**CURRICULUM MAP Reading 1 Grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 1**:**Key Ideas and Details**  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 text.  **Grade 9-10 Specific Literature Standard:**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Grade 9-10 Specific Informational Standard:**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s) | Students will determine importance and make inferences while reading pieces of literature and informational texts.  Students will explore and comprehend the implicit and explicit meanings of text. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does being able to draw conclusions and make inferences protect the individual from being taken advantage of in the world? * How do characters embody adolescence in their changes and development over time? * How does the ability to draw inferences increase understanding? * How does determining importance help us distinguish essential information from irrelevant information? * What does it mean to read effectively? * How does the ability to analyze and summarize the thematic development in texts that may reveal life lessons?   **Topical Questions:**   * How/why do good readers draw conclusions and make inferences? * Why is it important to use textual support when analyzing a work of literature? * How do we demonstrate our understanding and comprehension of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (title of text)?   **Literature**   * How can we analyze a text? * What does it mean to analyze text? * How do silent conversations further our comprehension of the text? * How do we demonstrate our understanding of what we have read? * What is implicit knowledge? What is explicit knowledge? * How can we interpret complex passages and vocabulary?   **Informational:**   * What questions can you ask in order to further understand the topic from the article? * How can we analyze a text? * What does it mean to analyze text? * How do silent conversations further our comprehension of the text? * How do we demonstrate our understanding of what we have read? * What is implicit knowledge? What is explicit knowledge? * How can we interpret complex passages and vocabulary? * What is a factual question? * What is an interpretive question? * What is an evaluative question? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The difference between factual, interpretive and evaluate questions. * The difference between explicit and implicit information in texts. * How to find appropriate supporting evidence. * What an inference is; how to read in between the lines and locate subtext. * The difference between what the text says and what is implied * How to extract relevant information from a text. * How an inference is drawn. * How symbols create meaning. | **Students will be able to. . .**   * Make inferences from evidence in the text. * Cite clear and accurate supporting evidence from the text. * Locate and determine the strongest supportive evidence. * Make inferences from a text. * Cite relevant evidence from a text. * Incorporate supporting details to support inferences. * Cite specific evidence that reveals character traits. * Explain an inference drawn from the text. * Identify symbols in a text and evaluate their relevance. * Make predictions based on textual evidence. * Make predictions about a text. |
| **CONTENT:** | |
| Sample texts:  **Plays**:  *A Raisin in the Sun* by Lorraine Hansberry  *Antigone* by Sophocles  *A Doll’s House* by Henrik Ibsen  *The Tempest* and *Romeo and Juliet* by William Shakespeare  **Novels:**  *Of Mice and Men* by John Steinbeck  *Night by* Elie Weisel*, Frankenstein by* Mary Shelley  *House on Mango Street* by Sandra Cisneros  *Kite Runner* Khaled Hosseini  *If you Come Softly* Jacqueline Woodson  *Monster* Walter Dean Myers  Gary Soto  *Beowulf* Seamus Heaney  *Canterbury Tales*  *Gilgamesh*  Mythology  Grimms’ Fairytales  *1984* by George Orwell  *Farenheit 451*  *Joy Luck Club* Amy Tan  Oscar Wilde  *The Color of Water* James McBride  **Short Stories:**  “Monkey’s Paw” “The Most Dangerous Game” “The Necklace”  Authors: Saki (H. H. Munro), Guy de Maupassant, Ray Bradbury, Kurt Vonnegut, O’Henry, Edgar Allen Poe  **Films**: *The Power of One, Life is Beautiful, The Price of the Ticket: Interview with James Baldwin, Freedom Writers*  **Poetry**:Shelley, Byron, Coleridge, Blake, Wordsworth, Keats, Maya Angelou, Langston Hughes, Louis Ginsberg, (poets list)  **Informational texts***: “*Perils of Indifference” by Elie Weisel, “Pilgrimage to Non-violence” by Dr. Martin Luther King Jr. “On Being 17 Bright and Unable to Read” by David Raymond  “Black Men and Public Space” Brent | |
| **VOCABULARY:** | |
| Subtext, inference, explicit, implicit, citation, symbol, memoir, interpretive, evaluative, predictions, perspective, direct and indirect characterization, protagonist, antagonist  central ideas, plot, literary theme, objective, subjective, informational text, main idea, relevant material, irrelevant material, point of view, narration, narrator, internal and external conflict | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biases influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| Performance Assessment:   * Students will create charts that pertain to a chosen character or characters which focuses on direct and indirect characterization. * Students will act as a psychologist and create a personality profile for the character based on information that is explicit and inferred.   Other Assessments:   * Essays * Students will develop a paragraph that compares the situation then and now. * Write a paragraph to explain your views about the characters being shaped by cultural bias.   Other Evidence:   * 1. Students will write a five paragraph essay in which they cite two examples correctly from the book to support their argument. * 2. Students will use graphic organizers, such as a triple entry journal, to answer a question, quote or paraphrase a section of the text to answer that question, and provide their interpretation of the text.   Student Self-Assessment and Reflection:   * Students will write a journal entry that reflects on how people view them based on their words and actions. How is this similar or different to the way the character is described in the book? Give examples from both your life and the book to compare and contrast. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Performance Task:   * Students will read a passage from a selected work and identify two quotes or examples that show characterization of the protagonist or antagonist. Students will then list examples, the page they found it on and the author’s name in order to cite their work. * Students will write a description of the physical setting of the play and what can be inferred about the family. * Comparative essay after showing a film that connects to a text. Example, after *Night* by Elie Weisel students will watch *Life is Beautiful* | |
| **RESOURCES:** | |
| *The English Teacher’s Companion* by Jim Burke  [www.readwritethink.org](http://www.readwritethink.org)  [www.pbs.org](http://www.pbs.org)  [www.amnestyinternational.org](http://www.amnestyinternational.org)  *Understanding By Design* Grant Wiggins | |
| **TECHNOLOGY INTEGRATION:** | |
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