plot Rising Action Climax Falling Action Denouement Internal Conflict External Conflict Antagonist Protagonist Characters (round, dynamic, static) Point of View (first person, omniscient, omniscient limited) Stream of Consciousness Theme Symbolism Irony Imagery	Summaries Character sketch Graphic organizers Quizzes Tests Formative assessments (in-depth questions with explicit feedback) Literary analysis Class discussion Project-based learning (PBL)	Use graphic organizers to compare similarities and differences among fiction genres, characters, writers' styles, themes, and other aspects of fiction. Use software such as Digital Story Telling, Microsoft Word, PowerPoint, or Moviemaker to generate student projects on short stories and the novel. Following the completion of a novel, read a related short story and compare the complexity of the two.

			individual words, syntax, and the order in which sentences and ideas unfold as they are read.) How do I locate and explain literary devices?	Simile Tone Metaphor Allusion Foreshadowing Flashback	Reader response logs Literature circles Personal narrative Peer edit Teacher conference Student created glossary of terms Frayer model Original art based on fiction Presentation of narrative in a student-selected media format	Evaluate the comprehension of words, identify definitions, and use words correctly in speaking and writing. Collaborate with other students to review beneficial reading techniques; apply those techniques to the text. In computer lab have students do a webquest on short stories. This unit yields an opportunity to assign group projects (PBL) on short story and the novel (author biography, synopsis of content, parallel reading, etc.).
Writing	I can compose a narrative essay using the five-step writing process.	9.2.01 9.2.07 9.2.09 9.2.10	How can I produce a "ready for publication" narrative piece?	Transition Introduction Conclusion Syntax Pre-writing Drafting		
Listening, Speaking, Media Literacy	I can interpret and communicate clear, logical messages. I can use media to communicate my narrative to others.	9.3.01 9.3.02 9.3.03 9.3.04 9.3.07	How can I listen and speak more effectively? How can I best utilize a media to communicate my narrative to others?			Individual presentations can be made on small "report style" research on authors, stories, genres, etc. incorporating written work, visuals, and a short oral presentation. Use Thinkfinity or SAS in schools for online higher level student work.

						Offer an option of Podcasting as you differentiate to allow collaborative groups to summarize key learning.
						Set up a classroom Wiki to foster interactive online collaboration and learning on short stories and reflections.
						Have students create a blog as a form of online journal for collecting their reflections and to document learning progression.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily oral grammar (9.2.10), vocabulary series focusing on vocabulary in context (9.1.10), research (see research map 9.3.06, 9.1.05, 9.2.04)

Formal Writing Assignment: Personal Narrative including description

Suggested Readings: Lexile=L *The Giver* 760L*, Great Expectations* 1230L*, Night* 570L*,* works by Poe, O. Henry, Bradbury, Tan, Hurst, Twain, etc.

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. Study pieces of fiction about the Greeks or Romans. Write a descriptive piece about one of the religions from World History.

Tiered Instruction:,
Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads
Tier 2 -Use Readers Notebook for guided practice
Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Grade Level: 9   **Grading Period: 2nd Quarter**

Enduring understanding: Poetry is an emotional reaction to life, incorporating the best words in the best order and conveying a particular response to life's journey. Reading poetry and non-fiction exposes a reader to concrete and abstract thought.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Reading Poetry	I can read and understand poetry and its elements.	9.1.01 9.1.02 9.1.04 9.1.05 9.1.06 9.1.07 9.1.10	What are the elements of the poetry? How do I become a close reader of poetry? (*close reading describes the careful, sustained interpretation of a brief passage of text. Such a reading places great emphasis on the particular over the general, paying close attention to individual words, syntax, and the order in which sentences and ideas unfold as they are read.*)	Alliteration Assonance Metaphor Onomatopoeia Repetition Rhyme Rhythm Simile Style Sonnet Symbol Theme Couplet Stanza Persona Speaker	Summaries Graphic organizers Quizzes Original poetry Tests Formative assessments (in-depth questions with explicit feedback) Literary analysis SOAPSTone *(Literary analysis examining speaker, occasion, audience, purpose, situation and tone. This approach to analysis is relevantly used in poetry, speeches, short stories, newspaper articles, and countless other documents)*	Use graphic organizers to compare similarities and differences among poems, types of poems, themes, language, and other aspects of poetry. Select specified passages to support a thesis Individual and choral reading for interpretation of poetry On selected texts, students will correlate the work and its possible influences Poetry Out Loud WritingRoadmap2 Use Thinkfinity and SAS for online lessons and higher level thought.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Reading Non-fiction	I can read and understand non-fiction and its elements.	9.1.01 9.1.02 9.1.03 9.1.04 9.1.05 9.1.06 9.1.07 9.1.08 9.1.09 9.1.10	What are the elements of non-fiction? How can I become a close reader of non-fiction?	Characters Setting Purpose Tone Biography Autobiography Diary/Journal	Class discussion Project-based learning (PBL) Literature circles Student created glossary of terms Poetry explication Informative essay Peer groups	Correlate selected texts and their possible influences. Use graphic organizers to explore etymology, denotation, connotation, multiple meanings, and varied uses of words Evaluate the comprehension of words, identify definitions and use words correctly in speaking and writing
Writing Informative Essay Original Poetry	I can write an informative essay using the five-step writing process. I can write original poetry.	9.2.01 9.2.03 9.2.06 9.2.07 9.2.08 9.2.09 9.2.10	How can I write an effective informative piece? How can I write an original poem?	Thesis Pattern Poems Pantoem, Haiku, etc.	Teacher conferences Writing Roadmap2 Microsoft Word Rubrics West Virginia online benchmark assessment	Visual literacy Group projects (PBL) Individual poetry presentations SAS school Use software such as

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Speaking	I can dramatically read a poem and explain its meaning.	9.3.01 9.3.02 9.3.07	How can I read and explain a poem effectively?	Dramatic Reading		Digital Story Telling, Microsoft Word, PowerPoint, or Moviemaker to generate student projects on poetry

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily oral grammar (9.2.10), vocabulary series focusing on vocabulary in context (9.1.10), research (see research map 9.2.03, 9.2.06, 9.2.04, 9.1.06)

Formal Writing Assignment: Informative Essay and original poetry

Suggested Readings: Lexile=L variety of poets including, but not limited to Hughes, Wordsworth, Dickinson, Tennyson, Myers, Carrol, Cisneros, Poe, Wilbur, Elliot, Frost, ee cummings, Shakespeare, Soto, Whitman, etc. Non-fiction writers such as Postman, Sandburg, Tan, Roosevelt, Cosby, Soto, Dillard, Quindlen, Woolf, Hurston, Updike, etc.

Social Studies Connection: Work closely with social studies teacher on writing and reading assignments. Study a nonfiction work about the Middle Ages. Write a "bio-poem" about a leader of the Middle Ages.

Tiered Instruction:,
Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads
Tier 2 -Use Readers Notebook for guided practice
Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 4: Literary Themes

Grade Level: 9   **Grading Period: 4th quarter**

Enduring understanding: Writing is a durable form of effective communication which produces a record of a person's ideas and opinions.
Studying literature thematically helps readers to build understand literary elements, influences, and author's purpose.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources

Reading Variety of genres divided by theme	I can read and understand theme in a variety of texts.	9.1.01 9.1.02 9.1.03 9.1.04 9.1.05 9.1.06 9.1.07 9.1.08 9.1.09 9.1.10	How do I recognize theme in literature? How do I make connections between different genres sharing the same theme?	Theme Genre	Summaries Graphic organizers Quizzes Tests Formative assessments (in-depth questions with explicit feedback) Literary analysis Class discussion Project-based learning (PBL) Literature circles SOAPSTone Persuasive essay Peer groups Teacher conferences Writing Roadmap 2 Microsoft Word Rubrics	Use software such as PowerPoint, Moviemaker, Digital Story Telling, etc. to create higher level presentations and group projects (PBL). Writingroadmap2 Use Thinkfinity and SAS for online higher level lessons. In computer lab conduct a webquest to explore writing basics. Visual literacy Use a class Wiki to post questions and responses in an online learning community. Have students create blogs to use as online journals
Writing Persuasive Essay	I can create a persuasive essay using the five-step writing process.	9.2.01 9.2.03 9.2.06 9.2.07 9.2.08 9.2.09 9.2.10	How do I write an effective persuasive essay?	Introduction Thesis Quotation Audience Transitions		

Speaking Listening	I can speak and listen effectively in class discussions.	9.3.01 9.3.02 9.3.03 9.3.07	How can I communicate with my peers?		WV Online Benchmark Assessment	stimulating higher level thought and virtual collaboration.
Media Literacy	I can use visual literacy to explain why I chose my persuasive topic.	9.3.05 9.3.06 9.3.07	What elements should I look for in a visual for my persuasive topic and how should I present it?	Visual Literacy		Interactive white board Google images Use Audacity open source software to have students create voice overs, text readings, and podcasts on unit content.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily oral grammar (9.2.10), vocabulary series focusing on vocabulary in context (9.1.10), research (see research map 9.2.07, 9.2.01)

Formal Writing Assignment: Persuasive Essay

Suggested Readings: Lexile=L a variety of short stories, poems, and essays grouped by theme (i.e. "Spine Tinglers" – "The Cask of Amontillado" and "The Most Dangerous Game").

Social Studies Connection: Work closely with social studies teacher on writing and reading assignments. Read selections from African or Asian writers. Ask students to present information on these countries before the class reads the selections

Tiered Instruction:,
Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice
Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Reading and English Language Arts/ Social Studies, Grade 9
Suggested Reading List
Lexile=L or Readability Scores=R

Title	Author/Publisher	Lexile
All Quiet on the Western Front	Erich Maria Remarque	830L
And Then There Were None	Agatha Christie	5.5R
The Bluest Eye	Tone Morrison	920L
Bodega Dreams	Ernest Quinonez	5.3R
Effect of Gamma Rays on Man-in-the-Moon Marigolds	Paul Zindel	4.2R
The Natural	Bernary Malamud	6.3R
A Separate Peace	John Knowles	1110L
A Midsummer Night's Dream	William Shakespeare	490L
The Chosen	Chiam Potok	970L
Black Boy	Richard Wright	950L
Ethan Frome	Edith Wharton	1160L
Holes	Louis Sacher	660L
The Good Earth	Pearl Buck	1530L
The Yearling	Majorie Kinnan Rawlings	750L