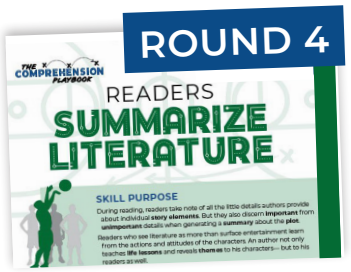
GRADES 3-6 PLAYBOOK PRO

APRIL **Coaching Session**

IMPLEMENTATION FOCUS



GRADES 3-4

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

GRADES 5-6

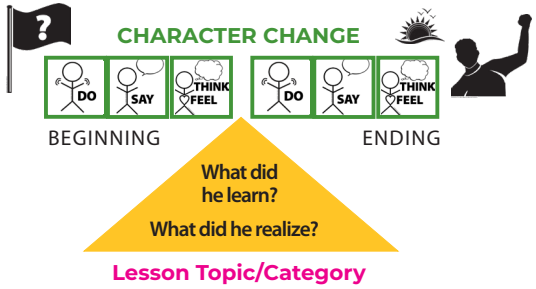
- **Round 3 |** Multiple theme statements
- **Round 4 |** Multiple theme statements each supported with textual evidence

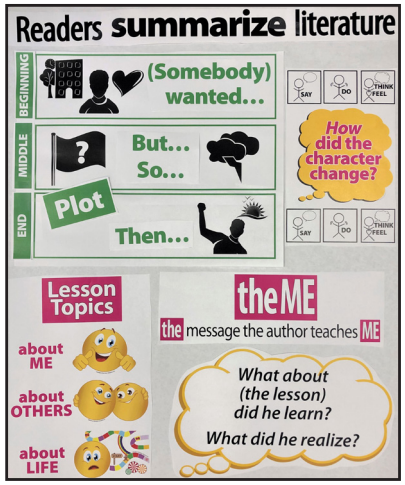
CURRENT STATUS

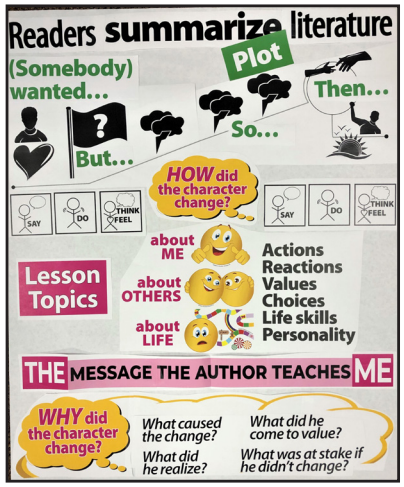
Review foundational skills from Round 3.

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

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

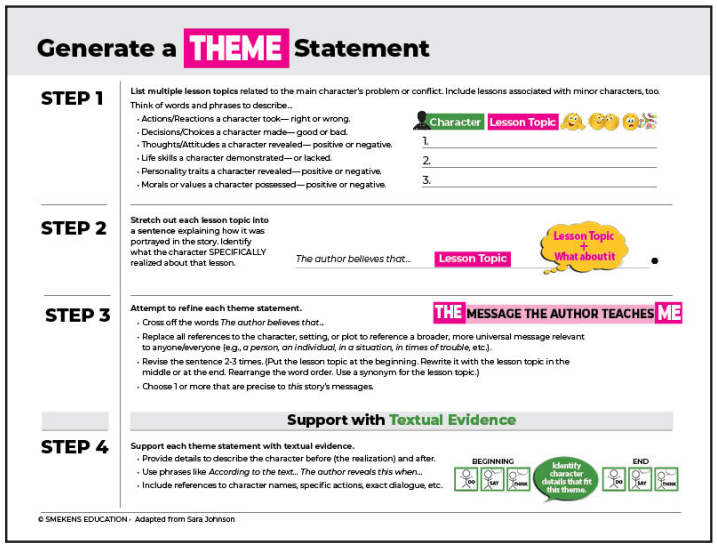






GRADES 3-4 | Recognize a theme statement & its evidence.
GRADES 5-6 | Flesh out a theme statement with evidence.

- Readers generate theme statements in 4 steps.



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.

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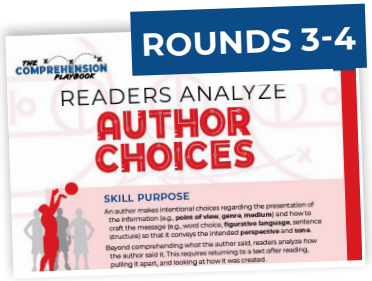
Grades 3-6 | *Playbook Pro* **Coaching Session** | April

IMPLEMENTATION FOCUS	CURRENT STATUS	NEXT STEPS



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

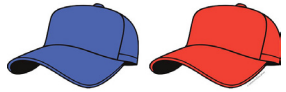
GRADES 4-6

ROUND 3

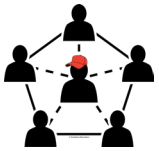
ROUND 4

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

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

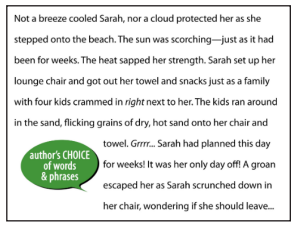


Narrator (third person) | Character (first person) | Speaker (in a poem)



LITERATURE | **Infer the influence.**

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

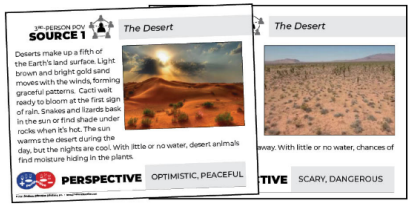


Annotate the changing voice of the character, speaker, or narrator. "Add up" to infer the overall perspective.

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.

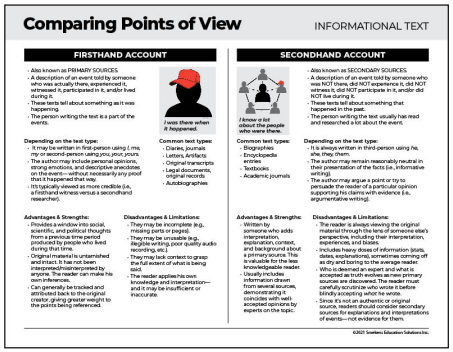


INFORMATIONAL TEXT | **Infer the point of view** (i.e., WHO is telling the details).

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

ACCOUNTS

- Ruby Bridges excerpts
- Helen Keller excerpts



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.**

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