Washington 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	Washington
Grade	12 (High)
Subject	English IV / British or World Literature
Course category	English Language Arts
Standards family	English Language Arts / Literacy
Framework	Washington State Learning Standards
Issuing agency	Washington Office of Superintendent of Public Instruction
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

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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	**Explicit and Implicit Meaning, Theme and Purpose** -> **ELA.11-12.RML.4 strand** — text **Literal and Figurative Comprehension** -> **ELA.11-12.R.1 strand** — text
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.
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.

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Support area	This week's plan
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.

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Day 41 — Stated and Implied, Kept Apart

Week 9, Day 1 · Unit 3 · Standards: ELA.11-12.RML.4, ELA.11-12.R.1

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.

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Day 42 — An Inference Has to Be Earned

Week 9, Day 2 · Unit 3 · Standards: ELA.11-12.RML.4, ELA.11-12.R.1

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.

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Day 43 — Theme Is a Claim, Not a Topic

Week 9, Day 3 · Unit 3 · Standards: ELA.11-12.RML.4, ELA.11-12.R.1

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.

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

Week 9, Day 4 · Unit 3 · Standards: ELA.11-12.RML.4, ELA.11-12.R.1

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.

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Day 45 — When Theme and Purpose Pull Apart

Week 9, Day 5 · Unit 3 · Standards: ELA.11-12.RML.4, ELA.11-12.R.1

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.

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