APRIL **Coaching Session**

IMPLEMENTATION FOCUS

ROUND 4

THE COMPREHENSION PLAYBOOK

READERS ASK & ANSWER QUESTIONS

SKILL PURPOSE

Readers are curious; they don't just answer the teacher's questions. Their Thinking Voice asks questions, too.

It starts even before reading the first page when the reader **previews** and **predicts** what the text will be about. This drives him into the text.

During reading, he questions unfamiliar vocabulary, using **context clues** to predict its meaning. He also **wonders** about key details. Seeking **answers** propels him to read on and **confirm** if he was right.

Connect to previous learning.

- **ROUND 1 |** Answer author/teacher questions during reading using prediction.

- **ROUND 2 |** Ask questions about tricky words during reading and answer them using context clues.

- **ROUND 3 |** Ask questions before reading and answer them during reading.

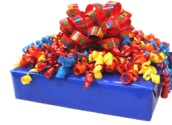- **ROUND 4 |** Ask & answer questions before, during, and after reading.

Remain neutral!
- Keep your face and body language neutral.
- Don't indicate if they are right or wrong.
- Guide them to answer their own reader questions.

CURRENT STATUS

Readers ask *more* questions during reading.

DAY 1 | Guide students to ask & answer questions before, during, and after "reading."

DAY 2 | Introduce questions of curiosity and wonderment: *why, how, what then*.

Readers ask & answer questions before, during, and after reading.

DAY 3 | Reveal a text that you have previewed ONLY.

- **BEFORE READING |** Review the questions previously generated in a preview (Round 3).

- **DURING READING |** Wonder *why, how, what then* (Round 4). Predict possible outcomes; then read on to confirm or adjust (Round 1).

- **DURING READING |** Recognize when answers are found. Adhere the sticky question to the text detail that answers it (Round 3).
- **DURING READING |** Question unfamiliar words and predict their meanings (Round 2).

Finish the reading the text (outside of the mini-lesson) as a whole-class "You do" on Day 3.

DAY 4 | Review the unanswered questions.
- **AFTER READING |** Address unanswered questions (Round 4).
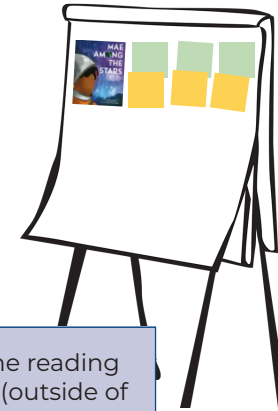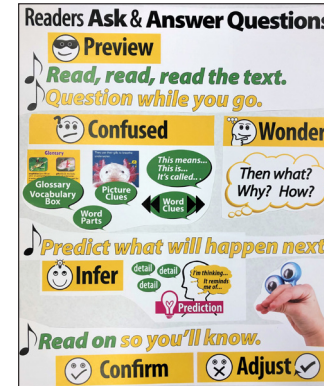
Infer an answer.
Seek answer elsewhere.
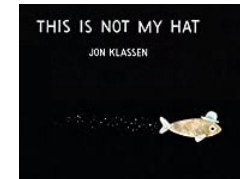Email the author.
Assess the question's importance.

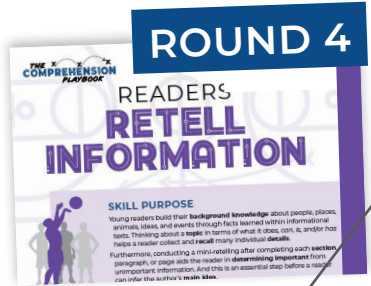**Write** Teach/Model how to write the predicted answer from earlier in the week.

Readers Ask & Answer Questions
- Preview — *Read, read, read the text. Question while you go.*
- Confused — Glossary/Vocabulary Box, Picture Clues, Word Parts, Word Clues, *This means... This is... It's called...*
- Wonder — *Then what? Why? How?*
- *Predict what will happen next.*
- Infer — detail, detail, detail, *I'm thinking... It reminds me of...*, Prediction
- *Read on so you'll know.*
- Confirm — Adjust

Literature: Who Character Subject | Did What | When Where Setting | Reason Why
Informational Text: Who Subject | Did What | When Where Setting | Reason Why

NEXT STEPS

Use one NEW text for all *I-do* and *We-do* models this week.

MISS NELSON IS MISSING! — HARRY ALLARD, JAMES MARSHALL

TWO BAD ANTS — CHRIS VAN ALLSBURG

THIS IS NOT MY HAT — JON KLASSEN

Grandpa's Teeth — ROD CLEMENT

CRAZY HAIR DAY — BARNEY SALTZBERG

Grades K-2 | *Playbook Pro* **Coaching Session** | April

PLAYBOOK PRO

IMPLEMENTATION FOCUS

ROUND 4

THE COMPREHENSION PLAYBOOK

READERS RETELL INFORMATION

SKILL PURPOSE

Young readers build their **background knowledge** about people, places, animals, ideas, and events through facts learned within informational texts. Thinking about a **topic** in terms of what it *does*, *can*, *is*, and/or *has* helps a reader collect and recall many individual **details**.

Furthermore, conducting a mini-retelling after completing each **section**, paragraph, or page aids the reader in **determining important** from unimportant information. And this is an essential step before a reader can infer the author's **main idea**.

Recognize the scaffold.

· (K-2) **Recall** individual text details/facts.

· (K-2) Retell **a section** with a 1-3 word label/gist.

· (K-2) Put ALL section labels together to **retell the whole** text.

· (Grades 1-2) Identify the **main idea**.

* Most kindergarten state standards do NOT include main-idea expectations.

CURRENT STATUS

Recognize the yearlong scaffold.

Recall individual text details/facts (*is*, *has*, *does*, *can*) using single ovals.
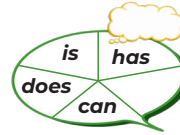
Retell a section with a 1-3 word label/gist.

Different sections/pages of the SAME text
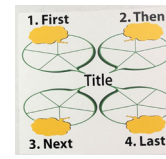
Retell the whole text by stretching each section label (in order) into a sentence.

Write

· Retell in oral sentences.
· Write a retell in pictures/words.
· Write a retell in sentences.

Example provided by first grade teacher Katie Barnes (Blackford Primary School in Hartford City IN)

— — — — — — KINDERGARTEN STOPS HERE — — — — — —

Identify the main idea.   **MAIN IDEA = THE TOPIC + WHAT ABOUT IT**

The text is all about...

Picture 1: *This is about...*
Picture 2: *These are both...*
Picture 3: *These are about...*
Picture 4: *These are all about...*

The text is mostly about...
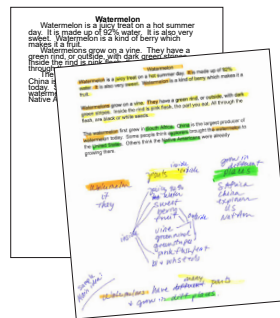
· Define *mostly* in terms of quantity.

· Model how to recognize a repeated detail.

· Tally repetitions.

· Generate a sentence with the repeated details.

NEXT STEPS

ALL ABOUT | Reveal examples of text titles written as sentences.

ALL ABOUT | Build clip art "sets."

MOSTLY **ABOUT |** Utilize grade-level informational text.

Readers **retell** information

BIG TOPIC — event, idea, animal, person, place

does | is | has | can
who | what | why
where | when | how

label
detail detail detail detail detail

1. First   2. Then
Title
3. Next   4. Last

Retell the most important
label label label

What is it mostly about?
Infer the main idea

Grades K-2 | *Playbook Pro* **Coaching Session** | April

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THE COMPREHENSION PLAYBOOK

READERS SEE

TEXT ORGANIZATION

SKILL PURPOSE

Long and complex text is intimidating. Knowing this, an author intentionally presents the information in one of only six organizational patterns or **text structures**.

When a reader recognizes the invisible structure of a text, he can break it down into manageable chunks. He can then more easily see the **development** of ideas, anticipate the type of info he'll learn, and see how paragraphs are *related*—all to improve overall comprehension.

Clarify nonfiction versus persuasive texts.

INFORMATIONAL TEXT

NONFICTION	PERSUASIVE
· Informs the reader.	· Persuades the reader.
· Presents factual information.	· Presents opinions & facts interpreted by the author.
· Teaches, explains, describes, or compares information.	· Reveals opinions with facts, examples, quotes, and data as support.
· Summary · Report · Fact book	· Opinion · Review · Advertisement · Commercial
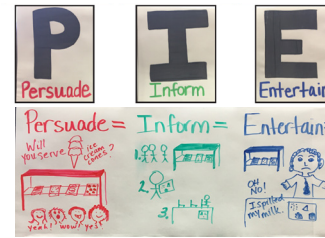
iSpot.tv

CURRENT STATUS

Days 1-2 | Recognize nonfiction v. persuasive texts.

Tie together Rounds 2-4 and connect to Author's Purpose.

- DAY 1 | **Teach the visible, physical differences** among them.
- DAY 2 | **Teach the invisible, structural similarities** among them.

Comparing Fiction *v.* Nonfiction *v.* Persuasive

Days 3-4 | Introduce opinions.

- Reveal authentic text examples.
- Describe and define opinions.
- Identify evidence of opinion within previously-read texts.
- CAUTION! Do NOT teach fact *AND* opinion.

Days 5-6 | Recognize the invisible organization of all persuasive text.

- *WHAT I think* = Opinion
- *WHY I think it* = Reasons

WHAT the author thinks

WHY the author thinks it — Reason, Specific points
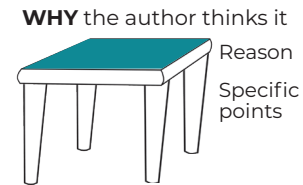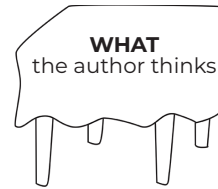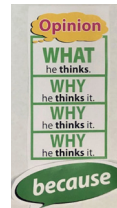
Teach/Model how to retell a persuasive text in order.

Readers See Text Organization

NEXT STEPS

Identify persuasive INFORMATIONAL texts. (Do NOT use LITERATURE.)