

Background: The purpose of this lesson is to make inferences during and after reading historical fiction, biography, or informational picture books in order to determine individual themes for the story based on combining evidence in the text with readers' background knowledge

1. Introduction:

- What is a theme? Brainstorm possible themes for familiar stories. Educators can contribute different themes for the same story.
- Construct a shared definition for a theme.
- Ask students to individual read the statements on the advanced organizer and mark is they agree with the statement or disagree with it.

2. Objectives (and State Standards/Performance Objectives):

The students will:

1. Determine when to pause the reading to make an inference or prediction.
2. Combine specific evidence from the text with their background knowledge in order to make inferences.
3. Record evidence, background knowledge, and inferences
4. Use notemaking format when appropriate.
5. Craft original one-sentence themes.

AZ State Standards

Language Arts – Reading – Strand 1: Reading Process - Concept 6: Reading Comprehension

Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect. (R05-S1C6)

PO 5. *Connect information and events in a text to experience and to related text and sources.*

PO 6. *Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.*

Reading: Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.

Social Studies – Strand 1: American History – Concept 10

PO 1. *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

3. Presentation and Modeling:

- One educator will read *freedom summer* (Deborah Wiles/Jerome Lagarrigue).
- The other will record evidence, background knowledge, and inference.
- At the end of the reading, compose an inferred one-sentence theme.

4. Guided Practice:

- Students will revisit the anticipation guide and fill out the “after reading” section.
- They will discuss their ideas for a theme in small groups.
- Students will individually infer a theme and provide evidence and background knowledge to support it.

5. Review and Assessment:

- Review the definition of a theme.
- Review how inferences are made.
- Divide the class in half to share their evidence, background knowledge, and original one-sentence themes.

Bridge: Students will work in small groups to respond to a text set and infer themes.