Room for All

Trace a theme of access, action, and community.

9.T.T.1.c "Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details about access to the library or participation in the community. In the margin, number one detail from each paragraph 1, 2, and 3 to show how the central message develops.

A Route Home

1. On Monday, Nia waited outside the Oak Street library with her neighbor, Mr. Alvarez, who used a wheelchair. The front ramp was blocked by stacked delivery boxes, so he had to circle to an alley entrance. That door was locked. "I will come back tomorrow," he said, though rain had begun to fall. Nia watched him roll toward the bus stop, carrying three books in a plastic bag. Inside, students discussed civic pride at a history club meeting. Nia said nothing, but the word pride felt strange when a neighbor could not enter a public library.

2. That evening, Nia returned with a notebook. She wrote down the time, took a photo of the boxes, and asked the librarian why the alley door was locked. The librarian explained that the delivery crew had left the boxes early and that the side entrance was secured after four. Nia did not blame the librarian. Instead, she interviewed Mr. Alvarez and two parents pushing strollers. Each described changing plans when the ramp was blocked. By Wednesday, Nia had turned their comments into a one-page request: keep the ramp clear and post a working-entry plan. She asked the history club to sign it.

3. At the next library board meeting, Nia read the request aloud. Her voice shook at first, but she named the blocked ramp, the locked door, and the people whose plans had changed. Board members voted to move deliveries to a marked loading zone and to place a phone number at the side entrance for staff assistance. A month later, Nia saw Mr. Alvarez enter through the clear ramp before the rain started. The history club was planning a mural about civic pride. This time, Nia suggested that the mural include a ramp, because pride meant noticing who was missing and helping make room.

2 ANSWER WITH EVIDENCE

Use the passage

1. State a theme that develops across the passage. Use one detail from paragraph 1 and one detail from paragraph 3 to support your answer.

2. Compare Nia's response to the problem in paragraphs 1 and 2. How does her response change, and what details show that change?

3. How does the meaning of civic pride develop from paragraph 1 to paragraph 3? Cite evidence from both paragraphs.

4. Why is the passage's theme socially relevant? Explain how the library problem affects more than one person, using evidence from at least two paragraphs.

3 YOUR TURN

Your own words

Choose a story, novel, film, or other narrative you know. Write a 5-6 sentence paragraph comparing its theme to the theme in "A Route Home," using at least two details from each text and explaining the social relevance of the themes.

ANSWER KEY

Room for All

GRADE 9 · 9.T.T.1.c

PART 1 · READ AND MARK

Underline details about access to the library or participation in the community. In the margin, number one detail from each paragraph 1, 2, and 3 to show how the central message develops. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	State a theme that develops across the passage. Use one detail from paragraph 1 and one detail from paragraph 3 to support your answer.	**A theme is that community pride means removing barriers that exclude people. In paragraph 1, Mr. Alvarez cannot enter because the ramp is blocked and the alley door is locked. In paragraph 3, the board clears the ramp area and Nia says pride means helping make room.**
2	Compare Nia's response to the problem in paragraphs 1 and 2. How does her response change, and what details show that change?	**In paragraph 1, Nia stays silent and only feels that civic pride is strange. In paragraph 2, she gathers evidence, interviews people affected by the blocked ramp, writes a request, and asks the club to sign it.**
3	How does the meaning of civic pride develop from paragraph 1 to paragraph 3? Cite evidence from both paragraphs.	**In paragraph 1, civic pride seems empty because students discuss it while Mr. Alvarez cannot enter the library. In paragraph 3, it means inclusive action, shown by the clear ramp and Nia's idea to include a ramp in the mural.**
4	Why is the passage's theme socially relevant? Explain how the library problem affects more than one person, using evidence from at least two paragraphs.	**The theme is socially relevant because barriers in public spaces can exclude many community members. Paragraph 1 shows Mr. Alvarez unable to enter, and paragraph 2 shows that parents with strollers also had to change their plans.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In "A Route Home," the theme that communities must remove barriers to participation develops from Nia's silent discomfort when Mr. Alvarez cannot enter the library to the board's decision to clear the ramp. The theme matters socially because public spaces should serve all community members. Langston Hughes's "Thank You, Ma'am" also shows responsibility toward another person. Mrs. Jones takes Roger home, feeds him, and gives him money for blue suede shoes instead of treating him only as a thief. Both texts argue that care requires action, but Nia changes a public system while Mrs. Jones helps one individual.

Accept equivalent theme statements about inclusion, access, civic responsibility, or acting to remove barriers when students support them with accurate details. In Part 3, accept any appropriate narrative comparison that includes evidence from both texts and a clear explanation of social relevance.