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# West Virginia 11 English III / American 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            | West Virginia                                             |
| Grade            | 11 (High)                                                 |
| Subject          | English III / American Literature                         |
| Course category  | English Language Arts                                     |
| Standards family | English Language Arts / Literacy                          |
| Framework        | West Virginia College- and Career-Readiness Standards     |
| Issuing agency   | West Virginia 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 | What is this text actually saying that it never says?                                 |
| Standards          | <b>Explicit and Implicit Meaning, Theme and Purpose -&gt; ELA.11.37 strand</b> — text |
| Learning target    | "I can move from what a text says to what it means and why it was written."           |
| 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.

#### Success criteria (student-friendly)

- "I distinguish explicit from implicit meaning."
- "My inferences are supported by the text."
- "I state a theme rather than a topic."

#### Academic vocabulary

explicit, implicit, inference, evidence, theme, topic, purpose, 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.                                                                    |
| Enrichment              | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

**Assessment and evidence**

A supported inference leading to a theme and an authorial purpose.

**Family communication**

Ask your child what a text meant that it never actually said.

## Day 41 — Explicit and Implicit

Week 9, Day 1 · Unit 3 · Standards: ELA.11.37

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | The distinction.                                                            |
| Learning target   | "I can move from what a text says to what it means and why it was written." |
| Vocabulary in use | explicit, implicit, inference, evidence, theme, topic, purpose, warrant     |
| Local date        | _____                                                                       |

### Learning sequence

Connect: Unit 2's techniques. Teach: explicit meaning as what the text states and implicit as what it commits itself to without stating - and that the second is inferred FROM the first rather than supplied by the reader's imagination. Try: shared sorting on a supplied passage. Apply: students list two explicit and two implicit meanings. Reflect: implicit is still in the text.

### Check for understanding

Student distinguishes explicit from implicit meaning.

### 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 — Inference With a Warrant

Week 9, Day 2 · Unit 3 · Standards: ELA.11.37

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Discipline.                                                                 |
| Learning target   | "I can move from what a text says to what it means and why it was written." |
| Vocabulary in use | explicit, implicit, inference, evidence, theme, topic, purpose, warrant     |
| Local date        | _____                                                                       |

### Learning sequence

Connect: implicit meaning. Teach: that an inference needs a warrant - the reason the evidence supports the conclusion - and that most weak literary claims fail at the warrant rather than at the evidence. Try: shared supplying of warrants for three inferences. Apply: students state an inference with its evidence and warrant. Reflect: the middle step is the one people skip.

### Check for understanding

Student states an inference with evidence and warrant.

### 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 Not Topic

Week 9, Day 3 · Unit 3 · Standards: ELA.11.37

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Precision.                                                                  |
| Learning target   | "I can move from what a text says to what it means and why it was written." |
| Vocabulary in use | explicit, implicit, inference, evidence, theme, topic, purpose, warrant     |
| Local date        | _____                                                                       |

### Learning sequence

Connect: inference. Teach: that a topic is what a text is about and a theme is what it says about it, so a theme is a sentence with a claim in it - and that one-word themes are topics wearing a disguise. Try: shared conversion of topics into themes. Apply: students state a theme for a supplied text as a full claim. Reflect: if it fits in one word, it is a topic.

### Check for understanding

Student states a theme as a full claim.

### 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 — Determining the Author's Purpose

Week 9, Day 4 · Unit 3 · Standards: ELA.11.37

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | The standard's second half.                                                 |
| Learning target   | "I can move from what a text says to what it means and why it was written." |
| Vocabulary in use | explicit, implicit, inference, evidence, theme, topic, purpose, warrant     |
| Local date        | _____                                                                       |

### Learning sequence

Connect: theme. Teach: that purpose is what the text is FOR rather than what it means, that the two can diverge, and that purpose is inferred from choices - what is included, emphasised, addressed to whom. Try: shared inference of purpose. Apply: students state a purpose and the choices that evidence it. Reflect: meaning and purpose are different questions.

### Check for understanding

Student infers an author's purpose from textual choices.

### 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 Readers Disagree

Week 9, Day 5 • Unit 3 • Standards: ELA.11.37

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | The honest case.                                                            |
| Learning target   | "I can move from what a text says to what it means and why it was written." |
| Vocabulary in use | explicit, implicit, inference, evidence, theme, topic, purpose, warrant     |
| Local date        | _____                                                                       |

### Learning sequence

Connect: theme and purpose. Teach: that competent readers reach different themes from the same text, that this is a property of literature rather than a failure, and that the test is the quality of the support rather than consensus. Try: shared comparison of two supported readings. Apply: students evaluate two readings by their support. Reflect: better supported, not more popular.

### Check for understanding

Student evaluates competing readings by their 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.

## Important before you buy

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- 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.
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