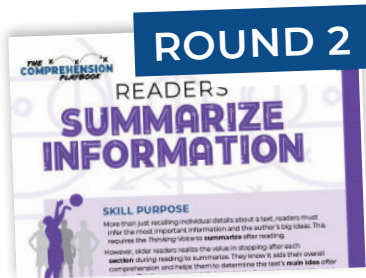


DECEMBER Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS

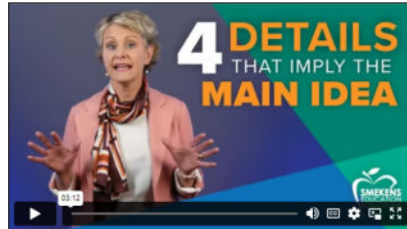


• **ROUND 1** | Summarize individual sections with labels. Stretch labels into sentences. Combine to write an accurate and objective **summary paragraph of the original text.**

• **ROUND 2** | Summarize the summary into a single sentence. Infer the **main idea of the original text.**

Assess what students understand about the main idea of informational text.

- Emphasize that an *accurate* and *objective* main idea is the goal.
- Acknowledge that writing less is harder.
- Define *mostly* in terms of quantity.
- Model how to recognize a repeated detail.



Provide a strategy to track repetition (e.g., tally sheet or mark/annotate).

- Use the tallied words to generate a single-sentence summary.
- Wean off the use of color. Rather, type repeated ideas into the “window” of a constructed response.



Determine the main idea of the passage.

Grab your pen and Round 2 *Text Considerations*. “Identify **two NEW SHORT texts** for this mini-lesson series.”

www.newsinlevels.com
Very short articles with three options to vary the reading levels.

www.kiwikidsnews.co.nz
Short articles with recall questions below.

youngzine.org/article_briefs
Longer articles have been written in short summary briefs.

The Kid Who Invented the Popsicle, Don Wulffson

MAIN-IDEA STATEMENT: *The hot dog was named after the dachshund by cartoonist Tad Dorgan.*

Infer the Main Idea

Hot Dog
In the early 1900s, the **streamlined sausages** with the almost **transparent casing** were becoming popular in the United States. They went by a variety of names: **frankfurters, franks, wieners, red hots, and dachshund sausages.**

One day in 1906, **cartoonist Tad Dorgan** was in the stands at a New York Giants baseball game. Inspired by the **vendors'** call of “Get your **hot dachshund sausages!**” **Dorgan** went back to **his office** and **sketched a cartoon** of a dachshund dog in a **bun** and **smear**ed with **mustard**. **Not sure how to spell “dachshund,” Dorgan** left the word out when he **captioned his cartoon:** “A real **hot dog!**”

The cartoon, appearing nationwide, added a new, all-American word to our vocabulary.

IDENTIFY REPEATING IDEAS
Same word: **hot dog**
Synonyms: **frankfurters, franks, wieners, red hots, dachshund sausages**
Descriptive phrases: **streamlined, transparent casing, vendors', cartoonist, office, sketched, nationwide, all-American**
Figurative language: **hot dog**
Related details: **streamlined, transparent casing, vendors', cartoonist, office, sketched, nationwide, all-American**

TALLY THE IDEAS REPEATED

hot dog (the food) |||||

cartoonist ||||

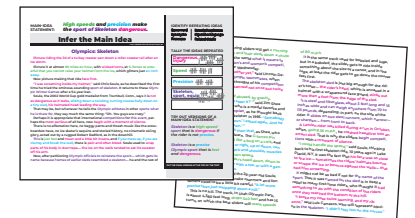
baseball ||

dachshund (the pet) ||||

TRY OUT VERSIONS OF A MAIN-IDEA STATEMENT
Cartoonist Tad Dorgan invented the word hot dog because of the dachshund.

The hot dog got its name by cartoonist Tad Dorgan who drew a picture of a dachshund.

CUT THE FINAL VERSION AT THE TOP OF THE TEXT.

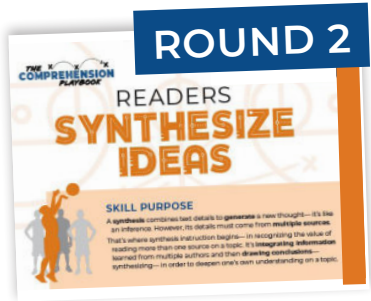


The “Olympics: Skeleton” article would be a grade-level *You-do* passage for whole-class practice after the lesson series.

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS

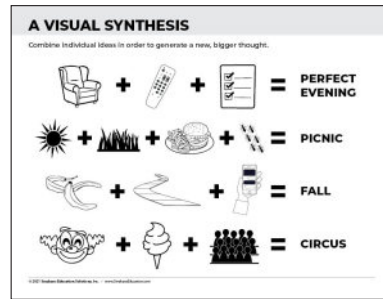


Recognize how the previous comprehension skills are inter-related and build.

- **Reader Voices**, WEEK 2 | Take notes on 1 text.
- **Summarize Information**, ROUND 1 | Summarize 1 text.
- **Synthesize Ideas**, ROUND 1 | Take notes on multiple texts.
- **Summarize Information**, ROUND 2 | Infer the main idea of 1 text.
- **Synthesize Ideas**, ROUND 2 | Combine individual author ideas to generate a new reader idea/ understanding.

DAY 1— What is a synthesis?

- Edit anchor chart numbers.
- Emphasize TWO steps: 1) Collect, 2) Combine.



- Describe HOW synthesis feels (e.g., shoes, junk drawers).
- Introduce the *Synthesis Test*.

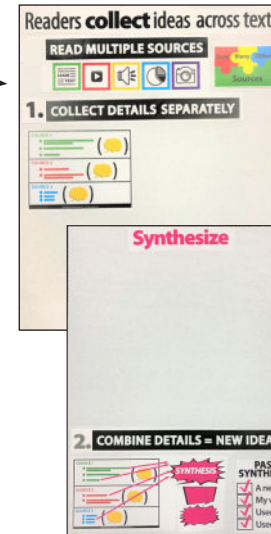


DAYS 2-3— Provide a synthesis to be proven.

- Return to writing from sources.
- Emphasize TWO steps are on one document!

DAYS 4-5— Synthesize a NEW idea from preselected details.

- Return to writing from sources.
- Model the process for a working synthesis.
- Acknowledge that 1-2 syntheses are easier— coming up with 3-4 is harder.

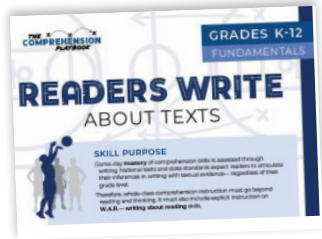


- Use visual texts with lots of “details” before progressing to print text.

- Consider topics and text “sets” read first semester. Type up *Reading-Voice* notes before this lesson series.
- Wean off the graphic organizer to scratch paper.



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.

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

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

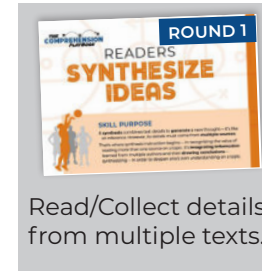
SKILL 8 | Readers comment on their own evidence/pump up their writing.

SKILL 9

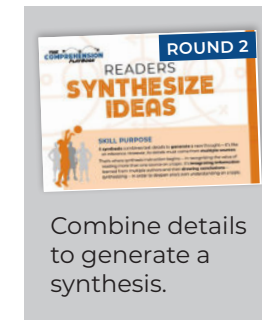
SKILL 10

SKILL 11 | Readers blend evidence and elaboration.

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



Read/Collect details from multiple texts.



Combine details to generate a synthesis.

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.).

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!

Transition from brief constructed responses to extended responses.

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.