**Literature Lesson Example: Analyzing Theme**

**FOCUS QUESTION:** How do readers figure out the theme?

Reading Material: Any fiction  
Academic Vocabulary: plot, setting, character, narrator, central character, infer, dialogue, relationship, theme  
Common Core Anchor Standards: 1. Read closely. 2. Determine themes of a text and analyze their development. 3. Analyze relationships. 5. Analyze techniques.

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| **I DO:** Read first part of story aloud. Think out loud—Who are the characters, what is the place? | **WE DO:** Begin story "map"—What is the setting, who are the characters, plot—how does the story start? | **YOU DO** Collaborate: Continue story map. | *I DO:* Continue to read aloud and Think out loud—How actions help you figure out a character’s traits or characteristics. What does the writer do to help you understand the characters and their relationships?  
*WE DO:* Infer characteristics or traits of the characters from actions. What does the writer include to help you interpret them? How do the characters relate to each other?  
*YOU DO:* List important characters and identify and support inference about TWO traits. Make diagram showing relationships.  
*Independently:* Continue story glossary: Main or Central Character Characteristic or trait Infer dialogue relationship | *I DO:* How to infer the theme of a story.  
*WE DO:* Analyze the story—figure out the problem and solution; figure out the theme—how do the events help you understand it.. How does the writer help you understand that? What techniques does the writer use to help you understand it?  
*YOU DO:* Collaborate: Complete the story if not already completed. List evidence to support the theme—events and information the writer includes. List examples of: Important dialogue; major events  
*Independently:* Summarize the story in 4 sentences. | *ASSESSMENT*  
Students Independently read a one-page story. Infer traits of characters, explain reasons; Infer theme, explain basis. List examples of writer's techniques.  
T: Check for Understanding—circulate and guide individuals needing assistance.  
Think Out Loud with Class or group: clarify any points students did not “get”.  
**Students needing support:** Complete chart about the story—characters, events, relationships.  
**Advanced Students:** Add dialogue or another part to the story.  
**Class Synthesis:** What have we learned about interpreting stories? | *Home Learning Activity:* Watch a TV program and draw the setting and one character.  
**Home Learning Activity:** Draw and/or write to explain two traits of a character on TV or in today’s story.  
**Home Learning Activity:** Make a timeline showing the important events in the story.  
**Home Learning Activity:** Tell what you think the next part of the story will be.  
**Home Learning Activity:** Write your own story with the theme of this week’s story. |