STANDARD 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.

TIER 1 Recount stories and determine the message or moral from key details

- Explain that a fable is a short story that teaches a lesson or has a moral.
- Provide a definition of the word moral: a lesson that is taught through a story.
- Write the word and definition on the board.
- Ask the class to name some of the fables that the class has been reading, such as the following Aesop's fables, The Tortoise and the Hare, The Boy Who Cried Wolf, The Ant and the Grasshopper, and The Wolf in Sheep's Clothing.
- Ask students to tell the moral of each fable.
  - The Tortoise and the Hare: Slow and steady wins the race.
  - The Boy Who Cried Wolf: Don’t lie, because no one will believe you when it really counts.
  - The Ant and the Grasshopper: Planning ahead is a good idea.
  - The Wolf in Sheep’s Clothing: Appearances can be deceiving.
- Select one of these fables, such as The Tortoise and the Hare.
- Ask students to tell the story in their own words as you write the events on the board.
- Remind students to start at the beginning of the story and tell the events in the order in which they occurred in the story. One example is:
  1. Hare was constantly bragging about how fast he could run and saying that no one else in the world was faster.
  2. He would always pick on Tortoise because he moved at such a slow pace.
  3. One day, Tortoise has had enough of Hare’s boasting and challenges him to a race.
  4. Hare is so confident that he will win that he stays up late the night before the race.
  5. The race begins and Hare dashes off the starting line, while Tortoise slowly takes a small step.
  6. Hare, who is tired from partying, takes a nap and then gets something to eat because he is hungry.
  7. He still thinks he has plenty of time to win, and he takes another nap.
  8. Tortoise continues to move slowly but steadily on the race track and crosses the finish line before Hare.
  9. Hare is no longer bragging, but looks really surprised.
- Ask students to identify the moral of the story (slow and steady wins the race).
• With the class, generate a list of the kinds of information in the book that help readers figure out the moral. Examples include:
  o events
  o facial expressions
  o characteristics or actions of characters
  o how the story ends
• Then ask students to refer to the story and share some of these details. Examples may include:
  o Hare was always bragging that he was faster than Tortoise.
  o Tortoise challenged Hare to a race.
  o Hare was so confident that he would win the race that he stayed up the night before and partied.
  o Hare started the race fast but was tired.
  o Tortoise moved slowly and steadily along the race course.
  o When Tortoise wins the race, Hare is no longer bragging.
  o Hare looked surprised when Tortoise crossed the finish line.

**TIER 2** Recount stories and determine the message or moral from key details

**Advance organizers/Guided questions/Questioning**
• Display a story map (see Appendix S) with these headers: Setting, Main Characters, Problem/Conflict, Response, Plan, Actions/Events, and Resolution/Conclusion.
• Fill in the map as students tell the story in their own words.
• Remind students to tell the events in the order in which they occurred in the story.
• Use questions to guide students’ recall of the story, such as
  o Setting: Where does this story take place?
  o Main Characters: Who are the main characters?
  o Problem/Conflict: What major problem(s) does the main character(s) face?
  o Response: How does the main character(s) feel about the problem(s)?
  o Plan: What plan(s) does the main character(s) follow to reach a solution(s)?
  o Actions/Events: What does the main character(s) do?
  o Resolution/Conclusion: Does the main character(s) solve the problem or achieve the goals?
  o Reaction: How does the main character(s) feel about the outcome? How does the story end?
  o Moral/Lesson: What is the moral of the story? What lesson did the main character(s) learn?
**Turn and talk**
- Divide the class into pairs and give each pair a story that contains a different moral.
- Ask each pair to read their story and decide on the moral.
- Move about the room and help groups select the moral if they are having difficulty.
- Ask groups to share their story and the morals that they have identified.

**Concentrated instruction**
- Review the definition of a moral.
- Distribute copies of two fables that contain the same moral, such as *The Bees and the Beekeeper* and *The Wolf in Sheep’s Clothing* (moral: appearances can be deceiving).
- Read aloud one fable while students silently read the text.
- After reading the fable, state the moral and explain how you figured it out.
- Read the next fable and ask students to determine the moral of the fable.
- Explain why the second fable’s moral is the same as the first fable’s.
- Ask students to explain the moral; provide prompts as needed.
- Read a third fable or other story and repeat the teaching sequence.

**Comprehension probe/Multiple choice**
- Review the meaning of moral.
- Give examples of different morals of stories and ask students to choose the one that goes with the story, *The Tortoise and the Hare*:
  - Misery loves company.
  - *Slow and steady wins the race. (Note: * = correct answer)*
  - Honesty is the best policy.
  - One good turn deserves another.
STANDARD 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

TIER 1 Determine theme of story or poem and summarize text

- Explain that, in literature, a theme is the central idea or underlying message of a story. Also explain that a theme is usually not stated in the text. Instead, it is up to the reader to infer the theme.
- Explain that we can use information provided in a story (the characters, setting, plot) to figure out the theme.
- Help students differentiate between a topic and a theme:
  - A topic is the main idea of a story.
  - A theme is a message that the author wants the reader to understand or a lesson that the reader learns from the story.
- Give an example, such as the fable The Tortoise and the Hare.
  - Topic: This story is about a hare who makes fun of a very slow moving tortoise and challenges him to a race.
  - Theme: Slow and steady wins the race: If you take your time, you won't make mistakes.
- Display a two-column chart with the headers Topic and Theme.
- Ask students to share the topic and theme of some of familiar stories or fables. Examples may include the following:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Charlotte’s Web</em>: A talking spider helps a pig.</td>
<td>True friendship</td>
</tr>
<tr>
<td></td>
<td>Unselfishness</td>
</tr>
<tr>
<td></td>
<td>Determination</td>
</tr>
<tr>
<td><em>The Ugly Duckling</em>: An ugly duckling grows up to be a beautiful swan</td>
<td>Patience</td>
</tr>
<tr>
<td></td>
<td>Self-confidence</td>
</tr>
</tbody>
</table>

- Select a short story or fable that was read in class, such as *City Mouse Country Mouse*, illustrated by John Wallner.
- Ask students to identify the topic (a country mouse invites his cousin who lived in the city to come visit him) and the theme (be grateful for what you have).
- Engage the class in a discussion about how the characters, setting, and topic help you figure out the topic and theme of this story.
- Ask students to write a two-sentence summary of the story.
● Remind students that a summary is a short description of the main ideas expressed in a story and contains the most important information.

● Also, remind the class that, in a summary, we do not include details, just the main ideas.

● Provide a model of the written summary and read it aloud.

● Ask students to write their summaries on the board and discuss whether each summary contained only the main ideas, rather than details.

**TIER 2** Determine theme of story or poem and summarize text

**Visual cues**

● Display pictures with two different symbols/icons: One to represent “topic” and one to represent “theme.”

● Review the meaning for each symbol/icon. Give examples of topic and theme statements from familiar stories and ask students to use icons to help identify the different types of statements.

● Ask students to circle, color code, or write down the main ideas in the story and write a two-sentence summary that describes how the circled words are connected to each other.

**Forced-choice questions**

● State a topic or theme statement such as “Slow and steady wins the race” and ask, “Is this a topic or theme?”

● Model a response, then have students answer the questions and explain the reasons for their answers.

● Provide two summary statements and ask “Which sentence is a summary of the story?”
Alternative response mode/Visual cues/Imitation

- Give out two cards, one with the word topic and one with theme.
- Say a list of topic and theme statements from familiar stories and ask students to hold up the appropriate card after each statement.
- Model a short summary of the story.

Comprehension probe

- To ensure that students understand the theme of the story (City Mouse Country Mouse), ask questions such as
  - How was the food at the city mouse’s house different from the food at the country mouse’s house?
  - How do you think the country mouse felt at the city mouse’s home?
  - Which home did the country mouse like better?
  - Which statement is the topic of the story, and which is the theme of the story?
    - Be grateful for what you have, or A modest life that is peaceful is better than a rich life that is full of danger. (Theme)
    - A country mouse invites his cousin who lived in the city to come visit him. (Topic)
- Then present two summaries of the story, one that is an accurate summary and one that is not.
- After each summary, ask students if they feel that this summary best describes the story.
- Brainstorm why the country mouse liked his home better than the city house, using question prompts as needed.
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STANDARD 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

TIER 1  Determine the meaning in a text of figurative language forms such as similes and metaphors

- Explain the concept of figurative language, stating that figurative language refers to words and phrases that have nonliteral meanings.
- Explain that we often use figurative language in our daily conversations and that figurative language is used in texts that we read.
- Provide an example, such as “My teacher hit the ceiling,” explaining that hit the ceiling has a literal meaning and a figurative or nonliteral meaning.
- Ask the class to identify each of the meanings of this phrase.
- Tell the class that other types of figurative language are used to make comparisons between people and objects.
- Provide an example, such as “John’s feet are as cold as ice.”
- Explain that this sentence makes a comparison between John and ice to create an image of how cold John’s feet are: “John’s feet are feeling cold, and ice is cold.”
- Explain that there are different types of comparisons and that two of the most common types are similes and metaphors.
- Define each term and write the words on the board:
  - A simile is a comparison that uses the words like or as (refer to the example, saying that it is a simile because the word like is used in the comparison.)
  - A metaphor is a comparison between two things that does not use the words like or as. An example is “John’s feet are blocks of ice.”
- Model an example such as “If I wanted to describe someone who was very kind, I could say, ‘She is as sweet as an angel’ (simile) or ‘She is an angel’ (metaphor).”
- Display two columns on the board with the headings similes and metaphors.
- Start a written list of descriptive words on the board next to the columns such as tall, slow, stubborn, beautiful, smart.
- Ask the class to contribute additional examples to the list; write them on the board.
- Brainstorm with the class a simile and a metaphor to describe a person or animal with each of these characteristics; write each example in the correct column.
- Instruct students to write a short paragraph describing a favorite person or pet using at least two of the similes and two metaphors from the list on the board to portray the qualities of the person/pet.
- Ask students to share their paragraphs.
- Engage the class in a discussion about the different figurative language comparisons used by students.

**TIER 2** Determine the meaning in a text of figurative language forms such as similes and metaphors

### Examples and nonexamples
- Review the concept of *figurative language*—phrases and sentences that are not taken literally.
- Remind students that we can use figurative language to make comparisons between two people or objects.
- Review that two types of comparisons are similes and metaphors and reiterate the definitions of these terms used in Tier 1 activity.
- Distribute a worksheet containing a list of 10–15 descriptions such as “The boy’s feet are blocks of ice” means that the boy has blocks of ice instead of feet.”
- Label each sentence as a *simile*, *metaphor*, or *literal*, making sure that many of the sentences are incorrectly labeled.
- Instruct students to read each description and its label and place a check mark next to the ones that are correctly labeled and an X next to the mislabeled sentences.
- Have students share their results, making sure to identify the correct answers.
- Ask students to explain the literal and figurative meanings of each of the expressions.

### Multiple choice
- Distribute a worksheet with a list of 10 incomplete sentences, each of which is the beginning of a simile or metaphor.
- Below each sentence stem, provide four response choices such as
  - The book was so big it was as heavy as ________
    A. An egg
    B. An elephant* (correct answer)
    C. A paperclip
    D. An apple
  - Her smile was as bright as ________
    A. The water
    B. The night sky
    C. The sun*
    D. The desk
  - The boy ran as fast as ________
    A. A jet plane*
    B. A turtle
    C. A hamster
    D. A tree
- Instruct students to read each sentence and choose the answer that best completes the sentence.
- Engage in a group review of the answers, asking students to explain their responses and what clues they used to help them select their answers.
Multiple modalities/Matching

- Provide a list of definitions and examples for the target vocabulary words and concepts introduced in Tier 1: *figurative language*, *simile*, *metaphor*, *literal meaning*, and *nonliteral meaning*.
- Draw or take pictures from a magazine that show a person/character displaying an emotion or specific trait.
- Show students sentence strips that contain either a simile or metaphoric expression. For example, there could be a picture of a man who looks very angry and a sentence strip that states, “The man was as furious as a raging thunderstorm.”
- Describe the picture to students.
- Instruct students to place the expression under the corresponding/matching picture.

Concentrated instruction/Collages

- Narrow the focus of instruction to a single type of figurative language, such as similes.
- Prepare a list of three simple similes, such as *as big as a bus*, *as light as a feather*, and *as easy as ABC*.
- Distribute materials for making collages.
- Say each simile in a sentence and explain its meaning.
- Instruct students to use the assortment of materials to represent the meaning of each simile.
- Discuss the different collages for the same similes.
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