

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p align="center">Unit 2 Theme/Inferences</p> <p align="center">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 <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 Scarlet Ibis” by James Hurst (inferences, symbols) “Woman with Flower” (poem) “The Necklace” (character motivation and inferences) pair with “Spending Spree” (nonfiction article) “Marigolds” (short story) “My Heart Leaps Up” and “The Sun” (poems) “Two Kinds” (short story)</p> <p>Resources outside of the textbook: “The Red Tree” “The Interlopers” by Saki “A Visit to the Dungeons”</p>
<p align="center">PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues - 2.1.b Literal Understanding- Draw upon own background to provide connections to text - 2.1.c Literal Understanding- monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning - 2.1.e Literal Understanding- Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts - 2.2.a Inferences and Interpretation- Analyze characteristics of text, including its structure, word choice, and intended audience - 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- Recognize influences on a reader’s response to text - 3.1 Literary Genres- demonstrate a knowledge of and an appreciation for various forms of literature - 3.2.a Literary Elements- Recognize the theme (general observation about life or human nature) within a text - 3.4 Literary Works- The student will read and respond to historically and culturally significant works of literature - 3.2.c Mechanics and Spelling- Demonstrate correct use of punctuation and recognize its effect on sentence structure including commas, quotation marks, apostrophes, colons, and semicolons, hyphens, dashes, parentheses, and brackets - 3.2.e Mechanics and Spelling- Use correct spelling <p>In Units 1 and 2:</p> <ul style="list-style-type: none"> - 2.2 Write expository compositions, including analytical essays and research reports that: <ul style="list-style-type: none"> 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. 	
<p align="center">PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text</p> <p>RI 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RI 9.2 Determine a central idea of a text and analyze its development over the course of the text</p>	
<p align="center">Possible Learning Activities</p>	<p align="center">Possible Assessments</p>	<p align="center">Essential Questions</p>

9th Grade – English Language Arts (ELA)



<ul style="list-style-type: none"> • Inference chart • Frayer Model (vocabulary) • Two-column chart • Character/problem/solution/result graphic organizer • Theme chart • Plot and point of view chart • Jigsaw 	Quick writes, exit tickets, expository composition related to theme, Writeabouts, SOS summary sheet, 3x summarization, learning logs, capsule vocabulary	Are there universal themes in literature that are of interest or concern to all cultures and societies?
Academic Vocabulary/Concepts	Proficiency Scales	
Inference, main idea, supporting details, evidence		