Instructional Timeframe:	Learning Goals	Suggested Learning Support
Unit 4 Theme/Inferences **27 Days**	**Overarching learning goals:** - I can infer from a text and defend my inferences with textual evidence. - I can identify a theme in a passage and support it with textual evidence - I can compare and contrast themes across works and cultures **Overarching language goals:** -I can write an expository composition with a controlling thesis and supporting details. -I can read for understanding and purpose with fluency and comprehension. -I can speak and listen with peers in small groups to discuss a prompt.	• Fiction: "There Will Come Soft Rains" by Ray Bradbury (910 Lexile) • Fiction: Harrison Bergeron (840 Lexile) **Resources outside of the textbook:** • Fiction: "The Pedestrian" by Ray Bradbury (1100 Lexile) (additional) • Fiction: "The Veldt" by Ray Bradbury (810 Lexile) (additional) • Poetry: "There Will Come Soft Rains" by Sara Teasdale (additional) • Nonfiction: Smartphones? Tablets? Laptops? Some prefer noisy old machines. • Nonfiction: This Privacy Debate Could Drone On • Nonfiction: Autistic Children Discover Through Ipad That They Have a Voice *All nonfiction texts available at newsela.com and can be modified for different Lexile levels.
PASS Content Standards	**- 1.0 Vocabulary-** Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues **- 2.1.c Literal Understanding-** monitoring and self-correcting methods (re-reading, slowing down, subvocalizing, consulting resources, questioning) **- 2.2.a Inferences and Interpretation-** use elements of text to defend responses and interpretations **- 2.2.b Inferences and Interpretation-** Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience **- 2.2.c Inferences and Interpretation-** Investigate influences on a reader's response to text **- 2.3.a Summary and Generalization-** Determine the main idea, locate and interpret minor or subtly stated details in complex passages **- 2.3.b Summary and Generalization-** Use text features and elements to support inferences and generalizations about information **- 2.4.a Analysis and Evaluation-** Discriminate between fact and opinion and fiction and nonfiction **- 3.1 Literary Genres-** Demonstrate a knowledge of and an appreciation for various forms of literature **- 3.2.a Literary Elements-** describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view **- 3.4.a Literary Works-** Analyze and evaluate works of literature and the historical context in which they were written **- 3.4.b Literary Works-** Analyze and evaluate literature from various cultures to broaden cultural awareness **- 3.4.c Literary Works-** Compare works that express the recurrence of archetypal characters,	

	settings, and themes in literature and provide evidence to support the ideas expressed in each work
	- 3.1.a Standard English Usage- Distinguish commonly confused words
	- 3.1.b Standard English Usage- Use nominative, objective, possessive nouns
	- 3.1.c Standard English Usage- Use abstract, concrete, and collective nouns
	- 3.2.e Mechanics and Spelling- Use correct formation of plurals
	
	In Units 1 and 2:
	- 2.2 Write expository compositions, including analytical essays and research reports that:
	   a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
	   b. communicate information and ideas from primary and secondary sources accurately and coherently.
	   c. show distinctions between the relative value and significance of specific date, facts, and ideas.
	   f. identify and address reader's potential misunderstanding, biases, and expectations.

PASS Plus **(when mastering the above PASS standards, these PASS Plus standards are also mastered)**	**RL.10.1 Cite strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL 10.2 Determine a theme or central idea of a text** and analyze in detail its development over the course of the text **RI 10.1 Cite strong and thorough textual evidence to support** analysis of what the text says explicitly as well as inferences drawn from the text **RI 10.2 Determine a central idea of a text and analyze its** development over the course of the text

Possible Learning Activities	Possible Assessments	Essential Questions
• Unit Anticipation guide • Inference chart • Conflict and Theme Graphic Organizer • Compare and Contrast Graphic Organizer • TP-CASTT Graphic Organizer	Writing Prompt: Compare and contrast the authors' themes between two texts. Poetry TP-CASTT Analysis	Are there universal themes in literature that are of interest or concern to all cultures and societies? Is technology improving or destroying our society?
Academic Vocabulary/Concepts	**Proficiency Scales**	
Inference, theme, characterization, author's purpose, main idea, supporting details, evidence		