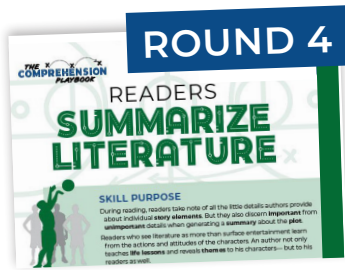


APRIL Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS



GRADES 3-4

- **Round 3** | Lesson topics
- **Round 4** | Theme statements

GRADES 5-6

- **Round 3** | Multiple theme statements
- **Round 4** | Multiple theme statements each supported with textual evidence

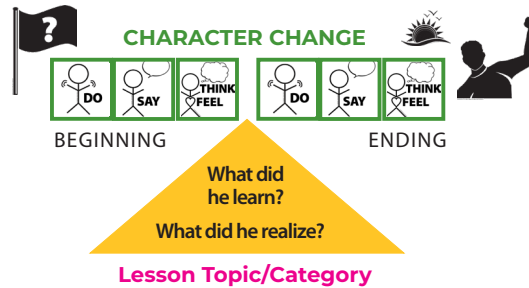


Review foundational skills from Round 3.

- After reading, identify the type of problem.
- Consider the 3 broad lesson categories.



- Collect beginning & end details about the main character to determine change.



- Readers generate theme statements in 4 steps.

GRADES 3-4 | Recognize a theme statement & its evidence.
GRADES 5-6 | Flesh out a theme statement with evidence.

Generate a **THEME** Statement

STEP 1

List multiple lesson topics related to the main character's problem or conflict. Include lessons associated with minor characters, too. Think of words and phrases to describe...

- Actions/Reactions a character took—right or wrong.
- Decisions/Choices a character made—good or bad.
- Thoughts/Attitudes a character revealed—positive or negative.
- Life skills a character demonstrated—or lacked.
- Personality traits a character revealed—positive or negative.
- Morals or values a character possessed—positive or negative.

Character	Lesson Topic
1.	
2.	
3.	

STEP 2

Stretch out each lesson topic into a sentence explaining how it was portrayed in the story. Identify what the character SPECIFICALLY realized about that lesson.

The author believes that...

Lesson Topic



STEP 3

Attempt to refine each theme statement.

- Cross off the words **the author believes that...**
- Replace all references to the character, setting, or plot to reference a broader, more universal message relevant to anyone/anyone (e.g., a person, an individual, in a situation, in times of trouble, etc.).
- Revise the sentence 2-3 times. (Put the lesson topic at the beginning. Rewrite it with the lesson topic in the middle or at the end. Rearrange the word order. Use a synonym for the lesson topic.)
- Choose 1 or more that are precise to this story's messages.

THE MESSAGE THE AUTHOR TEACHES ME

Support with Textual Evidence

STEP 4

Support each theme statement with textual evidence.

- Provide details to describe the character before (the realization) and after.
- Use phrases like *According to the text... The author reveals this when...*
- Include references to character names, specific actions, exact dialogue, etc.



NEXT STEPS

Note the literary genres stated in *your* grade-level standard.

- Teach/Model how to infer theme statements.
- Build reader background knowledge on myths, fables, fairy tales, tall tales, legends, poems, plays, etc.



IMPLEMENTATION FOCUS | **CURRENT STATUS** | **NEXT STEPS**

ROUNDS 3-4

READERS ANALYZE **AUTHOR CHOICES**

SKILL PURPOSE
An author makes intentional choices regarding the presentation of the information (e.g., point of view, genre, structure) and how to craft the message (e.g., word choice, figurative language, sentence structure) to draw it across the intended perspective and tone. Beyond understanding what the author said, readers analyze how the author said it. This requires returning to a text after reading, putting it apart, and looking at how it was created.

Connect the previous week to this week.

- **Summarize literature.**
WHAT the author said.
- **Analyze author choices.**
HOW the author said it.

Character perspective in literature

GRADE 3	GRADES 4-6
ROUND 1	ROUND 1
ROUND 2	

Point of view in literature

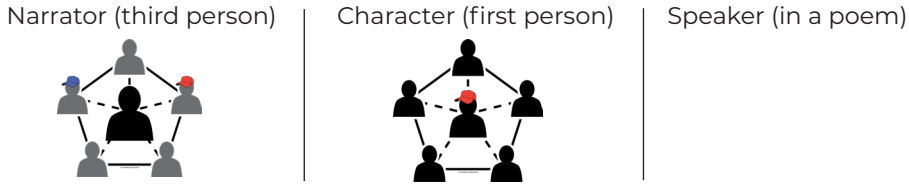
GRADE 3	GRADES 4-6
ROUND 3	ROUND 2

Perspective & point of view in informational text

GRADES 4-6
ROUND 3
ROUND 4

LITERATURE | **Infer perspective** (i.e., HOW the individual thinks or feels).

LITERATURE | **Infer the point of view** (i.e., WHO is telling the details).



LITERATURE | **Infer the influence.**

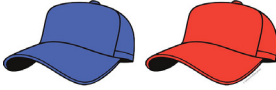
- Infer the narrator's perspective in a story.
- Infer the speaker's perspective in a poem.

Not a breeze cooled Sarah, nor a cloud protected her as she stepped onto the beach. The sun was scorching—just as it had been for weeks. The heat sapped her strength. Sarah set up her lounge chair and got out her towel and snacks just as a family with four kids crammed in right next to her. The kids ran around in the sand, flicking grains of dry, hot sand onto her chair and towel. Grrrr... Sarah had planned this day for weeks! It was her only day off! A groan escaped her as Sarah crunched down in her chair, wondering if she should leave...

author's CHOICE of words & phrases

Cloudless blue sky greeted me. Sun warmed my skin. I turned my face up to smile and sigh. Waves lapped quietly at the shore saying hello. A family with four children settled in near me. Kids laughing and giggling. Creating golden trails of sand behind. Ahh... a day at the beach.

author's CHOICE of words & phrases



Annotate the changing voice of the character, speaker, or narrator. "Add up" to infer the overall perspective.

Connect the perspective to the point of view.

INFORMATIONAL TEXT | **Infer perspective** (i.e., HOW the individual thinks or feels).

Infer author bias through **POSITIVE & NEGATIVE WORD CONNOTATIONS** found in social studies texts.

<p>source 1</p> <p>The Desert</p> <p>Deserts make up a fifth of the Earth's land surface. Light brown and bright gold sand dunes move with the winds, forming graceful patterns. Cacti walk ready to bloom at the first sign of rain. Snakes and lizards bask in the sun or find shade under rocks when it's hot. The sun warms the desert during the day, but the nights are cool. With little or no water, desert animals find moisture hiding in the plants.</p> <p>PERSPECTIVE OPTIMISTIC, PEACEFUL</p>	<p>The Desert</p> <p>Way: With little or no water, chances of</p> <p>TIVE SCARY, DANGEROUS</p>
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INFORMATIONAL TEXT | **Infer the point of view** (i.e., WHO is telling the details).

Firsthand Account (Primary Source) | Secondhand Account (Secondary Source)

ACCOUNTS

- Ruby Bridges excerpts
- Helen Keller excerpts

Comparing Points of View INFORMATIONAL TEXT

<p>FIRSTHAND ACCOUNT</p> <p>Also known as PRIMARY SOURCES. A description of an event by someone who was actually there, experienced it, witnessed it, or created it. An account that is typically based on first-hand knowledge.</p> <p>Advantages & Strengths:</p> <ul style="list-style-type: none"> Includes the author's direct, scientific, and personal thoughts from a time and place produced by people who had direct experience. Original material is not altered or interpreted by anyone. The reader can make his or her own conclusions based on the original source. <p>Disadvantages & Limitations:</p> <ul style="list-style-type: none"> May be incomplete. May be biased. May be subjective. May be limited or incomplete. 	<p>SECONDHAND ACCOUNT</p> <p>Also known as SECONDARY SOURCES. A description of an event by someone who was NOT there, did NOT experience it, did NOT witness it, or did not participate in it, either did NOT see anything.</p> <p>Advantages & Strengths:</p> <ul style="list-style-type: none"> Includes the author's direct, scientific, and personal thoughts from a time and place produced by people who had direct experience. Original material is not altered or interpreted by anyone. The reader can make his or her own conclusions based on the original source. <p>Disadvantages & Limitations:</p> <ul style="list-style-type: none"> May be incomplete. May be biased. May be subjective. May be limited or incomplete.
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Utilize argumentative text— NOT nonfiction!

- Identify poems, essays, speeches that include opinions and bias.
- Look through reading series for "persuasive" text.
- Review text used in **Text Organization, Round 4.**