Grades 3–5 Reading: Identifying the Main Idea and Supporting Details

Learning Objective/Standard/ Outcomes/Skills

TEKS

- §110.6. Grade 4: 7C, 8A
 - Use text evidence to support an appropriate response
 - Infer basic themes supported by text evidence

Common Core

• <u>CCSS.ELA-LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Essential Question/Enduring Understanding

What is the purpose of literature? How does it impact our lives?

How can understanding the theme help us understand the author's purpose?

Recognizing the theme in a piece of literature can help us see other artistic elements in the text.

Themes can connect across all genres in the humanities.

Entry Point/Hook

• Narrative entry points: Explain the concept of theme to a kindergartener. How would you help them understand this idea?

• Logical-Quantitative entry points: Can charts and graphs have a theme? Why or why not?

• Experiential entry points: The arts seem to have themes regardless of the genre. Can you think of a song, a piece of visual art, a movie or TV show, or any other kind of art, that all have the same theme?

Helping All Learners: Entry Points



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What kind of differentiated experience will I utilize?

Note: You will use *CogAT* data to inform the differentiation decisions. *Options for all three relative strengths are offered in the strategies playlist.*

Content

Do I want to focus on skills and concepts today, allowing freedom and flexibility in the specific materials or details?

Process

Do I want to vary how my students manipulate new content so the learning is memorable and engaging?

Product

Do I want to allow students the freedom and flexibility to showcase their learning in a format that makes sense to them?

Graphic Organizers: Details Deep-Dive Flower Activity

Theme in center of flower (Big Idea)

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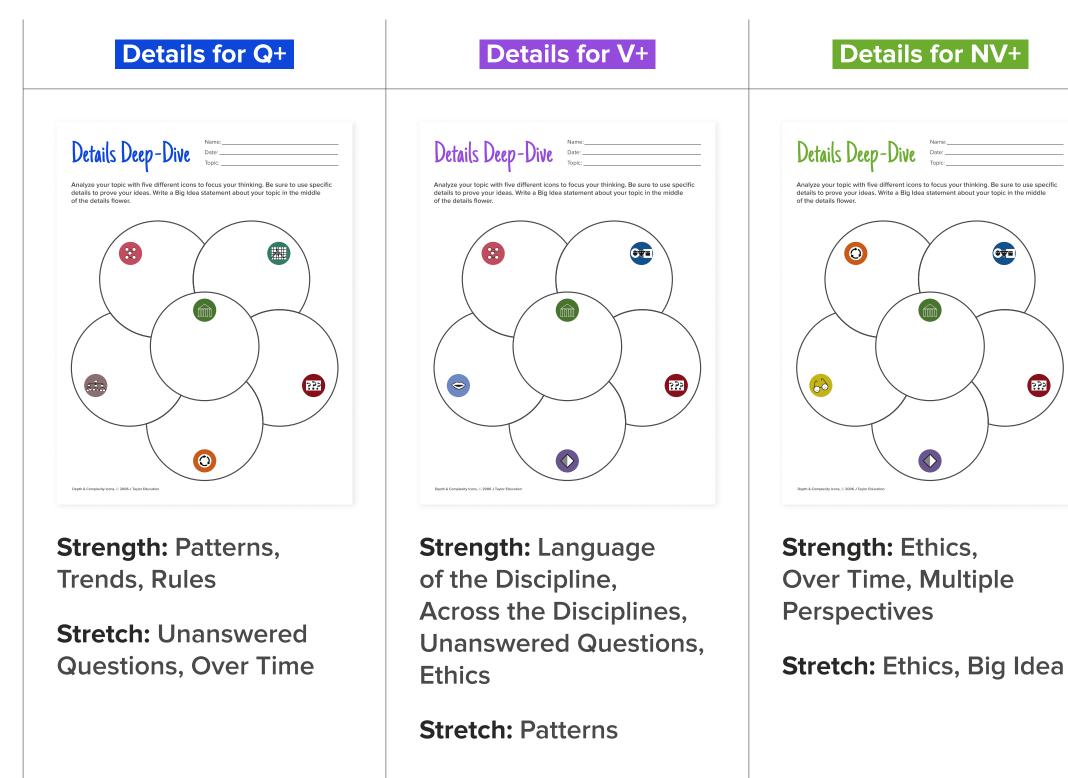
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PLC Question 3:

I will provide students with a vocab support page to remind them of the literary concepts and will use the sentence stems for each icon.

PLC Question 4:

I will encourage students to combine icons using the icon matrix to further complicate the thinking task for each petal.



Reflection on Learning

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- Journals: Write an explanation of the theme and how you were able to identify the theme.
- Comic strip creations: Make a comic strip that showcases the elements which helped you recognize the theme.
- **Graphs or charts:** Create a flowchart that demonstrates the theme in this literature.

Note: All tasks should incorporate the results of the Flower Activity in them to showcase understanding.

NV: nonverbal; Q: quantitative; PLC: professional learning community; V: verbal.

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