**CURRICULUM MAP Reading 4 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 4:** **Craft and Structure**  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone  **Grade 9-10 Specific Literature Standard:**  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)  **Grade 9-10 Specific Informational Standard:**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper.) | Students will gain understanding of cloze reading and diction.  Students will interpret a variety of vocabulary.  Students will interpret meaning through diction. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How do writers connect the world of words to capture the meaning, emotions, and intellectual movements of our society and the society of others? * How do the words we use create meaning? * How does meaning change as diction and tone change? * How does evaluating the use of diction highlight the true meaning of what is being said? * How do context clues help better understand the language and meaning of text? * How are people affected by word choice?   **Topical Questions:**  **Literature:**   * How does the use of dialect help you to understand the time period/location of the main character? How does the author’s choice of words show his/her feelings towards the topic(s) he is writing about? * How does an author’s choice of words create tone? * How does the language of a text help us to determine context and setting? * How does the author’s choice/use of words in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (title of text) shape the setting? * How do good readers interact with a text and make it their own?   **Informational:**   * How does the tone of a newspaper article differ from that of an encyclopedia? Of a persuasive essay? * How does an author’s choice of words, including technical meanings, create meaning and tone? * How does style of language change according to its format? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The difference between connotative and denotative meaning. * How diction impacts meaning and tone. * Connotative and denotative meanings of words. * Figurative meanings of words and phrases. * How word choice affects meaning and tone. * How specific words evoke a specific time or place the definitions of the literary elements of mood and tone. * Students will know the differences between formal and informal tone. * Students will know how writers use context clues. | **Students will be able to. . .**   * Use context clues to define complex vocabulary. * Analyze how the connotations of the author’s words create mood, tone and meaning. * Determine how the style of language changes depending on the format of a particular text. * Determine the meaning of words and phrases in a text. * Determine the difference between connotative and denotative meanings of words. * Analyze how word choice affects meaning and tone within a text. * Identify the use of adjectives and adverbs and how they evoke mood and tone. * Use word choice to modulate tone and mood in their writing. * Use context clues to determine meaning of unfamiliar words. |
| **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, epic hero, epic, author’s intent, connotation, denotation, diction, figurative language | |
| **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 Assessments:   * Write in the perspective of a character in the story (first the protagonist, then the antagonist, lastly, if time permits, a secondary character that does not have a large role in the story). How does the story shift as the student changes these perspectives? * In your journal write a response in reaction to a conflict, situation, or scenario that arises in the story?   Other Evidence:   * Given two passages, students will compare and contrast the mood created by the two authors telling the same story in a four (4) paragraph essay, identifying how certain words change how we feel about a story.   Self-Assessment and Reflection:   * Students will write a journal that includes their impressions and reflection on two different author’s styles and use of language to communicate characterization, plot and theme. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Using newspaper articles; a lead and a feature that pertains to a similar topic, have students identify vocabulary that captures emotions in both articles. Afterwards students will be able to recognize how word choice changes the focus of each article and how it’s possible to present the same topic in different ways (point of view/perspective). * Using poetry, have students map the figurative language used in the text and analyze how figurative language affects meaning. Using song lyrics can also have the same impact. * Students will be given a story that has been modernized, altered and rewritten. Looking at a classic story altered, students can begin to see how the plotline remains but the setting, voice and point of view can change. (ex: Selections from *Gone With the Wind* and *The Wind Done Gone*, or *Romeo and Juliet* and *West Side Story*) Students will identify how the voice affects the mood of the story being told. Students will identify examples that show the techniques or word choices that the authors’ use to convey feeling. Students will make inferences about the time, place, and the author based on the passages. * Activity Semantic Star: Students will create a visual (a star) with five points. Each point will be categorized as: people, feelings, actions, places, characteristics. Students will then have to look through the text and write down words in these sections that pertain and hint upon these categories. This will enable students to see how the author slowly shares significant information about different aspects of the storyline. | |
| **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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