**Theme in Fiction/ Citing Evidence**

**Section 1**

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| 00:00:00 | TEACHER: Your interpretation is the way that you personally understand something that you read. Keep that in mind as you work to answer the lesson question: how do you use text evidence to support an interpretation of theme in a story. Now, you just took a look at this image, and your different interpretations of this image. Some people may see a duck, with a mouth to the left, |
| 00:00:21 | and other people may see a rabbit, with a mouth to the right. And both interpretations are correct, and can be explained either verbally or in writing. Now, this is similar to how we can think about theme. Just as an image can be interpreted multiple ways, a theme can be understood in different ways as well. |

**Section 2**

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| 00:00:00 | TEACHER: So let's learn about theme. Which is a message a text conveys about a topic. Now the theme is expressed as a general statement about life. And often the theme is stated indirectly in a story. Which means the author isn't going to spell it out for you. Instead, you understand what a story's theme is by reading the story and thinking about the ideas in that story. |
| 00:00:22 | And be on the lookout for any repeated ideas in a story. Often an author will repeat an idea because it's important and that can point to the theme. And the theme will be stated in a sentence. So for example, let's say you just read a story about someone whose life was saved because of the loyalty of a friend. So an important topic in that story might be friendship. |
| 00:00:44 | So your interpretation of the theme or your personal understanding of that topic might be that loyalty is an important part of friendship. Now you'll work to identify theme. |

**Section 4**

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| 00:00:00 | TEACHER: I'm going to read a short passage from the story "Raymond's Run" to show you how to interpret theme. Now, remember that "Raymond's Run" has a narrator named Squeaky. She's a young girl who lives in New York City, and she loves to run. And every year, she runs in a race in her neighborhood, and she always wins. |
| 00:00:16 | But this year, there's a new girl named Gretchen, who's her competition. So follow along as I read. The big kids call me Mercury, because I'm the swiftest thing in the neighborhood. So as far as everyone's concerned, I'm the fastest, and that goes for Gretchen, too, who has put out the tale that she |
| 00:00:32 | is going to win the first place medal this year. Ridiculous. In the second place, she's got short legs. In the third place, she's got freckles. In the first place, no one can beat me, and that's all there is to it. So the first thing I want to do is look for repeated ideas, or things that are important in this passage. |
| 00:00:49 | And one idea is winning the race. So the narrator notes that Gretchen says she's put out a tale that she's going to win first place. And the narrator's response, that's ridiculous. In fact, Squeaky says that no one can beat her, and that's all there is to it. So I can conclude that a topic of this passage has to do with confidence. |
| 00:01:11 | And if I think about that idea of confidence, I can then create a theme that tells me more about confidence. What can I learn about it? Well, one way I could interpret the theme is to say that it's important to have confidence in yourself. Now this is one interpretation of the theme, but someone else could come up with a different idea about confidence based on this passage. |
| 00:01:30 | Someone could say it's important not to define yourself based on others. Those are both a valid themes based on evidence from the text. Let's also take a look at another passage to see how a different theme could emerge based on these details. So this is from another part of "Raymond's Run". |
| 00:01:47 | I was once a strawberry in a Hansel and Gretel pageant when I was a nursery school, and didn't have no better sense than to dance on tiptoe with my arms in a circle over my head doing umbrella steps and being a perfect fool, just so my mother and father could come dressed up and clap. You think they'd know better than to encourage that kind of nonsense. I am not a strawberry. |
| 00:02:07 | I do not dance on my toes. I run. That is what I'm all about. So what are the most important ideas in this passage? Well it seems that the narrator wants to share that she's not a strawberry, and she does not dance. What's important to her is that she runs. |
| 00:02:23 | That is what she is all about. So I conclude that a major topic is the value of knowing who you are as a person. So I think about that topic, I can then come up with a theme. I could interpret the theme to say that people who are individuals do not need to give into other people's expectations. But again, someone else could come up |
| 00:02:42 | with a different theme based on that same topic. So another reader might say that it's important to know who you are and what you like in order to be an individual. Well now you'll think about theme in another part of the story. |

**Section 6**

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| 00:00:00 | TEACHER: In this lesson, you've been thinking about the idea of multiple interpretations or how there are different ways to think about the same idea, just like there are different ways to think about this image. And that will help you to answer the lesson question-- how do you use text evidence to support an interpretation of theme in a story? Now, you've already thought about some |
| 00:00:19 | of the themes in the story Raymond's Run, but you're working to write about those interpretations. And so you'll need to think about using text evidence to support that interpretation. So let's learn more about that next. |

**Section 7**

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| 00:00:00 | TEACHER: Whenever you write about an interpretation of theme, you need to back up that interpretation with evidence from the text. Evidence is important because it's proof that something is true or accurate. So evidence will support or show why your interpretation is accurate. Now, I'm going to take a look at this passage from the text |
| 00:00:19 | in order to support a theme that I've already come up with. And that theme is that "Strong girls need female friends." So think about what evidence is in this passage as I read. Now, here, we're going to see Squeaky at the end of the race. She got first place and Gretchen came in at close second, and the two girls share a moment. "And I looked over at Gretchen... And I smile. |
| 00:00:40 | 'Cause she's good... She obviously is serious about running, as any fool can see. And she nods to congratulate me and then she smiles. And I smile. We stand there with this big smile of respect between us. It's about as real a smile as girls can do for each other, considering we don't practice real smiling every day, you know, 'cause maybe we too busy being flowers or fairies |
| 00:01:01 | or strawberries instead of something honest and worthy of respect... you know... like being people." So I look for any evidence that would support that theme. Remember that "Strong girls need female friends." And I see some ideas presented here that I could use to support that. |
| 00:01:17 | So there's this idea that they have this big smile of respect between the two of them. And if I look more closely at what that means, the narrator says that they "don't practice real smiling every day" and maybe that's because they're "too busy being flowers or fairies or strawberries." This idea that maybe they have to spend time |
| 00:01:34 | being somebody else and not really themselves. And the narrator notes that it's more important to be honest and worthy of respect to be like "real people." So if I take those ideas and use them in writing, I could use them to support the theme that "Strong girls need female friends." They need to support each other. |
| 00:01:52 | So now, you'll think some more about finding evidence to support a theme. |

**Section 9**

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| 00:00:00 | TEACHER: When writing, a helpful way to connect evidence back to the theme that it supports is by using the P.I.E. strategy. So let's take a closer look at this strategy. Now, the first step in this strategy is you make your point. That's the "P." And so when you make your point, you'll |
| 00:00:15 | share your interpretation of the theme. You'll want to follow that, then, with an illustration. And by providing that illustration, you can give details or a quotation from the text that relate back to that theme. And then, there's always an important last step-- when you explain your evidence. This is "E." |
| 00:00:32 | And this is sometimes forgotten, but it's super important. You need to make sure you explain how that detail or quote from the story relates back to the theme that you stated at the beginning. So let's take a look at an example using some ideas from the story Raymond's Run. So you could begin by writing by stating a theme. "One theme in the story is: children |
| 00:00:53 | have to form their identity separate from their parents." By saying the theme, this is making a point. You then follow that with your illustration. And in this case, there's a quotation from the text that can be used. "Squeaky says, "I'll high-prance prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother uptight so that she walks ahead |
| 00:01:14 | like she's not with me."" Now, that's a great quotation to support that team, but the last step that's important is to include an explanation of that evidence. So here we'll explain how that quote relates back to the theme that was stated when the writer made a point. "This quotation shows that Squeaky's mother doesn't like it when Squeaky acts different from other girls. |
| 00:01:33 | However, Squeaky feels she has to be who she is." So now, you'll think about how you can match evidence with an explanation. |

**Section 11**

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| 00:00:00 | TEACHER: You've learned that evidence in the form of quotations can be very helpful in supporting your interpretation of a theme. Keep that in mind as you work to answer the lesson question-- how do you use text evidence to support an interpretation of theme in a story? Now, you've learned about different interpretations of theme in a story and also how to find and explain |
| 00:00:21 | evidence that can support your interpretation. You're going to learn one more strategy to help make your interpretation even stronger, and that's the use of transition words when writing. |

**Section 12**

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| 00:00:00 | TEACHER: Transition means to change from one idea to another. And so, transition words can be used as a signal of that change in ideas. And there are many different ways that transition words can be used in writing. So you may use transition words to connect different parts of a text. |
| 00:00:17 | For example, you might use the word 'earlier' to show this. You also can use transition words to show relationships between ideas. For instance, you might use the word 'because' as you move from one idea into another. And also, transition words help to create logical flow in your writing. So as you're writing, you might use the word 'therefore' |
| 00:00:36 | to signal a change. So let's take a look at a complete paragraph that uses transition words. Now you'll remember when we learned about the pie strategy that we saw some ideas from Raymond's Run. These have now been placed in a complete paragraph. And so as I read, I'm going to underline the transition words that this writer chose to use. |
| 00:00:53 | And I want to think about how those transition words helped to make the writing easier to understand. One theme in the story is: children have to form their identity separate from their parents. For example, Squeaky says, "I'll high prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother uptight so that she walks ahead |
| 00:01:15 | like she's not with me." This quotation shows that Squeaky's mother doesn't like it when Squeaky acts different from other girls. However, Squeaky feels she has to be who she is. Let's take a closer look at the two uses of transitions in this passage. First is saying 'for example'. So you'll note in this part of the paragraph |
| 00:01:35 | that the writer is transitioning from the point, which is the interpretation of the theme, and now moving into an illustration, or giving an example. So this helps to signal to the reader that change is being made. We also see the word 'however'. However is a great word to use when you're transitioning |
| 00:01:53 | to an idea that contrast the idea before it. So you'll notice in this passage that the sentence after the illustration just restates what's actually happening in that quotation. But the writer wants to share an idea that contrasts what was actually shared in that passage. So the word 'however' helps to signal that the next idea is going to be one that's different than the one that |
| 00:02:15 | was just presented. So when you write your analysis, make sure you use that pie structure, and think about using transition words to help make your writing more clear, and to support your evidence. So take a moment now to review transition words. |