**CURRICULUM MAP Reading 2 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 2: Key Ideas and Details**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  **Grade 9-10 Specific Literature Standard:**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;  provide an objective summary of the text.  **Grade 9-10 Specific Informational Text Standard:**  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Students will be able to analyze themes.  Students will be able to summarize thematic developments within literature and informational texts. |
| ESSENTIAL QUESTION(S): | |
| **Overarching Questions:**   * How are central ideas developed through plot? * Why is it important to be able to relate the content of what we read to our own lives? * How does a literary theme connect to larger social or political issues? * How do themes evolve throughout a text? * How does the theme of \_\_\_\_\_\_\_\_\_\_\_ (love, family dysfunction, racism) echo itself in real life?   **Topical Questions:**  **Literature:**   * How does the theme connect to your life? To another text? To the world? * What is the relationship between the social theme of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (title of text) and the current state of affairs in the Middle East? (E.g. What is the relationship between the theme of women’s role in society in *The Odyssey* and women’s role in modern society? * What is a theme? * What techniques does an author use to create and develop themes? * What is an objective summary of a text? * How do themes allow for an objective summary of a text? * How do good readers identify main idea of a paragraph/selection?   **Informational:**   * What are five (5) important facts that can be used to analyze the main idea of the article? * What is a central idea? * What techniques does an author use to create and develop central ideas of a text? * What is an objective summary of a text? * How do central ideas allow for an objective summary of a text? * How does the interaction of multiple central ideas within a text spiral to produce a complex analysis? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How details interrelate and combine to create theme and central ideas (informational texts). * How particular details are essential to develop themes. * The difference between subjective and objective summaries of the text. * What the main idea of a text is. * What a theme is. * How to summarize a text. * Themes from a text. * Students will know how to summarize information. | **Students will be able to. . .**   * Identify the difference between theme and main idea. * Identify detailed evidence in the text that evolve into themes or central ideas. * Locate evidence from the text to demonstrate central ideas or themes. * Analyze themes and central ideas in terms of a larger meaning or purpose. * To conduct a close reading to examine and observe how themes or central ideas develop within a text. * Write a summary of a text. * Determine the theme of a text. * Use supporting details to support the development of a theme. * Identify themes by citing specific details from a text. * Separate relevant from irrelevant details when summarizing events in 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 use historical information and/ or current events to connect to the major themes of chosen novels. These connections will be discussed and/or presented. * Students work in groups with a list of discussion questions that will help them to derive the theme of chosen text and present their findings to the class.   Other evidence:   * Students will write a five (5) paragraph essay given two works and will establish a controlling idea. The students will determine the theme and compare and contrast the authors’ point of view.   Student Self-Assessment and Reflection:   * Students will write reflective journals about what might be the main themes of their life story so far. How does this compare to the themes in the works that they have read? Give examples. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will read two short stories, poems, or news articles. They will summarize the main ideas and establish a controlling idea for both works. They will identify the theme and answer how each author’s point of view supports the controlling idea. * Ex. (From *A Raisin in the Sun*) Students will discuss the implications of living in a house hold with five generations and what would they have done. * Write a letter to a character in the story. * Write a paragraph to discuss the internal or external conflict of the protagonist. * Write a journal entry for each chapter/or scene. Explain your point of view/ perspective. | |
| **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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