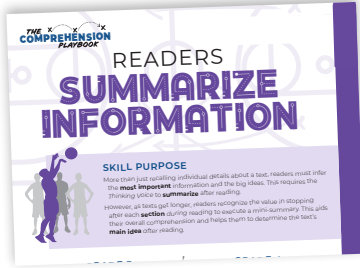


JANUARY Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



• GRADES 3-4 | **summarize**

ROUND 1

ROUND 2

• GRADES 3-4 | **main idea**

ROUND 3

• GRADES 5-6 | **summarize**

ROUND 1

• GRADES 5-6 | **main idea**

ROUND 2

Summarization requires a 2-step process.

STEP 1 | *Reading Voice* collects details.

STEP 2 | *Thinking Voice* adds a label.

Recognize how summarization feeds main idea.

- Summarize **a section** with a 1-3 word label/gist.
- Summarize **ALL sections of a whole** text.
- Stretch labels into sentences to write a **summary paragraph**.

SUMMARIZE INFORMATION | Stretch it. Stack it. Revise it.

STRETCH each section label into a sentence.

STACK each sentence in the order they appeared in the original text.

REVISE the sentences to include inference for the original text and an explicit connection to the main idea.

Readers use their *Thinking Voice* to summarize the text.

Summary:

Summarize the summary into a main-idea statement.

- 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.

MAIN IDEA = THE TOPIC + WHAT ABOUT IT

A main idea is... **what...** ...the text is **mostly** about.



Provide a strategy to track repetition (e.g., tally sheet or annotation).

- 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.



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

SUMMARIZE: Revise the summaries generated earlier in the week.

INFERENCE: Determine the main idea of the passage.

Grab your pen and edit *Text Considerations* for the main-idea lesson focus.

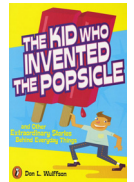
TEXT x CONSIDERATIONS

Identify **two NEW SHORT informational texts** for this mini-lesson series.

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

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

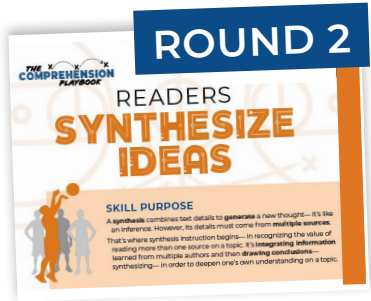
The Kid Who Invented the Popsicle, Don Wulffson
One-page accounts of familiar inventions.



IMPLEMENTATION FOCUS

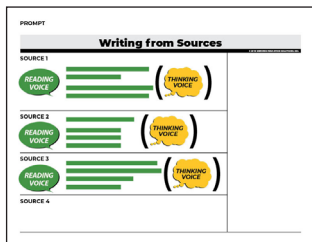
CURRENT STATUS

NEXT STEPS



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

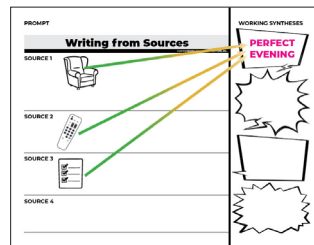
- **Reader Voices**, WEEK 2
Take notes on 1 text.
- **Summarize Information**, ROUNDS 1/2 | Summarize 1 text.
- **Synthesize Ideas**, ROUND 1
Take notes on multiple texts.



- **Summarize Information**, ROUNDS 2/3 | 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.



- *This is another...*
- *This is like (the first detail) in that...*
- *This also...*
- *This is kind of...*
- *If you think about it as..., then it's similar to the first detail because...*

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



Readers collect ideas across texts

READ MULTIPLE SOURCES

1. COLLECT DETAILS SEPARATELY

- Grocery-list details
- Key words & phrases
- No sentences
- TM spelling & abbrev.
- # #
- Quote key words + #

Synthesize

2. COMBINE DETAILS = NEW IDEA

PASS THE SYNTHESIS TEST

- A new thought
- My wording
- Used 2+ details
- Used 2+ sources

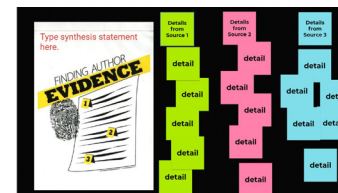
- Use visual texts with lots of “details” before progressing to print text.

- 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.

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

- Return to *Writing from Sources*.
- Emphasize TWO steps within 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.

