FEBRUARY Coaching Session

| IMPLEMENTATION FOCUS | CURRENT STATUS | NEXT STEPS |

IMPLEMENTATION FOCUS

ROUND 2

THE COMPREHENSION PLAYBOOK
READERS COMPARE TEXTS

SKILL PURPOSE
The thinking, inferring, and analyzing executed in other yearlong skills have been applied to individual texts. And all of that work is necessary to tackle this yearlong skill— *comparing two texts*.

Juggling twice as many *text details*, readers are pushed to make *connections* between two texts on a similar *topic*, with a similar *plot*, or conveying a similar *theme*. It's easy to see how two different texts are *different*. The real work comes in stretching the *Thinking Voice* to infer the subtle but significant *similarities* between them.

Closely read the informational text/ nonfiction standard— two texts on the same topic.
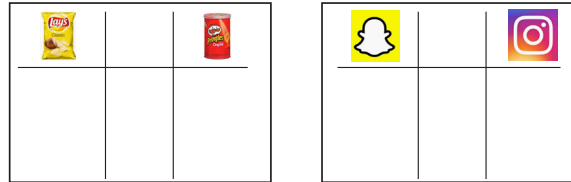
Recognize this as a step toward research.
- Notice similar/different information presented on the same topic.
- Precursor to synthesizing.

Categories of comparison are not predetermined.
- Readers will have to infer similarities across the two texts.

CURRENT STATUS

Start with two types of the same thing.

Infer categories utilizing the same 3-step process.
- STEP 1 | List all known about Text A.
- STEP 2 | List all known about Text B.
- STEP 3 | Look across the columns to infer similarities.

Refine Step 3.
- Look across the columns for similar information.
- Group/Sort the related details into a row.
- Label the center of the row with the category name.
    - The category does NOT have to be a synthesis— new topic.
    - The category DOES have to include multiple details from both texts.
- Include *Thinking Voice* thoughts to show how the details are related.
- Add a line to delineate the row/category.

DAYS 5-6 | Reveal comparative thinking of whole texts.
- Take notes on scratch paper with NO ROWS.
- Infer categories with lines.
- Turn each category into an ORAL topic sentence.
- Reference the text details from BOTH TEXTS while ORALLY writing the sentences.
- Include words that indicate comparative thinking.

Write

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

- Convert a single row into a paragraph using the category in the **topic sentence** and text details in **supporting sentences**.
- Reveal how each row creates another **body paragraph**.
- Explain that the **introduction** identifies the texts' titles and the categories of comparison.

NEXT STEPS

Identify 2 types of the same object/thing. Come to the lessons with individual details listed for both A and B.

DAY 1
- *I do* = I infer a category.
- *We do* = We infer a second category.

DAY 2
- *I do* = I infer a third category.
- *We do* = We infer a fourth category.

Reveal two previously-read AND SHORT texts on the same topic. Reveal the individual details, listed in order, for both A and B.
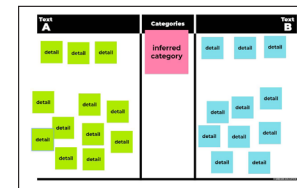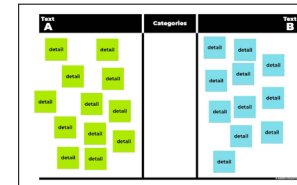
DAY 3
- *I do* = I infer a category.
- *We do* = We infer a second category.

DAY 4
- *I do* = I infer a third category.
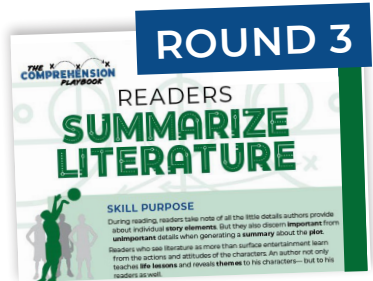- *We do* = We infer a fourth category.

TIP : Look for 2 texts/excerpts from two texts on the same topic but present it in a different text structure.

PLAYBOOK PRO

IMPLEMENTATION FOCUS

ROUND 3

READERS SUMMARIZE LITERATURE

SKILL PURPOSE
During reading, readers take note of all the little details authors provide about individual **story elements**. But they also discern **important** from **unimportant** details when generating a **summary** about the **plot**. Readers who see literature as more than surface entertainment learn from the actions and attitudes of the characters. An author not only teaches **life lessons** and reveals **themes** to his readers as well.

Common assessment formats include:

PART A/B | Which statement best describes the theme of the passage? Select TWO sentences from the passage to support your choice in Part A.

MULTIPLE CHOICE | Which of the following best describes the theme of the passage?

This text deals with all of the following themes, except...

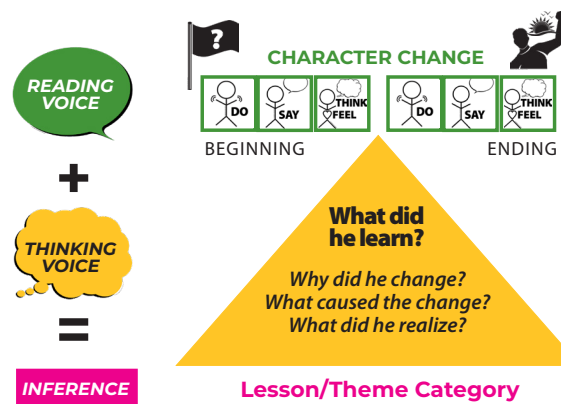**WRITTEN RESPONSE** Identify a theme within this passage and explain how the author developed it.

CURRENT STATUS

Recognize 3 broad lesson categories.
· Introduce the emoji as representative of the categories.
· Make a connection between problem and lesson/ theme.
· Build background on recurring lessons.
· Explain that many texts develop multiple themes.
· Brainstorm well-known stories/movies that fit the different lessons. (Start a theme board.)

about ME
about OTHERS
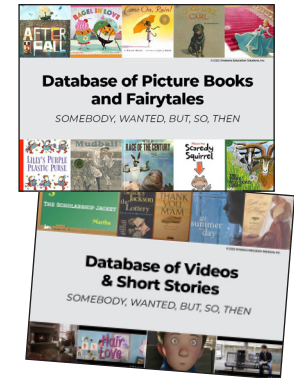about LIFE
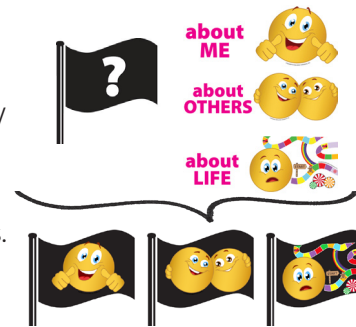
Collect details about the main character(s).
· List the actions, thoughts, words, and feelings of the main character at the beginning of the story— compared to those at the end.
· The change is evidence that the character is growing/has grown and learning/learned the lesson.
· Recognize these same details that show change/new attitude in the original text are the evidence (PART B) of the lesson/theme (PART A).

Character Lesson

READING VOICE

+

THINKING VOICE

=

INFERENCE

The author believes that...

CHARACTER CHANGE

DO SAY THINK/FEEL   DO SAY THINK/FEEL
BEGINNING   ENDING

What did he learn?
Why did he change?
What caused the change?
What did he realize?

Lesson/Theme Category

Teach/Model how to write out the thinking from earlier in the week into a constructed response.

C   M   RA   State the theme.
E   AA   C   Provide character details before and after the climax.
R   M   E   Explain how they show a change.

NEXT STEPS

Need SHORT previously-read texts for this week!

Database of Picture Books and Fairytales
SOMEBODY, WANTED, BUT, SO, THEN

Database of Videos & Short Stories
SOMEBODY, WANTED, BUT, SO, THEN

Come to lessons with 6 texts and themes already determined.

Two texts per lesson category:
· Lesson about me.
· Lesson about others.
· Lesson about life.