

Reading for Pleasure (Critical Thinking) Curriculum Map 2010-2011

Introductory Principles of Reading for Pleasure				
(2-3 weeks)				
Essential Questions	Content / Concepts	Skills	Resources	Teacher Notes
How do I feel about reading and books?	Introduction to Reading for Pleasure -- requirements, teacher expectations, student expectations.	Set baseline data in intro surveys.	Teacher-made surveys, scavenger hunts, worksheets. <i>Igniting a Passion for Reading</i> by Steven L. Layne; Claudia Swisher's Resource/Map Info	
How are my feelings a product of my past experiences in school and outside of school?	Students will get acquainted, talking about past reading, books, recommendations.	Set personal reading goals for class.	<i>The Book Whisperer</i> by Donalyn Miller Library media center-- librarian book talks	
What do I need to do in order to be successful -- as a student, as a reader, as a responder?	Collection of data: attitude, behavior, experience in reading for pleasure, commit to semester goals, code of behavior.	Make connections to text from personal experience.	Parent Information	
What reading attitudes and behaviors do I need to improve?	Introduction to reader's response as a tool.	Distinguish between summary and reader response.	Reading Survey Book Whisperer	
How will Reader's Response be a new tool for my responding in this class?		Identify personal code of conduct.	Scavenger Hunt Syllabus	

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Beginning to Read for Pleasure				
(4 weeks)				
Essential Questions	Content / Concepts	Skills	Resources	Teacher Notes
What experiences have shaped my reading?	Introductory reading	Monitor reading strategies; modify if necessary	Reading log directions	
What improvements do I see in my attitude and behaviors?	Making appropriate choices of books to read.	Become comfortable with reading for short periods of time.	Literacy autobiography	
	Reading periods gradually extended from 15-30 minutes per period.	Make connections between literature and self, literature and the world, literature and other texts.	Parent feedback form	
	Mini lessons -- predicting, questioning, vocabulary stud, comprehension monitoring, responding, connecting.	Draw inferences, conclusions, generalizations, predictions from text. Recognize influences on the reader's responses to text.		

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Establishing a Reading Habit (10 weeks)				
Essential Questions	Content / Concepts	Skills	Resources	Teacher Notes
What have I learned about myself as a reader?	Intermediate reading.	Analyze characteristics of text.	Midterm self-assessment.	
What skills have I strengthened?	Reading periods gradually extended from 30-45 minutes.	Summarize, paraphrase, infer from text.	Book journals	
What still needs to be done for me to become an effective reader?		Use text features and literary elements to support inferences.		
		Understand literary devices. Use elements of text to defend responses. Investigate, expand use of reader's response to literature.		

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Final Self Assessment (2 weeks)				
Essential Questions	Content / Concepts	Skills	Resources	Teacher Notes
What have I learned about myself as a reader of text?	Final self assessment	Make assertions about author arguments.	Final Exam	
What are my new reading goals?	Reading for 45 minutes.	Analyze devices -- style, genre, plot, conflict.	Final reading log.	
	Post surveys.	Draw inferences -- support with text evidence and personal experience. Monitor own reading, modify strategies. Use text features to support inferences. Analyze characteristics of text.		

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College and Career Readiness Standards for Reading

*Key Ideas and Details

1. 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 the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

*Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas

7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital in order to answer questions, solve problems, or compare modes of presentation.
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range and Level of Text Complexity

10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.