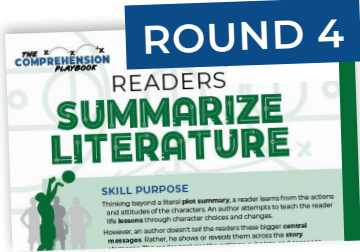


# APRIL Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS



Recognize the scaffold.

**ROUND 2**

STEPS 1-2 | Infer character lessons.

**ROUND 3**

STEPS 3-4 | Refine theme statements.

**ROUND 4**

STEP 4 | Recognize theme development in various story elements.

**ROUND 3 | Generate a theme statement.**

- Apply the 4-step process.
- Support with evidence of character change (i.e., do, say, think, & feel).

### Generate a **THEME** Statement

Think of words and phrases to describe...

**STEP 1** List multiple lesson topics related to the main character's problem or conflict. Include lessons associated with minor characters, too.

- Cross off the words The author believes that...
- 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.

**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** **What about it?**

**STEP 3** Attempt to refine each theme statement.

**THE MESSAGE THE AUTHOR TEACHES ME**

- Replace all references to the character, setting, or plot to reference a broader, more universal message relevant to anyone/everyone (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.

**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.

Support with **Textual Evidence**

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**ROUND 4 | Support a theme with evidence from various story elements.**

- Lessons take time to learn, consequently theme is hinted at across the whole text.

**Look for theme evidence in ALL story elements**

**Character** **Setting**  
**Conflict** **Climax**  
**Subplots** **Resolution**  
**Episodes** **Symbolism**

### HOW A STORY WORKS

Readers know where they are on the plot map based on the details revealed.

CHARACTER	PROBLEM/CONFLICT	RISING ACTION	CLIMAX	RESOLUTION/CHARACTER CHANGE
<ul style="list-style-type: none"> <li>• Details about a person's appearance and personality are revealed to the reader.</li> <li>• The character's "voice" or personality is revealed through dialogue and actions.</li> <li>• The character's personality is revealed through actions and dialogue.</li> <li>• The character's personality is revealed through actions and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict arises from the problem and the character's reaction to it.</li> <li>• The character's reaction to the problem is revealed through dialogue and actions.</li> <li>• The character's reaction to the problem is revealed through dialogue and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• The character is faced with a series of challenges that lead to the climax.</li> <li>• The character's reaction to these challenges is revealed through dialogue and actions.</li> <li>• The character's reaction to these challenges is revealed through dialogue and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• The character is faced with a series of challenges that lead to the climax.</li> <li>• The character's reaction to these challenges is revealed through dialogue and actions.</li> <li>• The character's reaction to these challenges is revealed through dialogue and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• The character is faced with a series of challenges that lead to the climax.</li> <li>• The character's reaction to these challenges is revealed through dialogue and actions.</li> <li>• The character's reaction to these challenges is revealed through dialogue and actions.</li> </ul>

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### Evidence of Theme

LESSONS TAKE TIME TO LEARN. THUS, THEME IS HINTED AT ACROSS THE WHOLE TEXT AND WITHIN THE STORY ELEMENTS.

**THE MAIN CHARACTER'S** actions, thoughts, words, and feelings at the beginning won't mean much until compared to his actions at the end.

**THE TYPE OF CONFLICT** hints at one theme.

- A conflict with himself will have an "about me" theme.
- A conflict with someone else will have an "about others" theme.
- A conflict with a circumstance or situation will have an "about life" theme.

**EVERY EVENT, EPISODE, & SCENE** is an obstacle for the character—until he adapts or alters his perception of the truth.

**SUBTLE SHAPING OF CHARACTER** actions, thoughts, words, and feelings occurs in the middle. These changes are more obvious in short text, since the rising action is less. In longer texts, these subtle shifts are embedded within every conversation, choice, & action.

**STYLE & AUTHOR'S CRAFT** Well-placed character hints, multiple-meaning symbolism, & powerful one-liners are all intentional. They all hint at the theme.

**THE FALLING ACTION** reveals the new and improved character—his new actions, new thoughts, new words, and new feelings.

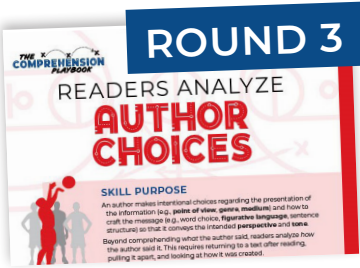
**SUBPLOTS** are impacted by the main character's lack of growth or change. Identify what's not going right for the other characters and how the main character is involved.

DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5

- Compare to "How a Story Works" in **Text Organization, Round 2**.
- Reveal 2 themes previously inferred from a SINGLE text.
- EACH day, introduce *where* and *how* authors imply theme within a different story element.



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



Connect to previous rounds of literary analysis.

- **INFER** | *WHAT* was the author's choice.
- **ANALYZE** | *HOW* the author executed that choice.
- **EVALUATE** | *HOW EFFECTIVE* the author's choice was.

Target media-literacy skills.

**Readers analyze & evaluate format & medium choices.**

**DAY 1** | Identify author **CHOICES**.

- Build background knowledge on the advantages and disadvantages of each medium/format.

Text Formats & Mediums		
Authors choose to present their information in a particular format or medium.		
MEDIUMS	ADVANTAGES & STRENGTHS	DISADVANTAGES & LIMITATIONS
<b>Print Text</b> 	Authors can identify the most important information. It's possible to read, reread, or copy up on the reader to make accurate references. It's possible to bring it up to find information. Not everyone can have print text published, so the reader presented the information is likely to be more credible.	Requires the reader to speak the language and understand the language. Takes longer to read than most other mediums.
<b>Digital Text</b> 	Can include embedded hyperlinks, allowing the reader to learn more information. Easy to click, copy, scan, and share the text (e.g., saving it).	Unreadable information on the perimeter of the digital text can obscure the reader's viewing opportunities. The way for anyone to make and adjust, leading to an abundance of credible and non-credible information.
<b>Audio Text</b> 	Easier to listen than to read. Can be used as a form of auditory learning. Allows for multi-sensory learning with the reader's eyes and ears.	Can't highlight or underline in the text—unless also possible in the printed version. Has to go back to a particular spot in the text. A jumping video speed for whatever reason may make it hard to comprehend. Can't be used for the length of a lesson, it may be distracting.
<b>Visual Text</b> 	Easier to "read" or view than a print text. Communicates a lot of information in a small amount of space (e.g., time, space, proportion, details, etc.).	Representing text communicates through visuals, so some information is left out. This may obscure important information. Reader's eyes and ears may not always clear to the reader.
<b>Video Text</b> 	Easier and easier to watch than a print text. Includes all the text, images, and audio, and can be watched on a screen. More comprehensible than print text for many readers.	Represents text through visuals, so some information is left out. This may obscure important information. Reader's eyes and ears may not always clear to the reader.

- FEATURES**
- Medium advantages
- ACTIONS**
- SPEECH**
- THOUGHTS**

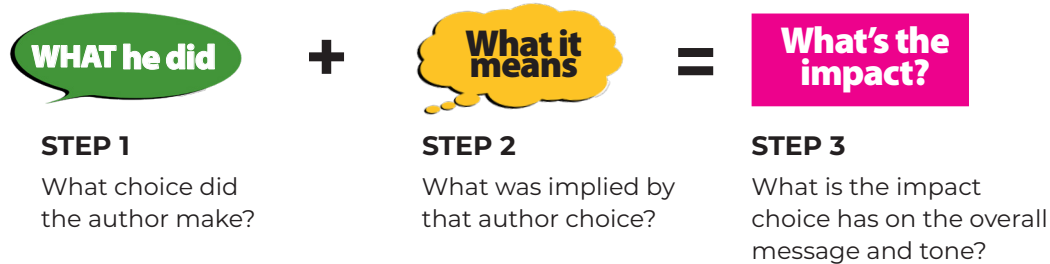
**DAY 2** | Identify author **CHANGES** made from the original text.

- Original text is the baseline.
- Consider choices the author made in re-presenting the same information.



PRINT V. VIDEO TEXTS					
	Read & annotate the original print text.		What do you see in the video?		What do you hear in the video?

**DAYS 3-4** | Analyze the impact and evaluate the effectiveness of author choices.



GRADE-LEVEL EXPECTATIONS

Note specific genres or formats stated in *your* grade-level standard.

- Print text re-presented with a visual.
- Print text re-presented as an audio (or video).
- Traditional novel re-presented as a graphic novel.
- Biblical verses re-presented as a song.
- Shakespearean play re-presented as a contemporary movie.