
Wisconsin 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	Wisconsin
Grade	11 (High)
Subject	English III / American Literature
Course category	English Language Arts
Standards family	English Language Arts / Literacy
Framework	Wisconsin Academic Standards
Issuing agency	Wisconsin Department 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

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	Explicit and Implicit Meaning, Theme and Purpose -> L.11-12.5 strand — 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: L.11-12.5

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: L.11-12.5

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: L.11-12.5

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: L.11-12.5

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.

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Day 45 — When Readers Disagree

Week 9, Day 5 · Unit 3 · Standards: L.11-12.5

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

- 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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