

GRADE 5: READING LANGUAGE ARTS

Standard(s):

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CONCEPTS (NOUNS)

Theme

- Story
- Drama
- Poem

Details in the text

- How characters in story respond to challenges
- How characters in story respond to challenges
- How speaker in poem reflects on topics

SKILLS (VERBS)

Determine theme

Summarize text

LEARNING PROGRESSION

Drama/**Story**

1. Understand the concept of theme and differentiate it from the main idea.
2. Identify the main events and characters in the story or drama.
3. **Summarize a text to include key details about plot elements.**
4. Understand how key details in a text (including how characters respond to challenges) support the development of theme.
5. **Determine a theme from the text based on characters' responses to challenges.**
6. Use evidence to support inferences from the text.

Poem

7. Define theme and differentiate it from the topic.
8. Identify the speaker and topic of the poem
9. Summarize the key ideas in the text
10. Identify and explain the topic of the poem
11. Explain how the speaker feels about the topic of the poem
12. Infer a theme from the text based on a common human experience.
13. Use evidence to support inferences from the text

LEARNING INTENTIONS

3. I am learning how to use plot elements to help me summarize a text.

5. I am learning how events in the story help me identify the theme.

SUCCESS CRITERIA

3.
 - I can define rising action, climax, falling action, and resolution.
 - I can identify and label each plot element in a text.
 - I can determine which details are most important to the story.
 - I can create a summary to include the main events.

5.
 - I can summarize the text to include the plot elements.
 - I can use details from the text to identify the major challenges and explain how the characters respond.
 - I can determine a theme and use evidence from the text to support my inference.

TALKING POINTS ON RELEVANCE

3. When we understand the basic structure of a literary text, we're better able to comprehend it.

Understanding plot elements helps us understand how the story unfolds.

Understanding different plot elements helps us make connections to arrive at deeper meaning.




5. We can learn lessons from the characters presented in the story to apply to our own lives.

When we understand how themes are created, we can be more intentional in our own narrative writing.

DESIGNING MEANINGFUL LEARNING EXPERIENCES

Model (Strategies/Skills/Concepts to Emphasize)

1. Refer to summary of the text created in prior learning; write it on a notecard (SC1)
2. Explain how the character responded to various challenges. (SC2)
3. Think aloud on how to use the response to challenge to determine a lesson to be learned. (SC2)
4. Model crafting a thematic statement. (SC3)
5. Explain why the statement was chosen, using key details from the text to support the thinking. (SC3)
6. Model self-assessment using the following scale.

 <p>I'm confident I've developed a strong thematic statement based on the story.</p>	 <p>I know how to write a theme, but I don't know if my thematic statement is good.</p>	 <p>I don't understand how to write a thematic statement, but I tried.</p>
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INDEPENDENT LEARNING

Students will be arranged in groups of 4, each of them given a different short text to read independently in their “home” group.. Each student will draft a summary of their text on an index card and write a thematic statement based on the character’s response to challenges.

Students will self-assess using the modeled scale. They will put a colored dot in the right hand corner of the card to depict their confidence in their thematic statement.

The goal is to see what students can do independently and see where they still need (or feel they need) support.

GUIDE AND SCAFFOLD

Students will be given the option to choose a graphic organizer to help them organize their summary: a plot diagram or a “Somebody Wanted But So”.

Questions to ask during collaborative work and independent work::

- What are the main events and key details?
- How can you use the plot elements to help you write your summary?
- What challenges did the main character face?
- How did the main character overcome the challenges?
- Based on how the character responded to challenges, what do you think the lesson of the story is?
- What details in the text helped you develop your thematic statement?

If too many students flounder too long in the independent practice, modeling and reteach may be needed.

COLLABORATIVE LEARNING

Students will work with their “expert groups”, those who read the same story. Designate a scribe in the group to chart the group’s thinking. Students will share their summaries and collectively decide on the best ideas to include in a short summary. Scribe records.

Group members will use the following conversation starters to help get everyone talking:

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|--|--|
| <ul style="list-style-type: none">• ____, can you share your theme?• What details did you use to help you create the theme?• How do those details support the theme? | <ul style="list-style-type: none">• Can I offer a suggestion?• Can you give me feedback?• ____, what do you think? |
|--|--|

Each student will share their thematic statement and explain the key details they used to help them draft the theme. Scribe writes the themes. Students decide if there are multiple pieces of evidence to support each theme.

Students will go back to their home groups and take turns sharing their learning. They will retell the story they read, share their thematic statement, and explain the details that helped them arrive at the theme.

ASSESSMENT OPPORTUNITIES

- Pay attention to what students already know in LI/SC based on their independent work.
 - Summary of text using paragraph form or graphic organizer (plot diagram).
 - Thematic statement
 - Notice the colors students use on their thematic statement self-assessment.
- Notice how students self-assess using the success criteria, and compare it with the evidence they produce throughout the lesson.
- Notice who is heavily reliant on the graphic organizers to organize their summaries; pay attention to who chose the scaffold but didn’t need it.
- Listen to student conversations around conflict and character responses.
 - Students will chart potential lessons the characters learn; theme
 - Look for students having a thematic sentence and not just a topic (When we learn to be resilient, we are better able to attack life’s toughest obstacles vs. Perseverance)

Standard(s) to Be Assessed.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

KEY CONCEPTS TO BE ASSESSED

Theme

- Story

Details in the text

- How characters in story respond to challenges
- How characters in story respond to challenges

KEY SKILLS TO BE ASSESSED

- Determine the theme
- Summarize the text

LEARNING PROGRESSIONS TO FRAME THE ASSESSMENT

1. Understand the concept of theme and differentiate it from the topic and main idea.
2. Identify the main events and characters in the story or drama.
3. Summarize a text to include key details about plot elements.
4. Understand how key details in a text (including how characters respond to challenges) support the development of theme.
5. Determine a theme from the text based on characters' responses to challenges
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ASSESSMENT FORMATS

- Multiple choice items
- Dichotomous choice items
- Short constructed response items
- Extended essay response
- Culminating individual project
- Culminating group project
- Performance
- Portfolio or exhibition

Relevancy Check: *Does this assessment demonstrate . . .*

- Relevancy outside the classroom?
- Relevancy co-constructed with students?
- Learning about oneself as a learner?
- Relevancy within the discipline?

ASSESSMENT DETAILS

The standard could be assessed through multiple-choice items or through short-constructed responses using a story/. Here is a suggestion for a writing prompt for the standard:

1) Write a summary of the story, 2) What is the theme of the story, 3) provide important details from the text to support your thematic statement, and 4) explain how the details led you to the theme.

Alternatively, students could answer multiple choice questions that allow them to read a story, identify the best summary given 4 summaries, and identify the most correct theme. The use of multi-select questions allow students to choose the best evidence that supports a given theme.

A third option would be to use a combination of multiple-choice items and short-constructed to assess students understanding of the topics.