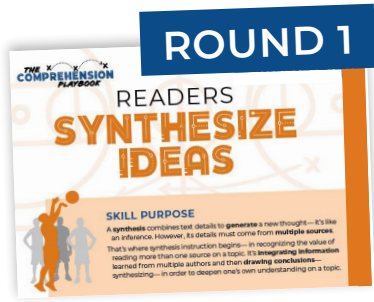


OCTOBER Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



This is an authentic reader habit that many students have already utilized.



Make connections to skills learned in Weeks 1-2 of Fundamentals/Reader Voices.

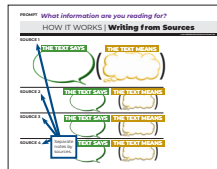
Week 1
(DAYS 1-5)

Week 2
(DAYS 6-10)

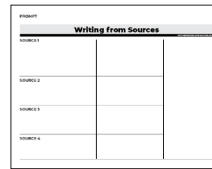
- Identify the “text” details in visual, audio, & video text.
- How to record the *Thinking-Voice* thoughts adjacent to the *Reading-Voice* details.
- How to take notes using a grocery-list style.

Juggle reading multiple texts on the same topic.

1. Read to comprehend *THIS* text— each one individually.



VERSION 1:
Thinking Voice
in parentheses.



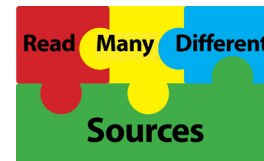
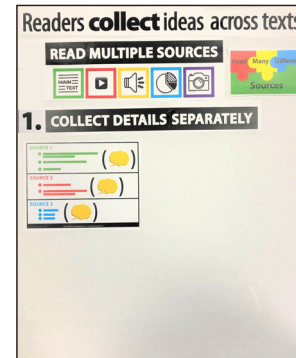
VERSION 2:
Thinking Voice
in column 2.



VERSION 3:
Thinking Voice
in second panel.

2. Read to integrate information from all texts.

- *How does this detail fit with other details already collected?*
- Repeated information = let it go.
- New or different information = jot it down.



* **BIG NEW IDEAS**

+ **ADDITIONAL LITTLE details**

↔ **OPPOSITE opinions**

Teach/Model how to apply the skills learned in ONE SITTING.



RECALL OPTION 1:
Reveal a longer & previously-read science/social studies text. **Introduce 2 NEW non-print texts** (e.g., video, photo, map, audio text). **Model how to record only the new and different information from Sources 2-3.**

RECALL OPTION 2:
Introduce a NEW SET of text excerpts. Read each one (note details & add thoughts), considering what is new and different among the sources.

Utilize all informational texts for this round.

- Recognize text sets.
- Create text sets.

Consider student background knowledge with texts chosen.

- All to be previously read.
- All to be new & cold reads.
- Create a hybrid set.

Determine the anchor text— versus the others.

- Consider the reading purpose or question.

Frequently provide text sets for students to juggle.

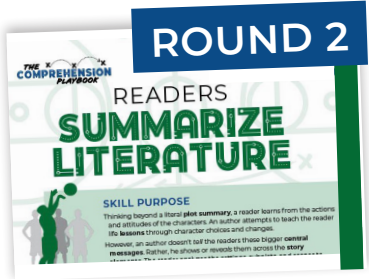
- Read ONE TEXT each day, across consecutive days as part of a bell-ringer activity.
- Expect students to build their own background knowledge when starting a new unit.



IMPLEMENTATION FOCUS

CURRENT STATUS

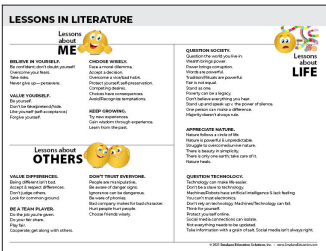
NEXT STEPS



- Round 1 targeted plot and overall summary. Now focus on how to look beyond the literal story details and infer the bigger theme.
- Theme is a lesson learned by the character that “people” should also learn.

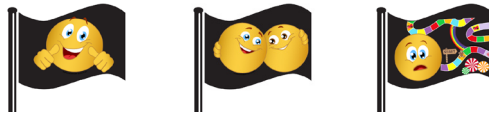


- Build students' background knowledge on the 3 broad lesson categories.



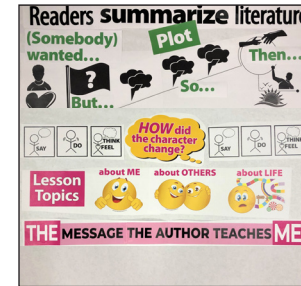
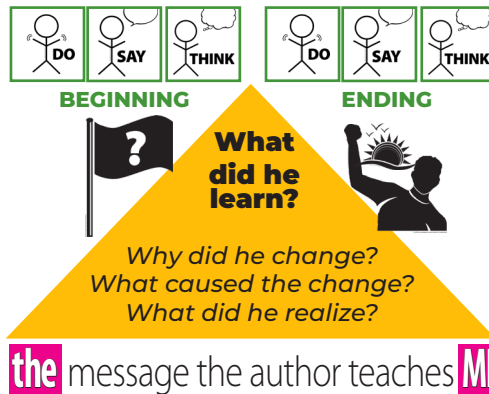
Authors don't *tell* lessons— they *teach* them.

- There is no one-and-only “right” theme.
- One text can have multiple lessons/themes.
- At least one theme is typically tied to the type of conflict.



Analyze character actions *across* the text.

- Evidence of a character learning a lesson is a change in his behavior.
- Collect the *DO, SAY, THINK, & FEEL* details before and after the climax.
- Determine the lesson category/lesson topic it fits.
- Look inside the lesson for a more specific theme. *What about ___ did he learn?*



Return to familiar texts with main characters who **DO, SAY, and THINK** throughout the text.

Consider a 2-step gradual release.

- STEP 1: Students independently collect the *do, say, think/feel* details and note the change in the character's behavior.
- STEP 2: Return to these lists to infer the theme — with teacher support in whole-class and small group experiences.

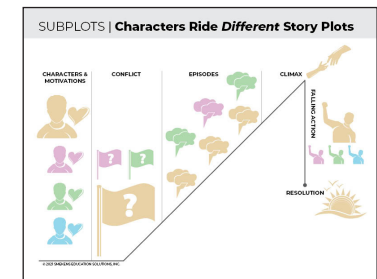
Character Lesson

What lesson did the character learn?

How do you know the character learned the lesson?

The character at the beginning...	The character at the end...

Advance to different longer texts with subplots and different characters learning various lessons.



Teach/Model how to write out the thinking from earlier in the week.

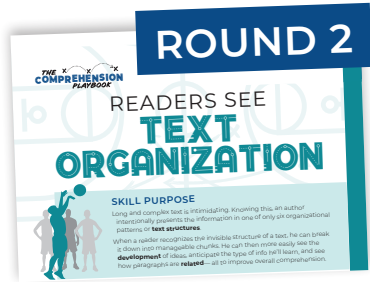


INFERENCE: Infer the theme within (text). Support it with evidence that proves the character changed.

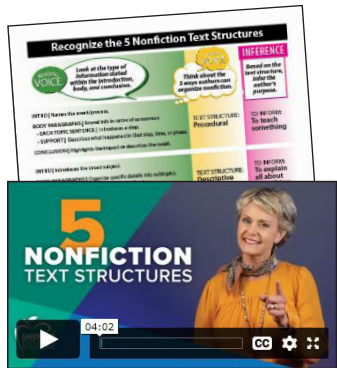
IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



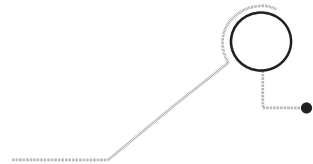
- Connect “last week’s” skill to this week’s skill.
- Review the “Text Organization” anchor chart from Round 1.



- Introduce the E/ Entertaining purpose of narrative texts.



All stories have the same invisible text structure.



HOW A STORY WORKS				
CHARACTER	SETTING	PROBLEM	RISE ACTION	CLIMAX
<p>CHARACTER</p> <p>Who is the story about? What are their traits? How do they change?</p>	<p>SETTING</p> <p>Where and when does the story take place? How does the setting affect the story?</p>	<p>PROBLEM</p> <p>What is the main conflict? What is the author's purpose?</p>	<p>RISE ACTION</p> <p>How does the conflict develop? What events lead to the climax?</p>	<p>CLIMAX</p> <p>What is the turning point? How is the conflict resolved?</p>

Show how stories work.

- Readers collect character, setting, plot, and theme details throughout the text.

Recognize “where” you are on the plot map.

- Consider the physical location within overall text length. *How many more pages/paragraphs are there?*
- Consider the *type* of details being shared. *What information is revealed about which story element?*
- Consider the author’s choice of literary device in this part.



Teach/Model how to write out the thinking from earlier in the week.



RECALL: Label the sections/stanzas of the text with the story structure elements.

INFERENCE: Analyze how 1 fits into the text as a whole.

INFERENCE: Evaluate the impact of the literary device.

Return to previously-read narrative texts.

- Short stories
- Myths, Legends
- Narrative poems
- Narrative songs
- Animated video shorts