Identify Theme

One stop on the road to literacy…

LEVEL 4
RC6

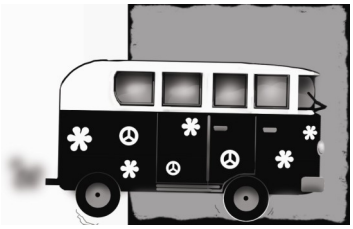
The Outcome

The student will identify the theme in texts of increasing length and complexity of content.

Why Go There?

Explain to your student that a good reader looks for the themes in fiction. A good reader looks for what the author has to say about things, such as life, happiness, or death.

How To Get There



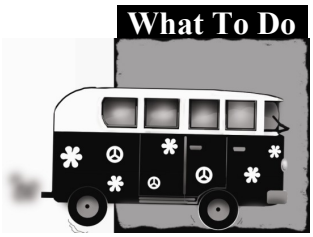
Materials: pages 40-41

Directions:

Explain to your student that the theme of a story is the author's underlying message. It may be a moral lesson or the personal philosophy of the author. It can appear in the story as a conflict of ideals, values or morals. Sometimes it can be found in what the characters say.

Then work through page 40 with your student. Refer to the list of themes on page 41 as needed.

© 2014 Reading Connections. All rights reserved.



Read the information below. Discuss it with your tutor. Together, see if you can determine the theme of a selection you have read, or a movie you have recently seen.

Then, *after* you have read your next novel, see if you can determine its theme(s).

The **theme** of a story is the author's underlying idea. It may be a moral lesson or the personal philosophy of the author. It can appear in the story as a conflict of ideals, values or morals. Sometimes it can be found in what the characters say.

Sometimes you have to dig deep to discover the theme of a story. If you're having trouble finding the theme, ask yourself some of the questions below.

What is the story really about?
What is it that the main character really wants?
Why does she want it?
Why does she need it?
What's at stake?*

*"Lesson 5: Theme." Writing Novels. www.suite101.com.cfm/18511/1796/3. Internet. August 7, 2008.

Don't confuse theme with subject!

Some people use the terms **theme** and **subject** interchangeably. But they are two different concepts. The subject is the general topic of the story, such as *survival during the Civil War.* The theme implies what the story tells us about such subjects, such as *is war worth the suffering of the innocent*?**

**"Theme vs. Subject." How to Read a Novel—Some Places to Begin. www.victorianweb.org/technique/howto.novel.html. last modified November 20, 2001. Internet. August 7, 2008.

© 2014 Reading Connections. All rights reserved.

Themes in Literature

When determining theme, ask yourself, "What does the author have to say about…"

Abandonment

Alienation

Commitment

Conservation

Courage

Death and Dying

Doing What's Right

Duty

Fate/Free Will

Forgiveness

Harmony

Heroism

Honor

Independence

Isolation

Life

Love

Parent/Child Relationships

Patriotism

Peace

Persevering

Politics

Power/Abuse of Power

Prejudice

Racial Biases

Selflessness

Suicide

Terrorism

Time

Violence

War

Work

© 2014 Reading Connections. All rights reserved.

Summarize Nonfictional Texts

One stop on the road to literacy…

LEVEL 4
RC7

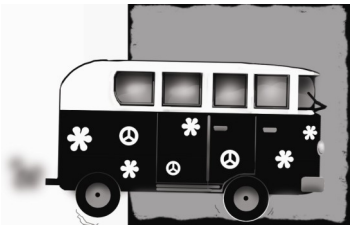
The Outcome

The student will summarize ideas and information from nonfictional texts.

Why Go There?

Explain to your student that when reading nonfiction, a good reader checks for comprehension by summarizing the information she's read.

How To Get There



Materials: page 43

Directions:

Follow the directions on page 43 to give your student practice in summarizing nonfiction text.

© 2014 Reading Connections. All rights reserved.

Summarizing Nonfiction

Select nonfiction text that is on a topic of interest to your student. Then, *with* your student, complete the following steps:

1. Using a copy of the KWL chart on page 32, fill out the first two columns. Set the chart aside.

2. Read silently to a predetermined stopping point in the text. Select a logical stopping place that is at least a few paragraphs long.

3. Invite your student to tell you about what she read. If she leaves out important points, refer her to the selection to where they can be found. If she sequences incorrectly, explain to her that the order of information can be important and have her read the selection aloud. Then ask her to summarize the passage for you again.

4. Select and copy a graphic organizer from pages 27-32 that is appropriate for the type of text you are working with or make your own. Have your student begin to fill in part of the graphic organizer with the summarized information. Model for her by filling out a graphic organizer of your own.

5. Repeat these steps in the same manner until the entire selection has been summarized and the graphic organizer completed.

6. Then refer to the KWL chart. Ask your student to look at what she had written on the chart. Ask her if she found the answers to her questions. Ask if any of the facts that she thought she knew turned out to be incorrect. Invite her to write some of the facts she learned in the third column.

7. Finally encourage your student to use her graphic organizer to write a summary in a logical sequence, including the main idea and supporting details.

© 2014 Reading Connections. All rights reserved.

Describe Setting, Mood, Characters, and Plot

One stop on the road to literacy…

LEVEL 4
RC8

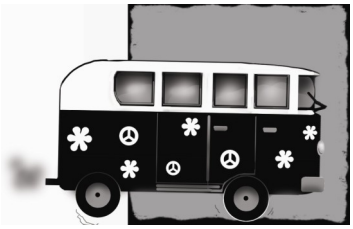
The Outcome

The student will describe the setting, mood, characters, and plot of reading selections from works of fiction, drama, and poetry.

Why Go There?

Explain to your student that a good reader analyzes the elements to discover what the author wants to reveal in order to deepen the reading experience.

How To Get There



Materials: pages 45-50

Directions:

Use the following activities to teach your student about setting, mood, plot, characters, and meaning:

Setting and Mood:	page 45
Character Traits:	pages 46-47
Plot:	page 48-50

© 2014 Reading Connections. All rights reserved.

Setting/Mood

What To Do

Describe the setting(s) found in the selection you are reading. Explain how it affects the mood.

Setting: _____

_____

_____

_____

Mood: _____

_____

_____

_____

Setting: _____

_____

_____

_____

Mood: _____

_____

_____

_____

© 2014 Reading Connections. All rights reserved.

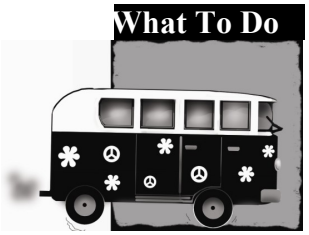
Character Traits

This is by no means an exhaustive list!

adventurous
affable
affectionate
afraid
agitated
angry
bossy
brave
busy
calm
capable
careful
clumsy
cold-hearted
compassionate
complacent
conceited
confident
decisive
dependable
determined
diligent
distressed
domineering
eager
easygoing
effervescent
efficient
energetic
enthusiastic
excited
facetious
fair
faithful
fearless
fierce
finicky
foolish
frank
funny
generous
gentle
glamorous
gloomy
greedy
grouchy
gullible
harsh
hateful
haughty
helpful
honest
hopeful
hopeless
hopeless
hospitable
humble
ignorant
imaginative
immature
impatient
Impolite
impudent
impulsive
insistent
intelligent
jealous
keen
lazy
lively
logical
lonely
loquacious
loving
loyal
lucky
malicious
mean
messy
mischievous
moody
mysterious
naïve
nervous
nosey
noisy
obedient
obnoxious
optimistic
pessimistic
pleasant
pompous
popular
proud
quarrelsome
quiet
rambunctious
rash
refined
religious
respectful
responsible
sarcastic
saucy
secretive
shrewd
silly
sly
talented
tense
terrified
thrifty
tolerant
unselfish
vivacious

© 2014 Reading Connections. All rights reserved.

Character Analysis



Choose a character from a selection you are reading or have just finished reading. Choose words from page 46, or come up with words of your own, that describe the character and write them on the lines in the left column. On the right, give examples from the selection that prove your answer. Think about it: Has the character changed by the end of the selection?

Beginning of Selection

End of Selection

© 2014 Reading Connections. All rights reserved.

Plot

What To Do

Plot is the series of events that gives a story meaning. Most often, the plot are events that arise out of a conflict with which the main character is dealing**.**

Use the organizer on pages 49-50 to write a summary of the plot of a selection you are reading.

© 2014 Reading Connections. All rights reserved.

TITLE

AUTHOR

EVENT

EVENT

© 2014 Reading Connections. All rights reserved.

EVENT

_____

_____

_____

_____

EVENT

_____

_____

_____

_____

EVENT

_____

_____

_____

_____

© 2014 Reading Connections. All rights reserved.

Predict, Infer, and Draw Conclusions Using Various Genres

One stop on the road to literacy…

LEVEL 4
RC9

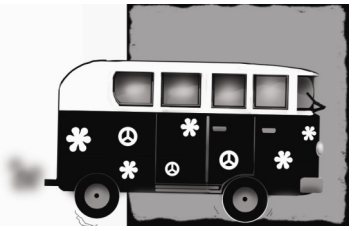
The Outcome

The student will predict, infer, and draw conclusions from information or ideas presented in texts of various genres, including historical documents, newspaper and magazine articles, fiction, nonfiction, and job-related materials.

Why Go There?

Explain to your student that a good reader is always making predictions as to what is going to happen next in the story and then revises predictions as new events unfold. A good reader also reads between the lines, knowing that authors don't tell us everything. A good reader uses the information to draw conclusions about what he read.

How To Get There



Making Predictions

Using the prediction chart on pages 52-53, invite your student to write what he thinks is going to happen as he reads a novel or lengthy story.

Predictions come from questions in the reader's mind that will be answered soon *(What is the boy going to say next?)* or those that may not be answered until later in the story *(Will the couple get together by the end of the book?)*.

Explain to him that a good reader's predictions aren't always right, so he constantly revises them.

Making Inferences

Use the activity on page 54 to introduce your student to inferences. Then encourage him to draw inferences in other reading assignments.

Drawing Conclusions

Give your student practice in drawing conclusions by having him complete page 55.

© 2014 Reading Connections. All rights reserved.

Making Predictions

_____

Title

_____

Author

Prediction

_____

_____

_____ Did it come true? Yes No

Revised Prediction _____

_____

Prediction

_____

_____

_____ Did it come true? Yes No

Revised Prediction _____

_____

© 2014 Reading Connections. All rights reserved.

Prediction

_____

_____

_____ **Did it come true? Yes No**

Revised Prediction _____

_____

Prediction

_____

_____

_____ **Did it come true? Yes No**

Revised Prediction _____

_____

Prediction

_____

_____

_____ **Did it come true? Yes No**

Revised Prediction _____

_____

© 2014 Reading Connections. All rights reserved.

Making Inferences

Read each paragraph below. Then write what the author was implying.

1. Sylvia's eyes nervously darted from face to face as she dodged the crowd of people hurrying along the sidewalks of New York. Perspiration dotted her forehead as she fondled the expensive necklace in her coat pocket. Could these people tell what she had done? Was it written on her face? Tightly gripping the necklace and shoving it deeper in her pocket, she cast a furtive glance back down the street. Then she quickened her pace.

   Inference: _____

2. Thomas had been comfortably settled in the overstuffed chair by his living room window when his neighbor across the street, old Mrs. Riley, stepped out onto her porch. Thomas leaned forward to get a clear view. The old woman started down the porch steps but lost her balance. Luckily, the railing stopped her from falling. Mrs. Riley found this to be funny and threw back her head, laughing raucously, and swaying despite the support of the railing. It wasn't the first time Thomas had seen her like this. Shaking his head, he watched as the old woman stumbled down the steps and staggered up the street, singing at the top of her lungs.

   Inference: _____

3. Chad hadn't wanted to go deep sea fishing in the first place. And now, after hours of being tossed about by rough seas, he was convinced he should have stayed home. He concentrated on keeping an eye on the horizon as the boat once again slammed into another monstrous wave, sending coolers and fishing gear crashing to the opposite side. Chad couldn't hold it another moment. He lunged for the side of the boat and made it just in time.

   Inference: _____

Answers: 1. Sylvia had stolen the jewelery. 2. The woman was drunk. 3. Chad was seasick.

© 2014 Reading Connections. All rights reserved.

Drawing Conclusions

Read each paragraph below. On the line, write a conclusion that could be drawn.

1. The war was devastating. Hundreds of thousands of soldiers were killed or wounded. Unknown numbers of civilians were killed and countless people lost their homes and jobs. The purpose was to oust a murderous dictator. And what happened? Another dictator moved in.

Conclusion: _____

2. Susan had meant to get organized but now the movers had arrived and she wasn't ready. The kitchen hadn't been packed, the children hadn't been withdrawn from school, and power hadn't been turned on at the new house. As the movers backed their truck into the driveway, Susan began to sob.

Conclusion: _____

3. Bobby was humming as he went about his day. He couldn't get Gloria out of his mind. They'd had three dates and he couldn't wait to see her again. He paused as he was struck by a sudden thought. Was he in love? Then he grinned and started whistling merrily. Life was suddenly looking good!

Conclusion: _____

Answers: 1. The war had not been worth the price. 2.Moving goes better when you're organized. 3. Being in love can make you happy.

© 2014 Reading Connections. All rights reserved.

Adjust Reading Rate Depending on Purpose

One stop on the road to literacy…

LEVEL 4
RC10

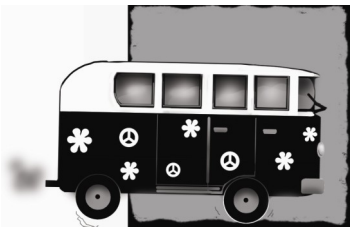
The Outcome

The student will adjust his reading rate depending on the purpose for reading.

Why Go There?

Explain to your student that a good reader slows down or speeds up her reading rate depending on the purpose for reading and the type of text. For instance, a good reader may slow her reading rate down if she is reading detailed text that she needs to understand clearly. Yet, she may speed up her reading if she is reading an easy and entertaining text.

How To Get There



Materials: page 57

Directions:

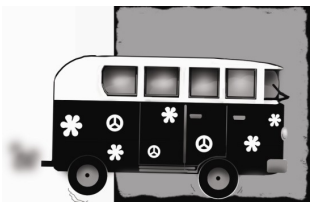
Explain to your student that a good reader changes her reading rate depending on what type of material. See *Why Go There?* (above) for further explanation.

Use page 57 to give your student practice in determining reading rate for different purposes.

© 2014 Reading Connections. All rights reserved.

Reading Rate

What To Do



Read each of the scenarios below. Determine if your rate of reading would be *slow, normal*, or *fast* for each, circling your answer. Be prepared to explain your answer.

slow **normal** **fast** 1. You're reading a directions for putting a bike together for your child for his birthday. You've never assembled one before.

slow **normal** **fast** 2. You're reading directions for putting a bike together for your child for his birthday. You work for a bike shop, and there you assemble bikes everyday.

slow **normal** **fast** 3. You're rereading a newspaper article because it's about your neighbor.

slow **normal** **fast** 4. You're rereading a book.

slow **normal** **fast** 5. You're reading doctor's instructions on how to change the dressing on your child's injured hand.

slow **normal** **fast** 6. Your reading from a history textbook, knowing you will be tested on the material you read.

slow **normal** **fast** 7. You're reading the newspaper.

slow **normal** **fast** 8. You're reading a memo from your boss.

slow **normal** **fast** 9. You're reading directions to get to a new part of town.

© 2014 Reading Connections. All rights reserved.