

---

# Rhode Island 12 English IV / British or World Literature

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                |
|------------------|----------------------------------------------------------------|
| State            | Rhode Island                                                   |
| Grade            | 12 (High)                                                      |
| Subject          | English IV / British or World Literature                       |
| Course category  | English Language Arts                                          |
| Standards family | English Language Arts / Literacy                               |
| Framework        | Rhode Island Core Standards for English Language Arts/Literacy |
| Issuing agency   | Rhode Island Department of Education                           |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units      |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Explicit, Implicit, Theme and Purpose

### Unit 3: Meaning, Comparison and Other Subjects · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you get from what a text says to what it is for?                                                                                                                                                                                        |
| Standards          | <b>Explicit and Implicit Meaning, Theme and Purpose -&gt; L.11-12.4</b><br><b>Literal and Figurative Comprehension -&gt; RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7</b><br><i>5 standards this week; full text in the standards table.</i> |
| Learning target    | "I can move from stated meaning to theme and purpose with evidence at each step."                                                                                                                                                              |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                |

#### Measurable objectives

- Students will analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
- Students will read and comprehend a variety of literary texts to develop a literal and figurative understanding.

#### Success criteria (student-friendly)

- "I separate what a text states from what it implies."
- "I state a theme as a claim, not a topic."
- "I distinguish the author's purpose from the text's theme."

#### Academic vocabulary

explicit, implicit, inference, theme, topic, purpose, evidence, warrant

#### Materials and technology

- Texts the department supplies
- Notebooks
- Paper and pencil

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

A theme stated as a claim and traced to explicit evidence.

**Family communication**

Ask your child the difference between what a story is about and what it says.

## Day 41 — Stated and Implied, Kept Apart

Week 9, Day 1 · Unit 3 · Standards: L.11-12.4, RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
| Focus             | The two meanings.                                                                 |
| Learning target   | "I can move from stated meaning to theme and purpose with evidence at each step." |
| Vocabulary in use | explicit, implicit, inference, theme, topic, purpose, evidence, warrant           |
| Local date        | _____                                                                             |

### Learning sequence

Connect: this week's standard. Teach: that explicit meaning is recoverable by quotation and implicit meaning by inference, and that the discipline is keeping the two in separate columns - because an inference presented as a quotation is the commonest form of misreading and the hardest to argue with. Teach that this standard is unchanged from Grade 11, so the progression is in the difficulty of the text and in working alone. Try: shared two-column work on a supplied passage. Apply: students complete both columns for a second. Reflect: which column was longer, and should it have been?

### Check for understanding

Student separates explicit statements from inferences with evidence for each.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — An Inference Has to Be Earned

Week 9, Day 2 · Unit 3 · Standards: L.11-12.4, RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
| Focus             | Discipline.                                                                       |
| Learning target   | "I can move from stated meaning to theme and purpose with evidence at each step." |
| Vocabulary in use | explicit, implicit, inference, theme, topic, purpose, evidence, warrant           |
| Local date        | _____                                                                             |

### Learning sequence

Connect: the implicit column. Teach: that an inference is a claim with a chain - this evidence, plus this reasonable assumption, gives this conclusion - and that a reader must be able to state the assumption. Teach the test: could a careful reader who knows the text deny your inference? If not, it is a paraphrase; if easily, the chain is too long. Try: shared chain-building. Apply: students state an inference with its chain. Reflect: where is your chain weakest?

### Check for understanding

Student states an inference with its evidence and assumption.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Theme Is a Claim, Not a Topic

Week 9, Day 3 · Unit 3 · Standards: L.11-12.4, RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
| Focus             | The distinction that matters.                                                     |
| Learning target   | "I can move from stated meaning to theme and purpose with evidence at each step." |
| Vocabulary in use | explicit, implicit, inference, theme, topic, purpose, evidence, warrant           |
| Local date        | _____                                                                             |

### Learning sequence

Connect: inferences. Teach: that 'loyalty' is a topic and 'loyalty survives only where it costs something' is a theme; that a theme must be a SENTENCE, arguable, and supportable from the text; and that a theme expressed as a single noun cannot be argued about at all. Teach that a theme is the TEXT'S claim rather than a moral the reader approves of. Try: shared conversion of topics into themes. Apply: students state a theme as a full sentence and cite two supports. Reflect: could somebody disagree with your theme?

### Check for understanding

Student states a theme as an arguable sentence with textual support.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Purpose Is the Author's, Not the Text's

Week 9, Day 4 · Unit 3 · Standards: L.11-12.4, RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
| Focus             | The second half.                                                                  |
| Learning target   | "I can move from stated meaning to theme and purpose with evidence at each step." |
| Vocabulary in use | explicit, implicit, inference, theme, topic, purpose, evidence, warrant           |
| Local date        | _____                                                                             |

### Learning sequence

Connect: theme. Teach: are different - theme is what the text argues, purpose is what the writer was doing by writing it, and the evidence for purpose includes form, occasion and audience as well as content. Teach the honest limit: purpose is a reconstruction, so it is stated with confidence proportionate to the evidence. Try: shared purpose-finding. Apply: students state a purpose and rate their own confidence with reasons. Reflect: what evidence would raise your confidence?

### Check for understanding

Student states an authorial purpose with evidence and calibrated confidence.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — When Theme and Purpose Pull Apart

Week 9, Day 5 · Unit 3 · Standards: L.11-12.4, RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
| Focus             | The interesting case.                                                             |
| Learning target   | "I can move from stated meaning to theme and purpose with evidence at each step." |
| Vocabulary in use | explicit, implicit, inference, theme, topic, purpose, evidence, warrant           |
| Local date        | _____                                                                             |

### Learning sequence

Connect: both. Teach: that the two can diverge - a text whose argument exceeds or undercuts what its author appears to have intended, which is common in older writing and is not a fault in the reader. Teach how to write about it without claiming to know a mind: describe what the text does and what its occasion suggests, and leave the gap visible. Try: shared discussion of a supplied case. Apply: students write a paragraph on a text where the two diverge. Reflect: is a text allowed to mean more than its author meant?

### Check for understanding

Student writes about a gap between theme and apparent purpose.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

---

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Rhode Island Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Rhode Island Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://ride.ri.gov/instruction-assessment/content-standards> and local school or district guidance.

## Source citation

Rhode Island Department of Education. Rhode Island Core Standards for English Language Arts/Literacy. Retrieved 2026-07-27 from <https://ride.ri.gov/instruction-assessment/content-standards>