

AUGUST Coaching Session

IMPLEMENTATION FOCUS

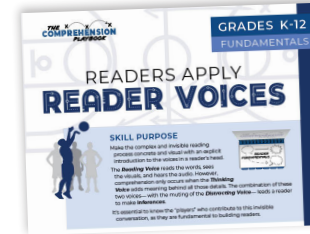
Include comprehension instruction within the “daily” schedule.

- Separate the daily MINI-LESSON from daily whole-class reading experience.

CURRENT STATUS

Establish a rhythm to the “daily” mini-lesson.

- Approximately 15 minutes.
- The whole class is present.
- Occurs daily.
- Skill-based (i.e., tell what and teach how).



NEXT STEPS

Put minutes on paper and build a schedule.

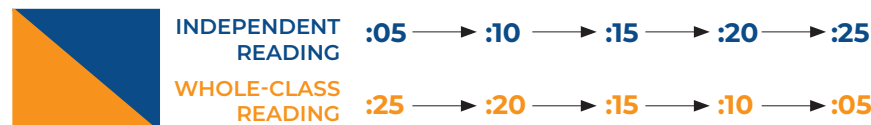
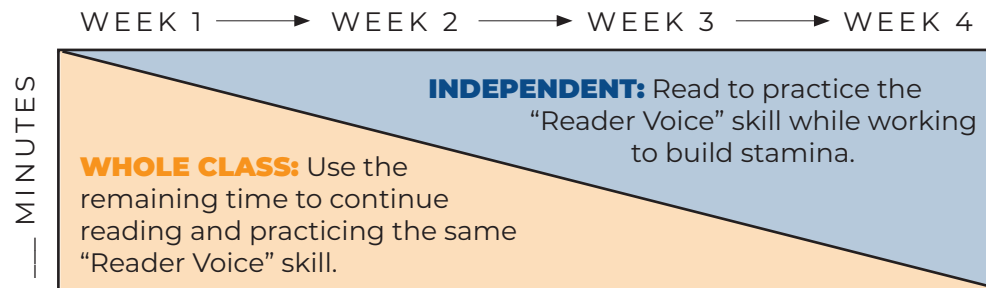
AFTER each “Reader Voices” mini-lesson, transition to *You-do* practice.

- Introduce & read texts, pausing to ask questions & guide students to infer answers.
- Read many different texts *with* students at the beginning of the year.
- Vary methods of “reading” to balance building reader stamina and consuming “required” texts.

• Students reading silently & **independently**.


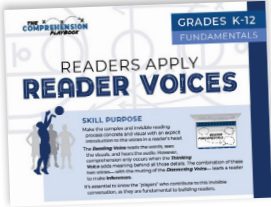



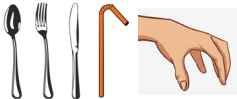

- Teacher **reads aloud**; students follow along.
- Students take turns **reading aloud**; peers follow along.
- Students **read aloud** within small groups.
- Students **read aloud** within pairs.

Each of these is done *within* the teacher’s presence. Pause the reading to check for general gist/ comprehension.



View the “Teaching v Doing reading” webinar. **PLAYBOOK PRO MEMBERS**

Make a list of the texts that you typically read/read aloud the first weeks.

IMPLEMENTATION FOCUS	CURRENT STATUS	NEXT STEPS
<p>Target comprehension “fundamentals” the first weeks of school.</p> <ul style="list-style-type: none"> WEEK 1 Readers have conversations in their heads.  <ul style="list-style-type: none"> WEEK 2 Readers record their MANY thoughts. 	  <p>Focus on during-reading thoughts.</p> <ul style="list-style-type: none"> Put signs back to back to emphasize readers stop and say something. <p>Focus on the <i>Reading & Thinking Voices</i> for several lessons.</p> <ul style="list-style-type: none"> Model (& practice) them with various text mediums, genres, subjects. Model (& practice) multiple thoughts <i>while</i> reading a text. Model (& practice) having different thoughts <i>while</i> reading a text. 	<p>Make mini-signs for independent and whole-class practice.</p>  <p>Read “Text Considerations” column carefully.</p> <ul style="list-style-type: none"> List/Determine which B.O.Y. texts you will use on Days 1-10. Plan out THOUGHTS only— no questions needed.
<ul style="list-style-type: none"> WEEK 3 Readers use both voices to make inferences. 	<p>Emphasize that making inferences is a bigger process.</p> <ul style="list-style-type: none"> Day 11— Teach all 5 steps to make an inference. Day 12— Review all 5 steps. <p>Pose simple inferential questions— that kids CAN answer.</p> <ul style="list-style-type: none"> Days 11-12— Use recognizable visual texts. Days 13-15— Use simple print text. 	<p>Identify texts for Days 11-16 on familiar topics.</p> <ul style="list-style-type: none"> Plan out text details & thoughts for each.
<ul style="list-style-type: none"> WEEK 4 Readers infer plausible/realistic answers. 	<p>Define “relevant” details and tie them to the question.</p> <ul style="list-style-type: none"> DAY 16— Focus on Steps 2-3. Reuse texts from Days 11-15— but change the inferential questions.  <p>Rely on the 5-step inference process when you do NOT “know” the answer. (Pose inferential questions— that kids likely CANNOT answer.)</p> <ul style="list-style-type: none"> Days 17-20— Focus on Step 4. Provide additional thinking stems. 	<p>Identify texts for Days 17-18 on UNfamiliar topics.</p> <ul style="list-style-type: none"> Plan out text details & thoughts for each. <p>Identify excerpts for Days 19-20 with UNfamiliar words.</p> <ul style="list-style-type: none"> Plan out context clues & thoughts for each.