

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p>Unit 2 Theme/Inferences/ Reading Strategies</p> <p>25 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 use reading strategies to increase my fluency and comprehension <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>“The Scholarship Jacket” “Thank You Ma’am” “What Do Fish Have to Do with Anything?”</p> <p>Resources outside of the textbook: “Monkeyman” (145th Street Stories) “The Veldt” by Ray Bradbury “Lambs to the Slaughter” by Roald Dahl “The Landlady” by Roald Dahl “Sleeping” by Kathrine Weber “Those Winter Sundays” (poem) “Two Roads Diverge in a Yellow Wood” by Robert Frost (poem)</p>
<p>PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- words in context; word origins; reference materials; idioms and comparisons - 2.0 Fluency- The student will identify words rapidly so that attention is directed to the meaning of text. - 3.1.a Literal Understanding- Apply prereading strategies when reading both fiction and nonfiction, determine the purpose for reading, preview the text and use prior knowledge to make connections - 3.1.b Literal Understanding- recognize transition words to guide understanding of the text - 3.1.c Literal Understanding- Show understanding by asking questions and supporting answers with literal information from text - 3.2.a- Inferences and Interpreting- Make inferences and draw conclusions supported by text and/or student experiences - 3.2.b- Inferences and Interpreting- Make inferences supported by a character’s thoughts, words, and actions or the narrator’s description - 3.3.a- Summary and Generalization- Summarize the main idea and how it is supported with specific details - 3.3.c- Summary and Generalization- Recognize the importance and relevance of details on the development of plot - 3.4.a- Analysis and Evaluation- Compare and contrast points of view and explain their effect on the overall theme - 3.4.b- Analysis and Evaluation- Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions - 3.4.c- Analysis and Evaluation- Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme - 3.5- Monitoring and Correction Strategies - 4.1- Literary Genres- Demonstrate a knowledge of and an appreciation for various forms of literature. - 4.2.a- Literary Elements- analyze and explain elements of fiction including plot, character, resolution, character, setting, theme, and point of view - 4.2.c- Literary Elements- Describe how the author’s perspective, argument, or point of view affects the text - 4.2.d- Literary Elements- Analyze inferred and recurring themes in literary works - 5.1.d- Accessing Information- use organizational strategies as an aid to comprehend increasingly difficult content material - 3.3.c- Mechanics and Spelling- distinguish correct spelling of commonly misspelled words and homonyms 	

	<ul style="list-style-type: none">- 3.1.a- Standard Usage- recognize nominative, possessive, and objective nouns- 3.1.b- Standard Usage- recognize abstract, concrete, and collective nouns- 3.1.o- Standard Usage- Distinguish commonly confused words- 3.2.f- Sentence Structure- Indent paragraphs as necessary to conform to specified format <p>In Units 1 and 2:</p> <ul style="list-style-type: none">- 2.1 Compose fictional, biographical or autobiographical narratives that:<ul style="list-style-type: none">a. establish a plot using an action segment to create an effective sequence of eventsb. establish and develop character(s) and settingc. maintain a consistent point of viewd. use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowinge. adjust tone and style as necessary to make writing interesting and engaging to the audience	
<p>PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text</p> <p>RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text</p>	
<p>Possible Learning Activities</p> <ul style="list-style-type: none">• Inference chart• Double entry journals• Think/Pair/Share• Making inferences with pictures• Aesop Fables for practice with theme• A.C.E.I.T. paragraph (Analysis, citation, evidence, interpretation, transition)• Class Debate• Socratic Seminar• Philosopher chairs• Cornell notes• Theme Chart	<p>Possible Assessments</p> <ul style="list-style-type: none">• Have students write from the point of view of the protagonist-keep a running diary throughout the story or write a thank you note at the end of it.• Have students write a paragraph(s) applying the theme of the story to their own lives.• Debate/Discussion Rubric• Explain in a paragraph(s) with text citation(s) how the grandfather’s advice illustrates the theme of “The Scholarship Jacket.”	<p>Essential Questions</p> <p>Are there universal themes in literature that are of interest or concern to all cultures and societies?</p>
<p>Academic Vocabulary/Concepts</p> <p>Inference, thoughts, actions, dialogue, main idea, supporting details, evidence, theme, commentary/interpretation, thesis, citation, character trait(s), characterization, motivation, tone,</p>	<p>Proficiency Scales</p> <p>Theme performance scale</p> <p>4) State the theme in your own words, and apply to life or another situation</p> <p>3) Identify theme when given choices</p> <p>2) Identify what the character learned, but not move beyond the text</p> <p>1) Cannot identify the theme or how the character has changed.</p> <p>Inferences</p> <p>4) Students can make inferences using textual evidence and background knowledge, and justify their answers.</p> <p>3) Students can build upon the text through their background knowledge to fill in gaps left by the author.</p> <p>2) Students can understand comprehend the text, but not fill in the gaps of missing</p>	



	information 1) Students do not understand the text.	
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* All proficiency scales are derived from Marzano Research Laboratory's Proficiency Scale Bank and chosen by the OKCPS curriculum committee