

What's the BIG Idea?

Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	READING LITERATURE	READING NONFICTION
K	With prompting and support, retell familiar stories, including key details .	With prompting and support, identify the main topic and retell key details of a text.
1	Retell stories, including key details , and demonstrate understanding of their central message or lesson .	Identify the main topic and retell key details of a text.
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral .	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea .
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details ; summarize the text.
5	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.	Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.
9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

I can infer the moral or message of a fable.

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

Draw or briefly tell the three most important parts of the fable.

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This is what I think the moral is.

This is what this fable shows about the culture's values.

This is my evidence for that conclusion.

ANALYZE: FIGURE OUT THE CENTRAL IDEA THESE PROVERBS SUPPORT

CCSS Anchor Reading Standard 2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

Analyze to Identify the Theme: _____

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. <i>(Dr. Martin Luther King, Jr.)</i>
The greatest mistake a man can make is to be afraid of making one. <i>(Elbert Hubbard)</i>
If you rattle a snake, you should be prepared to be bitten by it. <i>(Gikuyu Kenya)</i>
Clouds that thunder do not always rain. <i>(Armenia)</i>
Every safe boundary was once an unknown frontier. <i>(Portugal)</i>
Only he that has traveled the road knows where the holes are deep. <i>(China)</i>
Go as far as you can see, and when you get there you'll see further. <i>(Iran)</i>
If one has to jump a stream and knows how wide it is, he will not jump. If he does not know how wide it is, he will jump, and six times out of ten he will make it. <i>(Iran)</i>
Be not afraid of going slowly; be afraid only of standing still. <i>(China)</i>
Some people like to make of life a garden, and to walk only within its paths. <i>(Japan)</i>

Analyze to Identify the Theme: _____

To a quick question give a slow answer. <i>(Italy)</i>
There are no secrets to success. It is the result of preparation, hard work, and learning from failure. <i>(Colin Powell)</i>
Mediocrity is climbing molehills without sweating. <i>(Iceland)</i>
Bear with sorrows and look for happiness. <i>(France)</i>
Worry is like a rocking chair. It will give you something to do but won't get you anywhere. <i>(American)</i>

Analyze to Identify the Theme: _____

Where there is hope, there is life. Where there is life there is possibility, and where there is possibility, change can occur. <i>(Jesse Jackson)</i>
One who has health has hope, and one who has hope has everything. <i>(Arabic)</i>
Hope for the best, but prepare for the worst. <i>(English)</i>
The future belongs to those who believe in their dreams. <i>(Eleanor Roosevelt)</i>
Everyone is the age of her heart. <i>(Guatemala)</i>
If you wait for tomorrow, tomorrow comes. If you don't wait for tomorrow, tomorrow comes. <i>(Senegalese Proverb)</i>

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Analyze to Identify the Theme: _____

The best leader is never recognized. People turn to one another and say, "We did it ourselves." (<i>Zen</i>)
Lower your voice and strengthen your argument. (<i>Lebanon</i>)
Smooth seas do not make skillful sailors. (<i>African</i>)
Give me leverage, and I will move the Earth. (<i>Greece</i>)
When the character of a man is not clear to you, look at his friends. (<i>Japan</i>)
If you cannot serve, you cannot lead. (<i>Bulgaria</i>)
She that would lead must be a bridge. (<i>Wales</i>)

Analyze to Identify the Theme: _____

All good things to know are difficult to learn. (<i>Greece</i>)
Fall seven times, stand up eight. (<i>Japan</i>)
Beginning is easy; continuing is hard. (<i>Japan</i>)
All things at first appear difficult. (<i>China</i>)
A fall into a ditch makes you wiser. (<i>China</i>)
If the wind will not serve, take to the oars. (<i>Latin</i>)
Where there's a will there's a way. (<i>Eastern and Central Africa</i>)
A reed before the wind lives on, while the mighty oak will fall. (<i>China</i>)
The man who removes a mountain begins by carrying away small stones. (<i>China</i>)

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Analyze to Identify the Theme: _____

A book is a garden carried in the pocket. (Saudi Arabia)
After three days without reading, talk becomes flavorless. (China)
Better to ask twice than lose your way once. (Denmark)
Easier to be critical than correct. (England)
Habits are cobwebs at first, cables at last. (China)
If we wonder often, the gift of knowledge will come. (Arapaho)
Ignorance doesn't kill, but it does make one sweat a lot. (Haiti)
In youth we learn; with age we understand. (Mexico)
It's not shameful not to know, but it's shameful not to ask. (Azerbaijan)
Learn about the future by looking at the past. (Tamil)
Never hesitate to take time to think. (Lorraine Hansberry, US)
The beginning of one's wisdom lies in understanding one's shortcomings. (Spain)
The habit of thinking is the habit of gaining strength. (Nigeria)
Reading books removes sorrows from the heart. (Morocco)
Those who do not know one thing know another. (Kenya)
Do not look where you fell, but where you slipped. (Tanzania)
Listen or your tongue will keep you deaf. (Cree)
Having two ears and one tongue, we should listen twice as much as we speak. (Turkey)
He who cannot light fire knows nothing about love. (Finland)
To teach is also to learn. (Japan)
To one who watches, everything is revealed. (Italy)
To understand everything is to be misinformed. (Japan)
Act quickly, think slowly. (Greece)
Clouds that thunder do not always rain. (Armenia)
To gather much knowledge, act ignorant. (Vietnam)
Do not seek answers; seek to understand the questions. (China)
If you wish to learn the highest truths, begin with the alphabet. (Japan)
He who does not know one thing knows another. (Kenya)
By learning you will teach, by teaching you will learn. (Latino)

Analyze to Identify the Theme: _____

What's true by lamplight is not always true by sunlight. (France)
Turn your face to the sun and the shadows fall behind you. (New Zealand)
Until the lion has his or her own storyteller, the hunter will always have the best part of the story. (Ewe-mina Benin, Ghana, and Togo)
No matter how long a log stays in the water, it doesn't become a crocodile. (Bambara Mali)
All cats are gray in the dark. (Russia)
All that glitters is not gold. (Spanish)

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CCSS Anchor Reading Standard 2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

Analyze to Identify the Theme: _____

Sometimes you have to give a little in order to get a lot. (Shirley Chisholm)
Rain never falls on one roof alone. (Cameroon)
The fuel in the lamp consumes itself but lights others. (Africa)
Only when all contribute their firewood can they build up a strong fire. (China)
Wisdom is like a baobab tree; no one individual can embrace it. (Akan and Ewe Benin, Ghana and Togo)
You can't shake hands with a closed fist. (India)
Scratch me so I can scratch you. (Lebanon)
If you're not part of the solution, you're part of the problem. (African)
Where there is room for two there is room for three. (Spanish)
Whoever leans close to a good tree is blanketed by good shade. (Spanish)
A gentle hand may lead even an elephant by a single hair. (Iran)
An enemy will agree, but a friend will argue. (Russia)
One kind word can warm three winter months. (Japan)
Do good, and don't worry to whom. (Mexico)
A real friend is one who takes the hand of his friend in time of distress and helplessness. (Afghanistan)
Kind words will unlock an iron door. (Kurdish)
One kind word can warm three winter months. (Japan)
Recognize others, be recognized, help others, be helped; such is a family relationship. (Hawaii)
Light your lamp first at home, then at the mosque. (Islamic)
The father in praising the son extols himself. (China)
The old woman looks after the child to grow its teeth and the young one in turn looks after the old woman when she loses her teeth. (Akan Ghana, Ivory Coast)
If you educate a man you educate an individual, but if you educate a woman you educate a family (nation). (Fanti, Ghana)
It takes a whole village to raise a child. (Igbo and Yoruba Nigeria)
The work of the youth is a blanket for the old. (Albania)
God couldn't be everywhere, so he created mothers. (Yiddish)
Good advice is often annoying, bad advice never. (France)
Lower your voice and strengthen your argument. (Lebanon)
The rain does not fall on one roof alone. (Cameroon)
Proof rather than argument. (Japan)
When a king has good counselors, his reign is peaceful. (Ashanti of Ghana)
The world exists on three things: truth, justice, and peace. (Hebrew)
If there's no enemy within, no enemy outside can do you harm. (Nigeria)
It takes two to make the quarrel, but only one to end it. (Nicaragua)
One minute of patience can mean ten years of peace. (Greece)
A clever person turns big troubles into little ones, and little ones into none at all. (China)
A little axe can cut down a big tree. (Jamaica)

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The man who removes a mountain begins by carrying away small stones. (<i>China</i>)

Analyze to Identify the Theme: _____

Life is a promise; fulfill it. (<i>Mother Teresa</i>)
If you climb up a tree, you must climb down the same tree. (<i>African</i>)
Those who live without discipline, live without honor. (<i>Iceland</i>)
Sour, sweet, bitter, pungent, all must be tasted. (<i>China</i>)
The one who first resorts to violence shows that he has no more arguments. (<i>China</i>)
Sleep early, rise early, see what becomes of your health! (<i>Lebanon</i>)
To keep a lamp burning, we have to keep putting oil in it. (<i>Mother Theresa</i>)
Don't wait for tomorrow to do something you can do today. (<i>Spanish</i>)
Life is for one generation; a good name is forever. (<i>Japan</i>)
You must be the change you wish to see in the world. (<i>Mahatma Gandhi</i>)
You already possess everything necessary to become great. (<i>Crow</i>)
The bad plowman quarrels with his ox. (<i>Korea</i>)
Wear sturdy shoes on rocky paths. (<i>Netherlands</i>)
To bend a bamboo, start when it is a shoot. (<i>Malaysia</i>)
The hunter in pursuit of an elephant does not stop to throw stones at birds. (<i>Uganda</i>)
The future depends on what we do in the present. (<i>Mahatma Gandhi</i>)
Success is a journey, not a destination. (<i>Ben Sweetland</i>)
One of these days is none of these days. (<i>Traditional</i>)
Even the hardest of winters fears the spring. (<i>Lithuania</i>)
Success is a journey, not a destination. (<i>Arthur Ashe</i>)
Don't let yesterday use up too much of today. (<i>Cherokee</i>)
Don't bargain for fish which are still in the water. (<i>India</i>)
Gather the fruit from the farthest branches first. (<i>Samoa</i>)
Carve the peg by looking at the hole. (<i>Korea</i>)
The one who plants the tree is not the one who will enjoy its shade. (<i>China</i>)
When eating a fruit, think about who planted the tree. (<i>Vietnam</i>)

Summarize What's Important

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

Topic: _____

List the most important words

What are the most important information? Write in your own words.

Important Information

What is the main idea?

On another page, write a one-paragraph summary.
Include the main idea and what you think is the most important information.

Hope is the Thing With Feathers

Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words
And never stops - at all.

And sweetest--in the Gale--is heard,
And sore must be the storm,
That could abash the little Bird
That kept so many warm.

I've heard it in the chillest land,
And on the strangest Sea.
Yet, never, in Extremity
It asked a crumb--of me.

Esperanza es la Cosa Con Plumas

Emily Dickinson

Translated by Arturo Romero Rendon


Esperanza es la cosa con plumas
Que se asienta en el alma,
Y canta la melodía sin palabras
Y nunca se detiene -- para nada.

Y lo dulce -- en el Ventarrón -- se escuchó,
Y abatida debe estar la tormenta,
Que pudiera desconcertar a la pequeña Ave
Que guardaba mucho calor.

Lo he escuchado en las tierras gélidas,
Y en los mares místicos.

Mas, nunca en Extremo
Pidió una migaja -- mía.

Draw a picture that shows what this poem means to you.



What does the poet want you to understand because you read the poem?

Write your own poem, paragraph, or letter to communicate that same idea.

EXPAND THINKING WITH DRAMA

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

Use this outline to help students write and present a play based on a story or history they read. They should focus on the **THEME** through the play they create.

Story/History: _____

Who's in it?

Who	Characteristics

What is the most important event?

What is the theme—what is a BIG idea that people can understand from the play?

Write the play.
Write what each person might say.

Story/History Dramatists

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Time Period: _____

Situation: _____

Who's involved?

Who	Characteristics

What happens?

How it starts	
Next action	
Next action	
Next action	
How it ends	

Write the play. Tell what each person says.

Write Dialogue to Communicate a Theme

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write a historical drama based on the situation.

What's the theme of your play?

Write what each person might say. That is dialogue. Be sure to keep the theme clear.

Person: _____

Person: _____

Person: _____

Person: _____

Person: _____

Add more dialogue. Remember to keep the theme clear.