

# Ish - Determine Theme with Text Evidence

Grade 1 | Florida teacher-facing edition

## REGIONAL STANDARD

### ELA.1.R.1.2

Identify and explain the moral of a story.

#### WHY THIS LESSON QUALIFIES

Students state a central message and support it with evidence from the text and the wall illustration,

explaining how Marisol's actions change Ramon's thinking.

#### Source

Florida Department of Education - Florida B.E.S.T. Standards: English Language Arts

#### Production status

**APPROVED - HIGH confidence. Canonical lesson pages follow unchanged. The standard is printed only on this regional edition.**

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| Determine Theme with Text Evidence           | Ish |
| GRADE / TIME                                 |     |
| Grade 1 · 35 minutes full · 20 minutes short |     |

#### PRIMARY SKILL

Infer a central message and support it with evidence from words and an illustration.

#### OBJECTIVE

Explain why Marisol's wall changes Ramon, then state a central message the story supports and prove it with evidence.

#### PREPARE

Read or play the complete book before the timed lesson. Have pages 5, 7, 9, 10, and 17 ready to revisit.

1 · Launch · 5 min Revisit the page where Ramon snaps at Marisol. Ask what he thinks of his own drawings at this point and how he treats the person who later helps him.

2 · Teacher model · 7 min Study the wall illustration. Count what is on it and notice that the drawings are still creased. Model the inference: these are drawings Ramon threw away, but Marisol has kept and displayed them.

3 · Why the wall works · 13 min Students explain why seeing the wall changes Ramon when months of trying to make his drawings look 'right' did not. Require evidence from the crumpled drawings and the fact that Marisol chose to keep them.

4 · What the book is saying · 10 min Students state a central message and support it from the later pages. Reject a slogan such as 'never give up' unless the student can connect it to what changes in Ramon's thinking.

## Ish

### Determine Theme with Text Evidence · Teacher Support

#### What students must do

The student identifies the wall as evidence that Marisol valued drawings Ramon had rejected, then gives a message supported by at least one later event or detail.

#### Access routes

Solo: Student uses the wall page and the later page where Ramon works differently.

Supported: Ask two questions in order: 'What did Ramon do with these drawings?' and 'What did Marisol do with them?'

Listening: Replay the relevant pages, then show the wall illustration long enough for the student to point out the creases and repeated drawings.

|                |                                                                            |
|----------------|----------------------------------------------------------------------------|
| <b>Extend:</b> | Explain why the wall may say more to Ramon than a simple compliment would. |
|----------------|----------------------------------------------------------------------------|

#### Keep the skill narrow

The access route may change how the student reaches the text, but not the evidence the student must produce. Do not replace the target task with retelling, opinion, or a general discussion of the story.

#### Teacher note

Give the wall illustration time. The creased drawings matter because they show these are the same drawings Ramon rejected; the evidence is visual as well as verbal.

#### Assessment checkpoint

A theme word or slogan is not enough. Require a message stated as an idea plus evidence from a page.

## Ish

### Determine Theme with Text Evidence · Student Evidence

First explain what changed Ramon. Then write what you think the story is saying and prove it with a detail from the book.

1. Why does Marisol's wall change Ramon?
2. What message does the story support?
3. What detail from the book proves that message?

# Ish

## Determine Theme with Text Evidence · Teacher Key

These are supported responses, not scripts. Accept equivalent answers when the student uses the required evidence.

### Why the wall works

Ramon has been throwing away drawings he thinks are wrong. Marisol has kept those same crumpled drawings and displayed them, showing that somebody valued work he had already dismissed.

### Supported message

A fair message is that something does not have to come out exactly right to be worth making.

### Evidence

Marisol calls one drawing 'vase-ish' rather than pretending it is a perfect vase, and Ramon begins making work again once he stops judging everything by whether it looks exactly right.

### Acceptable variation

Other messages are acceptable if they are grounded in the wall, Marisol's response, and Ramon's changed way of making art.

### Pass check

The student identifies the wall as evidence that Marisol valued drawings Ramon had rejected, then gives a message supported by at least one later event or detail.