

Hillsborough Township Public Schools  
Ninth Grade

Targeted Intervention Writing Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connection	21 <sup>st</sup> Century Connection
<b>Unit 1: Pre-Assessment</b>							
<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>Writing should be purposely focused, detailed, organized, and sequences in a way that clearly communicates the ideas to the reader.</p>	<p><b>W.910.2</b> 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>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations.</p>		<p><b>Summative Assessment</b></p> <p><b>Pre-Test:</b> Diagnostic Assessment Expository Essay</p> <p>*Student responses scored against the 4 point Holistic Scoring Rubric (1) Does Not Meet the Standards, (2) Approaches the Standards (3) Meets the Standards (4) Exceeds the Standards</p>	<p><b>Social Studies 6.3.12.A.1 Active citizenship in the 21<sup>st</sup> Century</b> 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><b>9.1.12.A.1 Life Skills Critical Thinking and Problem Solving</b> Apply critical thinking and problem-solving strategies during structured learning experiences.</p>

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<b>Unit II: Expository Writing 5 weeks</b>							
<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 for of writing?</p> <p>How do readers construct meaning from a text?</p> <p>Why do readers need to pay attention to a writer's choice of words?</p>	<p>Writing is a process that uses skills, strategies, and practices for creating a variety of texts.</p> <p>Writing should be purposely focused, detailed, organized, and sequences in a way that clearly communicates the ideas to the reader.</p> <p>Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry.</p> <p>Writing is a process that uses skills, strategies, and practices for revising and editing a variety of texts.</p> <p>Understanding that producing clear ideas as a writer</p>	<p><b>W.9-10.2</b> 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><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach.</p>	<p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations.</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 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 identify the writing style (informative/explanatory) that best fits my task, purpose and audience.</p> <p>-I can use graphic organizers to develop my ideas.</p> <p>-I can compose a clear</p>	<p><b>Summative Assessment</b></p> <p><b>Progress Monitors:</b> At least 4 additional Expository Essays</p> <p>*Student responses scored against the 4 point Holistic Scoring Rubric (1) Does Not Meet the Standards, (2) Approaches the Standards (3) Meets the Standards (4) Exceeds the Standards</p> <p><b>Formative Assessment</b></p> <p>Individualized Goal Setting</p> <p>Step by Step</p>	<p><b>Social Studies 6.3.12.A.1 Active Citizenship in the 21st Century</b></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><b>9.1.12.A 1 Life Skills Critical Thinking and Problem Solving</b></p> <p>Recognize a problem and brainstorm ways to solve the problem individually or collaboratively</p> <p><b>9.1.12. B1 Creativity &amp; Innovation</b> Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</p> <p><b>9.1.12. F1 Accountability, Productivity and Ethics</b></p>

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connection	21 <sup>st</sup> Century Connection
	involves selecting appropriate style and structure for an audience and is strengthened through revision.			<p>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 revised if necessary.</p>	<p>Instructions</p> <p>Visual Representations of Information (modeling proper writing)</p> <p>Scaffolding/Tiering Charts/Graphic Organizers</p> <p>Outlining</p> <p>Small Group Lessons</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><b>Technology 8.1.12.F.1</b></p> <p>Select and use specialized databases for advanced research to solve real-world problems.</p>	<p>Understand the nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p> <p><b>9.1.12.F2 Accountability, Productivity and Ethics</b></p> <p>Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences</p>

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<b>Unit III: Responses to Open-Ended Questions 5 weeks</b>							
<p>How does reading fluency affect comprehension?</p> <p>What 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 for of writing?</p>	<p>Effective readers use a variety of 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. Analyzing texts for structure purpose, and viewpoints allows an effective reader to gain insight and strengthen understanding.</p> <p>Writing is a process that uses skills, strategies, and practices for creating a variety of texts.</p> <p>Writing should be</p>	<p><b>RL.9-10.1</b> Read closely to determine what 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><b>RL.9-10.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RL.9-10.4</b> Interpret words and phrases as they are used in a text, and analyzing how specific word</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 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.</p> <p>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions,</p>	<p>-I can define inference and explain how a reader uses textual evidence to reach a 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</p>	<p><b>Summative Assessment</b></p> <p><b>Progress Monitors:</b> At least 4 additional Open-ended Questions</p> <p>*Student responses scored against the 4 point Holistic Scoring Rubric (1) Does Not Meet the Standards, (2) Approaches the Standards (3) Meets the Standards (4) Exceeds the Standards</p> <p><b>Formative Assessment</b></p> <p>Individualized Goal Setting</p> <p>Step by Step Instructions</p>	<p><b>Social Studies 6.3.12.A.1 Active Citizenship in the 21st Century</b></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><b>Technology 8.1.12.F.1</b></p> <p>Select and use specialized databases for advanced</p>	<p><b>9.1.12.A 1 Life Skills Critical Thinking and Problem Solving</b></p> <p>Recognize a problem and brainstorm ways to solve the problem individually or collaboratively</p> <p><b>9.1.12. B1 Creativity &amp; Innovation</b></p> <p>Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</p>

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<p>How do readers construct meaning from a text?</p> <p>Why do readers need to pay attention to a writer's choice of words?</p>	<p>purposed focused, detailed, organized, and sequences in a way that clearly communicates the ideas to the reader.</p> <p>Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry.</p> <p>Writing is a process that uses skills, strategies, and practices for revising and editing a variety of texts.</p> <p>Understanding that producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision.</p>	<p>choice shapes meaning or tone. <b>RL.9-10.6</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>W.910.2</b> 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><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>concrete details, quotations.</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. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>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>-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</p>	<p>Visual Representations of Information (modeling proper writing)</p> <p>Scaffolding/Tiering</p> <p>Charts/Graphic Organizers</p> <p>Outlining Small Group Lessons</p> <p>Revising and Editing</p> <p>Use of Rubrics- 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>research to solve real-world problems.</p>	<p><b>9.1.12. F1 Accountability, Productivity and Ethics</b></p> <p>Understand the nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p> <p><b>9.1.12.F2 Accountability, Productivity and Ethics</b></p> <p>Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences</p>

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		<b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach.		checking for errors in capitalization, punctuation, grammar, and spelling. -I can analyze my writing to determine if my purpose and audience have been fully addressed and revised if necessary.			

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit IV: Persuasive Writing 6 weeks</b>							
How do good writers express themselves?  How does process shape the writer's product?  How do writers develop a well-written product?  How do the rules of language affect communication?	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.	<b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence  <b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  Develop claims and counterclaims fairly supplying evidence for each while pointing out the strengths and	I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.  I can support my claims and counterclaims by pointing out the strengths and limitations in my topic.  I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and	<b>Summative Assessment</b>  <b>Progress Monitors:</b> At least 5 additional Persuasive Essays  *Student responses scored against the 4 point Holistic Scoring Rubric (1) Does Not Meet the Standards,	<b>Social Studies 6.3.12.A.1 Active Citizenship in the 21<sup>st</sup> Century</b>  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding	<b>9.1.12.A 1 Life Skills Critical Thinking and Problem Solving</b>  Recognize a problem and brainstorm ways to solve the problem individually or collaboratively  <b>9.1.12. B1 Creativity &amp; Innovation</b> Present resources and data in a format

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<p>Why does a writer choose a specific for of writing?</p> <p>How do readers construct meaning from a text?</p>	<p>Writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry. Writing is a process that uses skills, strategies, and practices for revising and editing a variety of texts.</p> <p>Understanding that producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision.</p>	<p>appropriate to task, purpose, and audience.</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach.</p>	<p>limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and the reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>	<p>clarify relationships, and provide a concluding section that supports my argument.</p> <p>-I can use graphic organizers to develop my ideas. -I can compose a clear and logical piece of writing that demonstrates my understanding of the expository writing style. -I can use prewriting strategies to formulate ideas. -I can apply revision strategies with the help of others. -I can edit my writing to determine if my purpose and audience have been fully addressed and revise when necessary. -I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling. -I can analyze my writing to determine if my purpose and audience have been fully addressed and revised if necessary.</p>	<p>(2) Approaches the Standards (3) Meets the Standards (4) Exceeds the Standards</p> <p><b>Formative Assessment</b></p> <p>Individualized Goal Setting Step by Step Instructions Visual Representations of Information (modeling proper writing) Scaffolding/Tiering Charts/Graphic Organizers Outlining Small Group Lessons Usage and Mechanics Worksheets Revising and Editing Use of Rubrics Student Self-Evaluations Learning – centered</p>	<p>by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p><b>Technology 8.1.12.F.1</b> Select and use specialized databases for advanced research to solve real-world problems.</p>	<p>that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</p> <p><b>9.1.12. F1 Accountability, Productivity and Ethics</b></p> <p>Understand the nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p> <p><b>9.1.12.F2 Accountability, Productivity and Ethics</b></p> <p>Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences</p>

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			purpose, and audience.		Portfolios Teacher-student Conference Feedback Sheets Post-Conference Student Reflection Sheets		
<b>Unit V: Post-Assessment 1 week</b>							
<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>Writing should be purposely focused, detailed, organized, and sequences in a way that clearly communicates the ideas to the reader.</p>	<p><b>W.910.2</b> 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>Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations.</p>		<p><b>Summative Assessment</b></p> <p><b>Post-Test:</b> Expository Essay Post-Assessment</p> <p>*Student responses scored against the 4 point Holistic Scoring Rubric (1) Does Not Meet the Standards, (2) Approaches the Standards (3) Meets the Standards (4) Exceeds the Standards</p>	<p><b>Social Studies 6.3.12.A.1 Active citizenship in the 21<sup>st</sup> Century</b> 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><b>9.1.12.A.1 Life Skills Critical Thinking and Problem Solving</b> Apply critical thinking and problem-solving strategies during structured learning experiences.</p>