



# NEW YORK STATE MIGRANT EDUCATION PROGRAM

**Title:** Reading Comprehension of Literature: Theme

**Description:** Review types of Literary Text and see strategies for teaching students how to determine the theme in a story. Theme is the story’s message or lesson. After a demonstration, participants have time to practice with the “theme” graphic organizers. This module includes specific strategies for teaching English Learners how to determine the theme in a story.

**Developer:** Kathleen M. Lord, Ph.D., Associate Professor of Literacy Education, Department of Teaching and Learning, SUNY New Paltz

**Series:** Reading Comprehension includes nine modules with targeted strategies to teach students how to manage their reading. The modules can be used in any order.

## Facilitator Guide

**INDIVIDUAL ACCESS/SELF-SERVE** (*for Individuals viewing this module independently*): While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed below, before beginning.

### CTLE CREDIT

**Group Workshop:** If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date and module.
- b. Use the M-TASC Participant Sign-In Sheet, and submit
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

**Individual Access/Self-Serve:** For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

## OBJECTIVES/LEARNING TARGET(S)

- Review text types
- Learn why theme is important
- Explore instructional strategies
- Strategies to support English Learners

## WORKSHOP/MODULE DESIGN

This workshop is designed for teachers and can be completed as a stand-alone or with any of the other Comprehension Modules.

## CONNECTION TO THE NYS MEP

### THEORY OF ACTION

#### Subject Content and Instruction

- This activity is instructional and supports student's comprehension

## SUPPLIES AND MATERIALS

- Video: *Comprehension of Literary Text: Strategies to Teach Theme*
  - Use the video link on the NYS migrant website in the

Professional Development section for this workshop, "*Reading Comprehension: Literature – Theme.*"

- Participant Handouts
  - Power Point Notes
  - Strategy 1 Instructions: Teach *ONE* Theme
- Reading A-Z Readers (or substitute with other fiction/literature stories)
  - Grade 2: The Drum
  - Grade 3: Carlos's Puzzle
  - Grade 3: El enigma de Carlos
  - Grade 4: The Gossip Monster
  - Grade 5: Leaving Home
- Additional Resources
  - Strategy 2 Instructions: Teach *VARIOUS* Themes
- Workshop Sign-in
- Workshop Evaluation

**Facilitator Note:** Kathleen identifies two strategies for teaching *Theme* in the video, and then focuses on one strategy (Teaching One Theme with variety of stories). Instructions and a graphic organizer are listed under "Additional Resources" for the remaining strategy (Teaching Various Themes).

## GETTING STARTED

(Video: 6 ½ minutes. Stopping for the Practice Activity: 10 minutes more.)

- Disseminate handouts and supplies.
- Start the Video Presentation: *Comprehension of Literary Text: Strategies to Teach Theme*

## Key Points for Independent Learning

- Theme is the story's message or lesson.
- When students determine the story's theme, they display comprehension of the story.
- In order to determine theme, students must have prior knowledge of the theme.

**Facilitator Note:** Kathleen will demonstrate one strategy and then you will pause the video for participants to practice. You will hear a bell tone when the presenter, Kathleen, starts giving directions for an activity. The graphic on the video will say, “STOP HERE AND PRACTICE.” A brief musical riff will play when the directions are complete and it is time to stop the video for participants to do the activity.

## **PRACTICE ACTIVITY: Strategy 1 – Using ONE Theme**

### **Key Point**

- Students learn that the theme can remain the same even though the characters change, the plot changes, the setting changes, and the problem changes

Handout: Strategy 1 – Instructions for Using *ONE* Theme

A-Z Readers (or substitute with other fiction/literature stories)

Grade 2: The Drum

Grade 3: Carlos’s Puzzle

Grade 3: El enigma de Carlos

Grade 4: The Gossip Monster

Grade 5: Leaving Home

**Facilitator Note:** For groups, process the activity as a large group before returning to the video. Possible questions for processing: How did it go? What student could you use this with?

## **FOLLOW UP**

### **Additional Resources to Share: Strategy 2**

**Facilitator Note:** Students and teachers can be overwhelmed when given too much. The strategy demonstrated and practiced is a good strategy to introduce students to the concept. The additional resource is a good strategy to expand students’ skills for identifying theme. You can either introduce this today, or save for future professional development as an opportunity for staff to return to the Theme strategy.

Plan 10 to 15 minutes to walk through the Instructions and practice.

### ***Strategy 2 – Teach Various Themes***

Handouts: Strategy 2 – Using *VARIOUS* Themes

A-Z Readers (or substitute with other fiction/literature stories)

Grade 2: The Drum

Grade 3: Carlos's Puzzle

Grade 3: El enigma de Carlos

Grade 4: The Gossip Monster

Grade 5: Leaving Home

### **ADDITIONAL RESOURCES TO SHARE: Article Study about Theme**

For additional information or as a study group, read the article written by Lord (2014), *Theme Comprehension: Beyond the Details*. A study group structure and the article abstract are in a separate module, so it is easier to find when you are ready to use it.

#### **Closure for Group Workshops**

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

#### **Closure for Individual Access/Self-Serve**

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>