

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 2 Author's Purpose/Inferences</p> <p style="text-align: center;">32 Days</p>	<p>Overarching learning goals:</p> <ul style="list-style-type: none"> - 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 <p>Overarching language goals:</p> <ul style="list-style-type: none"> - 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. 	<p>Short Stories:</p> <ul style="list-style-type: none"> “The Devil and Tom Walker” “The Minister’s Black Veil” “The Law of Life” “April Showers” “In Another Country” “A Worn Path” <p>OPTIONAL: “A Good Man is Hard to Find”</p> <p>Sermon:</p> <ul style="list-style-type: none"> “Sinners in the Hands of an Angry God” <p>Drama:</p> <ul style="list-style-type: none"> “Crucible” <p>Speech:</p> <ul style="list-style-type: none"> “On Civil Disobedience” <p>Poems:</p> <ul style="list-style-type: none"> “The Raven” “Any Human to Another” “Storm Ending” “A Black Man Talks of Reaping”
<p>PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- Roots and word parts to draw inferences; reference materials; analogies; context clues; use word meanings - 2.1.c Literal Understanding- Use study strategies such as note taking, outlining, and using study guide questions to better understand texts. - 2.2.a Inferences and Interpretation- interpret the possible inferences of the historical context on literary works - 2.2.b Inferences and Interpretation- Describe the development of plot and identify conflict and how they are addressed and resolved - 2.2.c Inferences and Interpretation- investigate influences on a reader’s response to a text - 2.2.d Inferences and Interpretation- make reasonable assertions about author’s arguments by using elements of the text to defend and clarify interpretations - 2.4.a Analysis and Evaluation- Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts - 3.1 Literary Genres- demonstrate a knowledge of and an appreciation for various forms of literature - 3.2.a Literary Elements- analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim - 3.4.a Literary Works- Analyze and evaluate works of literature and the historical context in which they are 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- Identify and use correct verb forms and tenses - 3.1.c Standard English Usage- identify and use correct subject-verb agreement 	

	<p>- 3.2.e Mechanics and Spelling- Use correct spelling</p> <p>In Units 1 and 2:</p> <p>- 2.2 Compose expository compositions, including analytical essays, historical investigations, and research reports that:</p> <ol style="list-style-type: none"> include evidence in support of a thesis including information on all relevant perspectives. Quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently Identify and address reader’s potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction. 	
<p>PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p>RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI 11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p> <p>RI 11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain</p> <p>RI 11.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	
<p>Possible Learning Activities</p>	<p>Possible Assessments</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> Inference chart Cornell Notes Graphic Organizer Literature Graffiti 	<p>Quick writes, exit tickets, expository composition related to theme, clicker quizzes, bell ringers</p>	<p>How do belief systems changes as new generations develop their own identities?</p> <p>How is change a necessary part of our national identity?</p>
<p>Academic Vocabulary/Concepts</p>	<p>Proficiency Scales</p>	
<p>Inference, main idea, supporting details, evidence, theme, analyze, evaluate</p>		