

Ohio's Learning Standards¹ anchor standard 2

SOME INSIGHTS INTO DETERMINING CENTRAL IDEAS AND THEMES



Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Focus: Three college and career readiness reading skills

- Ability to determine the central idea or theme of a text
- Ability to analyze the development of ideas or themes in a text
- Ability to summarize key supporting details and ideas in a text

ANCHOR STANDARD 2 CROSSES ALL DISCIPLINES IN VARYING DEGREES

-Students are expected to be able to determine the central idea in a text and summarize a text in all disciplines. This is a shared responsibility that needs to be included in the teaching of every content area. Therefore, students knowledge and abilities related to Anchor Standard 2 should be reinforced across the curriculum.

-Determining a theme and analyzing its development is usually relegated for use with literary text. Although some social studies and science classes may use literature, know that teachers in those disciplines may use theme, main idea, subject, and central idea interchangeably when having students master Reading Standard 2.

-Theme has both a general definition and a literary device definition. Other content teachers may use it in a generic sense. ELA teachers need to be sure to teach it as a literary device. It is important not to confuse a theme of a literary work with its subject. Subject is a topic which acts as a foundation for a literary work while a theme is an opinion expressed on the subject. For example, a writer may choose a subject of war for his story and the theme of a story may be writer's personal opinion that war is a curse for humanity.

-Common Core only mentions "central idea" (not "theme") in their literacy standards for social studies and science.

YOUR WEBPAGE RESOURCES

Reading Resources

[Superior Reading Strategy Resources](#)
[Close Reading Guide](#)
[Close Reading Unlocking Poetry](#)
[Close Reading Unlocking Prose](#)
[Close Reading Unlocking Informational Text](#)
[Close Reading for Literary Text PPT](#)
[Close Reading Analysis Questions for Literary Text](#)
[Close Reading Analysis Questions for Informational Text](#)
[Close Reading Annotation Guide Example](#)
[Close Reading Annotation Guide Bookmark Example](#)
[Reading Poetry-Background Slides](#)
[Reading Prose-Background Slides](#)
[Text-Dependent Questioning](#)

Go to our ELA 6-12 Webpage <https://tinyurl.com/CCSEnglish6-12>.

- Click on the "ELA Strand Resources" Quick Link.
- The close reading, reading strategy, and questioning resources found there help students analyze (break-down) a text. It is this analysis that enables them to determine themes & main ideas. It also prepares them to compose summaries.
- The Clear Learning Targets Quick Link contains unpacked standard documents for all standards..



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VERTICAL ALIGNMENT OF STANDARD 2-READING LITERATURE

| Grade | Standard |
|-------|---|
| 6 | Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text. |
| 7 | Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text b. Incorporate the development of a theme and other story details into an objective summary of the text. |
| 8 | Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text. |
| 9-10 | Analyze literary text development. a. Determine a theme 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. b. Provide an objective summary of the text that includes the theme and relevant story elements. |
| 11-12 | Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text. |

VERTICAL ALIGNMENT OF STANDARD 2-READING INFORMATIONAL TEXT

| Grade | Standard |
|-------|--|
| 6 | Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central ideas and relevant details. |
| 7 | Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. |
| 8 | Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text. |
| 9-10 | Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. |
| 11-12 | Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. |

VERTICAL ALIGNMENT OF STANDARD 2-READING LITERACY IN HISTORY/SOCIAL STUDIES

| Grade | Standard |
|-------|--|
| 6-8 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| 9-10 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| 11-12 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |

VERTICAL ALIGNMENT OF STANDARD 2-READING LITERACY IN SCIENCE AND TECH

| Grade | Standard |
|-------|---|
| 6-8 | Determine the central ideas or conclusions of the text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| 9-10 | Determine the central ideas or conclusions of the text; trace the text's explanation or depiction of a complete process, phenomenon, or concept; provide an accurate summary of the text. |
| 11-12 | Determine the central ideas or conclusions of the text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |



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THE SKILLS NEEDED TO MASTER STANDARD 2 HAVE BEEN TARGETS SINCE KINDERGARTEN

- Summarizing, one of the key literacy skills in anchor standard two is addressed in the standards as early as Kindergarten when students are asked to retell familiar stories including key details.
- In Second grade, students are asked to recount stories, determine central messages, and identify main topics.
- Determining the main idea begins in Third grade.
- Determining theme begins in Fourth grade.

TASK BUNDLES: INTEGRATING STANDARD 2-READING LITERATURE AND INFORMATIONAL TEXT WITH OTHER STANDARDS FOR COMMON CORE TASKS

-The Common Core State Standards were not designed to be used as a checklist and should not be taught in isolation. Effective teaching of the Reading Standards means integrating the ELA Standards into instructional tasks. The Writing, Speaking and Listening, and Language Standards are naturally integrated into any authentic reading task. Few of the CCSS can be deeply taught in isolation. (McLaughlin and Overturf, 2013)

A FEW ALTERNATIVE PRACTICES FOR MEETING READING STANDARD 2

Lyric Summary: Students gather in small groups and brainstorm lists of facts they know about an informational text or elements of a narrative text.

-Next, they choose a song that they all know. Using their brainstormed list, they write new lyrics to the song as a summary of the text. OR

-Next they transform their list into a summary and read their text into a Songify or AutoRap App which will automatically transform their summary into a song.

Some Apps and Programs:

-Literary Graffiti <http://www.readwritethink.org/classroom-resources/student-interactives/literary-graffiti-30023.html?tab=3#tabs>

-Explain Everything <http://explaineverything.com>

-Tellegami <https://telligami.com>

-Thinglink <https://www.thinglink.com>