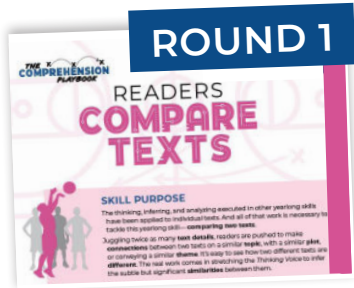


DECEMBER Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



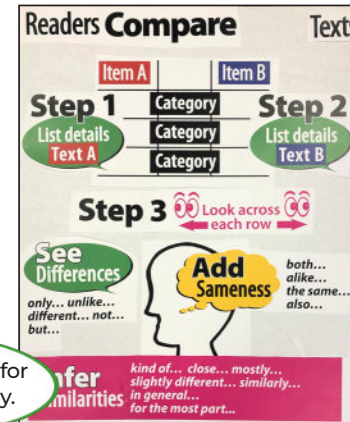
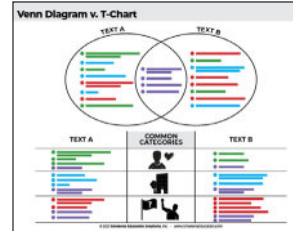
ROUND 1

- This is (one of) the last standard listed intentionally.

- The focus is to teach the comparative thinking process.

DAY 1 — Focus on reading & recording within a *T-Chart* (versus a Venn).

- Teach Step 1: List known details for photo A as the *I do*.
- Teach Step 2: List details for photo B as the *We do*.



Comparing Ideas

STEP 1 <i>I do</i>		STEP 2 <i>We do</i>	
List all known details for Photo A , by category.	Characters	List all known details for Photo B , by category.	

DAY 2— Repeat Steps 1 and 2 with a second category for the same two images (e.g., *I-do* and *We-do* experiences).

	Setting	
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DAY 3

- Review Steps 1-2 and **introduce Step 3**.
- Model how to look across the rows to identify exact *same*, obvious *difference*, inferred *similarity*. (*I do* with one row; *We do* with the second row.)

DAY 4— Apply Steps 1-3 with a third category.

	Activity (Plot)	
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DAY 5— Apply Steps 1-3 with different photos OR two previously-read texts.

Infer similarities using trial & error.

1. Describe one characteristic listed for Photo A. Describe it in different ways, using synonyms.
2. Consider those same descriptions, attributes, or synonyms in Photo B.
3. Stretch and morph the application ATTEMPTING to find a SMALL detail that is the same.

NO: Choose a different attribute/characteristic and try again.

YES: Jump between Photos A and B, fine-tuning the similarity using *kind of...*, *close to...*, *somewhat...*

Select photographs that include all 3 major story elements.

- Subject/characters
- Environment/setting
- Activity/plot

Target the less-obvious thinking.

- How are two DIFFERENT texts similar?
- How are two SIMILAR texts different?

Teach/Model how to write out ONE ROW of thinking from earlier this week.

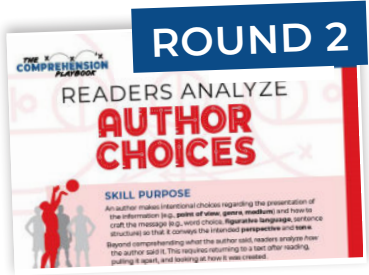


OPTION 1:
Compare two story plots.

OPTION 2: **Compare two photographs for the activities within them.**

- Stretch one category into a topic sentence.
- Follow with supporting details. What details are different? What details are the exact same or mostly similar?

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



Deepen understanding of character *perspective* (HOW he feels) by adding in the concept of *point of view* (WHO is speaking).

- GRADE 3 | *perspective*
 - ROUND 1**
 - ROUND 2**
- GRADE 3 | *point of view*
 - ROUND 3**

- GRADES 4-6 | *perspective*
 - ROUND 1**
- GRADES 4-6 | *point of view*
 - ROUND 2**

STATUS CHECK— Growing perspectives/feelings vocabulary.

1. Applying terms with new characters/texts?
2. Adding to/Maintaining a list?

Inferring Perspectives: 4-12
Feeling Words beyond — mad, sad, glad

amazed	astounded	astounded	astounded	astounded	astounded	astounded	astounded
astonished	astonished	astonished	astonished	astonished	astonished	astonished	astonished
astonished	astonished	astonished	astonished	astonished	astonished	astonished	astonished
astonished	astonished	astonished	astonished	astonished	astonished	astonished	astonished
astonished	astonished	astonished	astonished	astonished	astonished	astonished	astonished
astonished	astonished	astonished	astonished	astonished	astonished	astonished	astonished

FAST FACTS — Infer Perspective

- droopy eye brows
- skeptical
- grumpy
- crackled shell
- lying
- late
- scrapping
- be their snappers
- holding door open

Comparing Character Perspectives

	KATNISS	PEETA
FEELINGS	surprised, dumbfounded	protective, caring
ACTIONS		
THINKS		
WORDS		

Readers analyze Author Choices

FIND THE FAST FACTS
POINT OF VIEW
WHO is telling the details

- FEATURES**
 - Physical Description
 - Text Features, Visuals
- ACTIONS**
 - Choices, Decisions
 - Reactions
- SPEECH**
 - Dialogue, How said it
- THOUGHTS**
 - Self Talk, Values
 - Opinions, Reasoning
- PERSPECTIVE**
What's the impact?
HOW he thinks or feels
good bad fair unfair
right wrong
positive negative

Multiple-perspective texts include the same scene told by a different character with a different perspective.

- *The Day the Crayons Quit*
- *Hey, Little Ant*
- *I Wanna Iguana*
- *I Wanna New Room*
- *I Wanna Go Home*
- *Voices in the Park*

Find excerpts in chapter books/novels where two characters feel differently in the same scene.

- Edit the excerpt to include only the sentences with F.A.S.T. Facts. (See *Hunger Games* example.)

POINT OF VIEW
WHO is telling the details

Identify the point of view.

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

Recognize the influence of point of view.

- What is the tone the reader hears?
- Consider if a different "person" told the same information— would the perspective/tone be different?

What's the impact?

Typically, perspectives/feelings change often in a text, but the point of view doesn't.



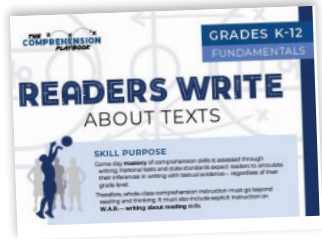
OPTION 1: Infer the perspectives of two characters in the same scene.

OPTION 2: Infer the perspective of the narrator in the story/ speaker in the poem.

Identify poems within the reading curriculum/series. Annotate the changing perspectives of the speaker.



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



Learned to write out thinking in a basic constructed response.

Understand that complex tasks integrate multiple literacy skills.

- Teach skills individually and explicitly.
- Practice skills in combination.

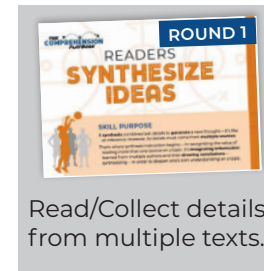
SKILL 1 | Readers convert the last thought into the first sentence.

SKILL 2 | Readers repeat key details from the question/prompt.

SKILL 3 | Readers include evidence to support their thinking.

SKILL 4 | Readers provide multiple pieces of text evidence.

SKILL 5 | Readers explain their thinking in a concluding statement.



Read/Collect details from multiple texts.

Assess pacing of the read-write scaffold.

- Understand how the 19 skills impact expectations on state tests.
- Gauge where you are in teaching and in student practice/mastery.
- Adjust scaffold as needed (e.g., combine skills, skip, skills, etc.).

SKILL 6 | Readers know that all details are not evidence.

SKILL 7 | Readers know how to cite visual, audio, and video-based evidence.

SKILL 8 | Readers comment on their own evidence/pump up their writing.

SKILL 9

SKILL 10

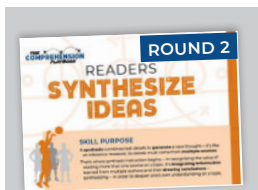
SKILL 11 | Readers blend evidence and elaboration.

SKILL 12 | Readers stack multiple pieces of elaboration after each text detail.

Transition from brief constructed responses to extended responses.

Teach, practice, and apply.

- Recognize priority skills in the scaffold.
- Teach individually but then apply cumulatively.
- CAUTION: Don't burn out students with full-length performance tasks!



Combine details to generate a synthesis.

SKILL 13 | Readers accurately decode prompts to determine the read-write task.

SKILL 14 | Readers stretch each synthesis into a topic-sentence statement.

SKILL 15 | Readers support each synthesis with a body paragraph.

SKILL 16 | Readers recognize extended responses as several stacked constructed responses.

SKILL 17 | Readers organize body paragraphs to match the genre and text.

SKILL 18 | Readers generate an academic introduction.

SKILL 19 | Readers generate an appropriate conclusion.