

Literature Interpretation Lesson Plan Example: *How does a reader figure out a story's theme?*

This example lesson plan structures a comprehensive story analysis designed for students who have developed initial competence to interpret a story—identify plot, setting, characters—all are included here but the emphasis is on the writer's use of the elements of fiction to communicate a theme.

BIG Idea: Writers communicate a **message or theme** through a story. Readers **analyze** a story to **figure out the message**.

Big Questions: *How does a writer communicate a message in a story? How do readers figure out the theme?*

Common Core Anchor Standards: 1. Read closely and make logical inferences; cite specific textual evidence .

2. Determine themes of a text and analyze their development; summarize the key supporting details and ideas.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text relate to each other and the whole.

Take the gradual release of responsibility across the week.

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well
Target: Identify characters, plot, setting based on close reading of text.	Target: Infer character traits based on actions.	Target: Analyze characters and events to infer theme of a story.	Target: Analyze a story to determine the theme.	Target:
<p>I DO: Read first part of story aloud. Think out loud—start to answer the questions, showing how to revisit a sentence or paragraph to get answers: Who are the characters, what is the setting?</p> <p>WE DO: Begin story chart— What is the setting, who are the characters, plot--how does the story start? List answers, citing the text or illustration on which they are based.</p> <p>YOU DO Continue story chart.</p> <p>Assessment Start story glossary— explain what each word means and give an example from the story. plot, setting, character</p>	<p>I DO: Continue to read aloud and Think out loud—How actions help you figure out a character's traits or characteristics from what he/she says/does.</p> <p>WE DO: Infer characteristics or traits of the characters from actions. Clarify the difference between traits and feelings.</p> <p>YOU DO: List important characters and cite evidence for inference about one trait.</p> <p>Assessment Continue story glossary: Main or Central Character Characteristic or trait Infer Feeling</p>	<p>I DO: Demonstrate How to infer the theme of a story—think out loud about the current story—if still being read then anticipate theme.</p> <p>WE DO: Complete, then analyze the story— figure out the problem and solution; figure out the theme— how does the writer include events to help you understand it. How does the writer help you understand it through characters' choices and changes?</p> <p>YOU DO: Revisit the parts of the story. List evidence to support the theme—events and information the writer includes.</p> <p>Assessment Summarize the story in 4 sentences including information/events that support the theme.</p>	<p>ASSESSMENT S: Independently read a one-page story. Infer traits of characters, explain reasons; Infer theme, explain basis.</p> <p>T: Check for Understanding— circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: clarify any points students did not “get”.</p> <p>Students needing support: Make chart of the story.</p> <p>Advanced Students: Illustrate and/or add dialogue to the event in the story that most strongly supports the theme.</p>	<p>Students needing support: Teacher guides to use story chart from Thursday to infer theme and cite basis for the inference.</p> <p>Advanced Students: Options: > Write the next part of the story, maintaining the theme. > Add dialogue/illustrate important events that support the theme. > Write scenario for another story that would communicate the same theme.</p> <p>Class Synthesis: Dialogue then list with partner responses to the Big questions; then contribute to class response to the big questions.</p>