



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p><u>Questions to Focus Learning</u></p> <p>How do the details in a text support the theme or central idea of a text? How can a reader use his or her understanding of theme or central idea to summarize a text objectively?</p> <p>Literary texts contain themes or central ideas that must be derived through analysis of key details. In order to create an objective summary of the text, free from personal opinions and judgments, readers must consider the theme or central idea and supporting details.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <ul style="list-style-type: none">I know the theme or central idea is the message or lesson that the author wants the reader to take away from the text.I know details in a text, such as how a character changes or how a speaker addresses a particular subject, contribute to the theme or central idea of a text.I know a summary identifies the author, title, and main ideas of a text.I know objective writing is based on fact and does not reference personal opinions or judgments of a text.I know subjective writing includes my personal opinions or judgments about a text. <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none">I can infer the theme or central idea of a text based on the details in the text.I can explain which details in the text support a given theme.I can determine the main ideas in a text and use them in an objective summary.

Vocabulary

central idea
judgment
objective
subjective
summary
theme

Teacher Tips

[Protocol for Close and Critical Reading](#) - A lesson using Hemingway's [A Farewell to Arms](#).

[Poetry from Prose: A Different Kind of "Book Report"](#) - Students use a word-processing program to write a poem that summarizes important themes or events central to the plot of a novel. Once the poem is proofread, students type the poem according to specific directions. They then print their work and illustrate over or around the writing for an illustrated "book report." Students incorporate details from the novel in their writing and in their illustrations of their poems. In this way, students focus on the themes or events in the novel that appeal to them most -- the ones they feel are most important to the novel's meaning.

[Seven Directions: Making Connections Between Literature and American Indian History](#) - This middle school lesson uses picture books to integrate American Indian culture and belief systems with language and visual arts.

[Entering History: Nikki Giovanni and Martin Luther King, Jr.](#) - Students study the social impact of Martin Luther King Jr.'s "I Have a Dream" speech by reading Nikki Giovanni's poem "The Funeral of Martin Luther King, Jr."

[Fairy Tale Autobiographies](#) - In this lesson from ReadWriteThink, students will work in groups to read and analyze fairy tales, brainstorm for events in their lives that could be changed into fairy tales, and develop setting, characters, and plot for their fairy tale.

[Making Personal and Cultural Connections Using "A Girl Named Disaster"](#) - This ReadWriteThink lesson is intended to help students experience both "efferent" (reading for information) and "aesthetic" (reading as a personal, emotional experience) responses to a story.

[Myth and Truth: "The First Thanksgiving"](#) - Students learn to think critically about commonly believed American myths in this lesson that explores the first "Thanksgiving".

[On a musical note: Exploring Reading Strategies by Creating a Soundtrack](#) - Students create a soundtrack for a novel they have read in this lesson that emphasizes traditional reading strategies such as predicting, visualizing, and questioning.

[Promoting Diversity in the Classroom and School Library Through Social Action](#) - In this ReadWriteThink lesson, students explore stereotypes in children's picture books, such as Disney's Princess Collection, in order to identify the limited view established in these fictional worlds.

[The Reading Performance: Understanding Fluency Through Oral Interpretation](#) - In this lesson, students explore how expression can be created in the oral reading of poetry by using line breaks, punctuation, and empty space as cues for the reader.

[Robert Frost Prompts the Poet in You](#) - After introducing students to Robert Frost's autobiographical information, the teacher challenges students to predict the topic and themes that Frost's poetry might cover.

[Scaffolding Comprehension Strategies Using Graphic Organizers](#) - In this lesson from ReadWriteThink, collaborative strategic reading (CSR) is initially presented to students through modeling and whole-class instruction.

The following CCSS correlated resources are from ReadWorks.org:

[A Wrinkle in Time 6th Grade Unit: Lesson 1: Science Fiction](#)

[A Wrinkle in Time 6th Grade Unit: Lesson 5: Thinking About Theme](#)

[America Street 6th Grade Unit: Lesson 4: Using Plot Elements to Retell a Story](#)

[Home of the Brave 6th Grade Unit: Lesson 4: Identifying Symbols](#)

[Keeping the Night Watch and Chess Rumble 6th Grade Unit: Lesson 4: Identifying Symbols](#)

[Only You Can Save Mankind 6th Grade Unit: Genre Lesson: Science Fiction](#)

[Only You Can Save Mankind 6th Grade Unit: Lesson 5: Thinking About Theme](#)

[Sammy Keyes and the Hollywood Mummy 6th Grade Unit: Textual Analysis Lesson: The Making of a Mummy](#)

[Sammy Keyes and the Hotel Thief 6th Grade Unit: Textual Analysis Lesson: Forensic Science Files: Handwriting Analysis](#)

[The House on Mango Street 6th Grade Unit: Lesson 4: Using Plot Elements to Retell a Story](#)

[The Westing Game 6th Grade Unit: Textual Analysis Lesson: Taking Stock of the Stock Market](#)

Vertical Progression

RL.K.2 - With prompting and support, retell familiar stories, including key details.

RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

	<p>RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.6.2](#)