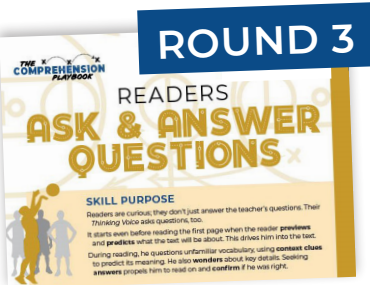


FEBRUARY Coaching Session

IMPLEMENTATION FOCUS



Connect 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.

CURRENT STATUS

Clarify *pre-read* versus *preview*.

- Compare to watching trailers before choosing a movie on Netflix.
- Add “preview” to anchor chart *before* the first line of the song.
- Define the amount of time spent previewing— versus reading.

Explain the purpose of previewing— to predict.

- Builds curiosity in the reader.
- Activates the *Thinking Voice*.

Compare previewing to being an Information Thief.

- *WHERE* do you steal information from? Skim the text parts and features provided.
- *HOW* do you steal information? Model page walking with laser pointer or finger. *I see... I think... I wonder... I predict...*

DAYS 1-2 | *Before reading*, preview the text and jot questions about specific content.

- Prepare green and yellow sticky notes before the lesson.
- Write preview thoughts as questions.
- Post preview questions on chart paper.

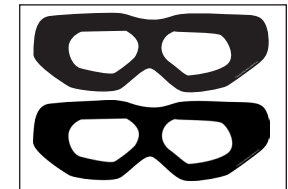
DAYS 3-4 | *During reading*, recognize when answers are found.

- Move sticky notes from chart paper to text details where preview question was answered.



NEXT STEPS

Print masks for students.



Use only literature or information texts that you plan to read in the near future.

- Each lesson includes *I do* and *We do* from the same text.

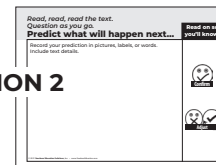


Teach/Model how to write out preview questions from earlier in the week.

OPTION 1



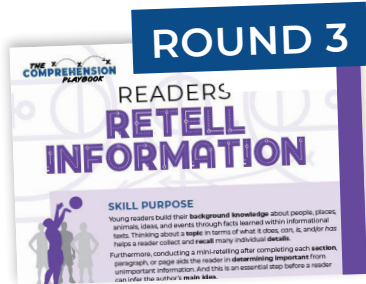
OPTION 2



IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



Recognize the scaffold.

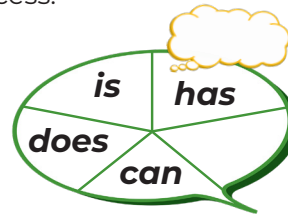
1. (K-2) **Recall** individual text details/facts.
2. (K-2) Retell **a section** with a 1-3 word label/gist.
3. (Grades 1-2) Put ALL section labels together to **retell the whole** text.

* Kindergarten will learn to retell a whole nonfiction text in Round 4.

Retell requires a 2-step process.

STEP 1 | *Reading*
Voice collects details.

STEP 2 | *Thinking*
Voice adds a label.

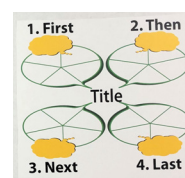


Recognize the scaffold.

- **Recall** individual text details/facts, (*is, has, does, can*) using XL single ovals.
- **Retell a section** with a 1-3 word label/gist.
- Put the labels **in order** of the original text.



Different sections/pages of the SAME text.



- **Orally retell the whole text** by stringing the labels together (in order) into sentences.



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

OPTION 1 | Write text details and a label per section.

- Model how to write (sound-stretch) the text details into the circular list.
- Model how to write (sound-stretch) the label into the yellow thinking bubble.



OPTION 2 | Stretch the oral retell from Day 5 or 6 into written sentences.

- Write sentences following the order of the original text. Start with the title.
- Use the text for the accurate spelling of vocabulary words.

Identify 1-2 texts that do NOT have subheads.

DAY 1

- *I do* a section
- *We do* a section

DAY 2

- *I do* a section
- *We do* a section

Predetermine the sections for the text.

- Look for a shift in the type of information or the subtopic.