JANUARY Coaching Session

IMPLEMENTATION FOCUS

ROUND 3

THE COMPREHENSION PLAYBOOK
READERS **SUMMARIZE LITERATURE**

SKILL PURPOSE
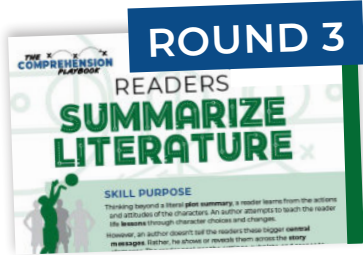
Common assessment formats include:

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?

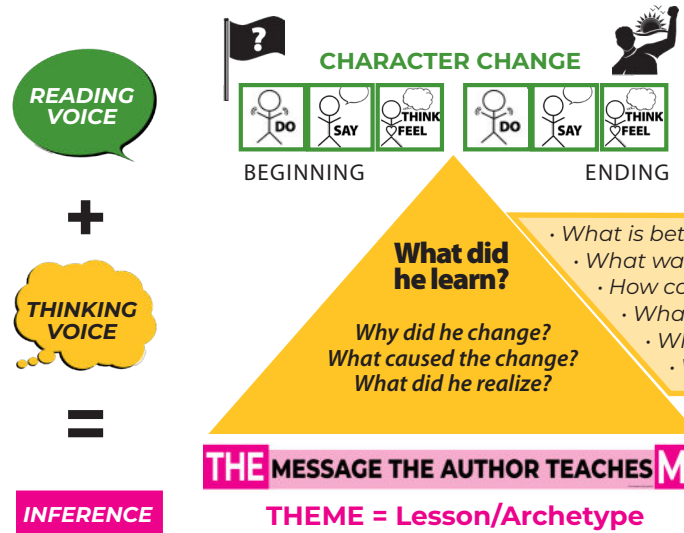This text deals with all of the following themes, except:

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

CURRENT STATUS

Recognize the scaffold of smaller skills that lead to inferring theme.

ROUND 2 | INTRODUCE THEME AS A LESSON.

Recognize 3 broad lesson categories and subtopics.

- Build background on recurring themes/archetypes.
- Bridge the character details and the theme.

READING VOICE

CHARACTER CHANGE

BEGINNING — DO / SAY / THINK FEEL

ENDING — DO / SAY / THINK FEEL

+

THINKING VOICE

What did he learn?

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

- What is better about the character's action/attitude at the end versus the beginning?
- What was at stake if the character didn't change his actions/attitude?
- How come the character finally decided to change?
- What did the character learn that caused him to change?
- What did he come to value about (this lesson topic)?
- What did he realize about (the lesson topic)?

=

INFERENCE

THE MESSAGE THE AUTHOR TEACHES ME
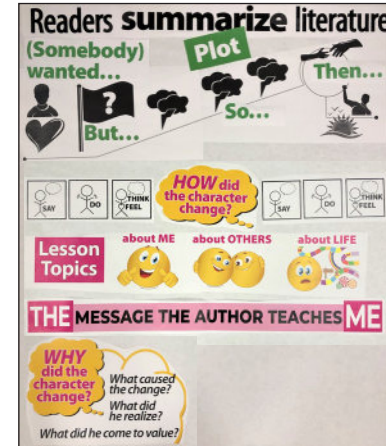
THEME = Lesson/Archetype

ROUND 3 | REFINE A THEME STATEMENT.

- *The author believes that...* (e.g., Lesson topic + What about it).
- Remove text-specific references.
- Return to the collected evidence regarding character change.

ROUND 4 | SUPPORT A THEME STATEMENT.

- Reveals how and where the theme is implied throughout the plot.
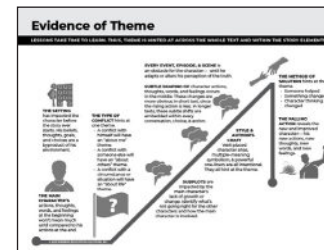
Evidence of Theme

NEXT STEPS

Theme **instruction** requires previously-read texts.

Theme **practice** utilizes new texts.

- **WHOLE CLASS** maintains an ongoing "Theme Board."
- **WHOLE CLASS** practices with paper snowball activity.
- **SMALL GROUPS** practice with animated video shorts & movies.
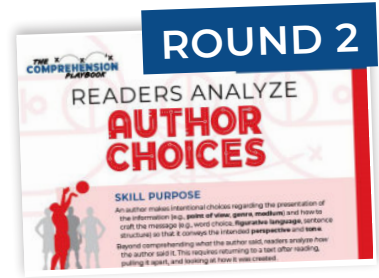- **INDIVIDUALS** practice with website matching.

Assess for known and unknown.

- MONITOR= Misinterpreting the "correct" lesson topic.
- MONITOR: Need to build *more* background knowledge on recurring themes/archetypes.

IMPLEMENTATION FOCUS	CURRENT STATUS	NEXT STEPS

IMPLEMENTATION FOCUS

ROUND 2

READERS ANALYZE
AUTHOR CHOICES

SKILL PURPOSE
An author makes intentional choices regarding the presentation of the information (e.g., point of view, genre, medium) and how to craft the message (e.g., word choice, figurative language, sentence structure) so that it conveys the intended perspective and tone.

Beyond comprehending what the author said, readers analyze how the author said it. This requires returning to a text after reading, pulling it apart, and looking at how it was created.
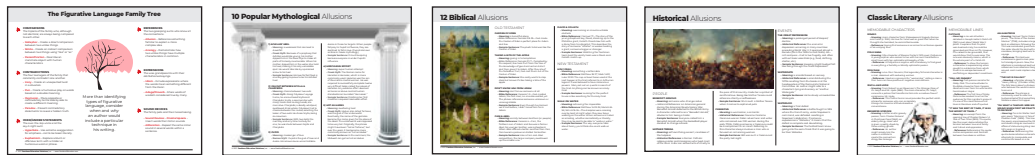
Connect the previous week to this week.

• **Summarize literature.** *WHAT the author said.*

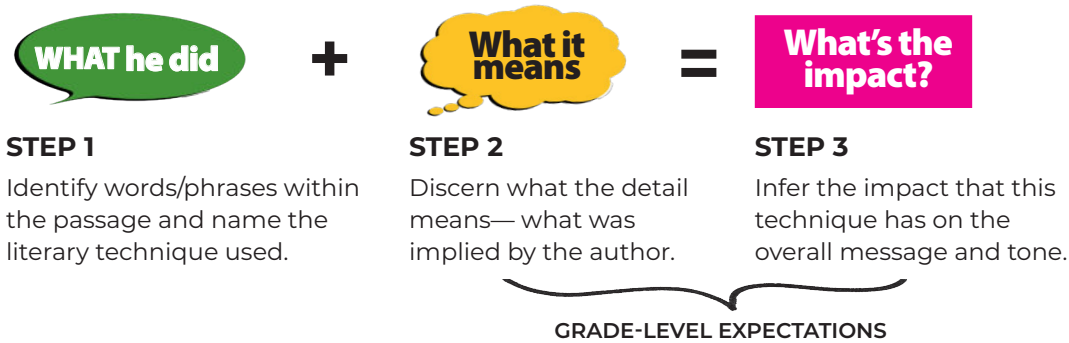• **Analyze author choices.** *HOW the author said it.*

Define literary analysis.

• **Analysis |** Identify, interpret, and describe its impact

• **Evaluation |** Critique it, judge it. *Effective v. ineffective? Does it work? Work well?*

CURRENT STATUS

Identify grade-specific expectations.

- Figurative language
- Literary devices, techniques, style
- Medium & format choices (Round 3)
- Allusions (mythological, biblical, literary)
- Word choice, connotation
- Details stated; details omitted

The Figurative Language Family Tree	10 Popular Mythological Allusions	12 Biblical Allusions	Historical Allusions	Classic Literary Allusions

Apply the inference process when analyzing content and style choices.

WHAT he did + **What it means** = **What's the impact?**

STEP 1
Identify words/phrases within the passage and name the literary technique used.

STEP 2
Discern what the detail means— what was implied by the author.

STEP 3
Infer the impact that this technique has on the overall message and tone.

GRADE-LEVEL EXPECTATIONS

DAYS 1-3 | Reveal excerpts from various genres. Execute Steps 1-2.

Days 4-5 | Return to the same excerpts to analyze the impact of each (Step 3).

- *How does the detail/the technique enhance the message?*
- *What tone or impression does this give the reader— positive or negative?*
- *What are synonyms he could have said instead? How would another word/ phrase have changed the tone?*
- *What if this detail/technique was excluded from the text— how would the message be different?*

Write

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

INFERENCE: **Identify the literary device used in ¶__ , explain its meaning, and analyze its impact on the author's message.**

NEXT STEPS

Skim texts previously-read for excerpts with strong tone, abundant figurative language, various literary devices, etc.

STYLE

- Novels, stories
- Poems
- Essays
- Consider complex picture books/texts from previous grade levels.

ACCOUNTS

- Literary nonfiction
- Speeches
- Primary source documents

Readers analyze **Author Choices**
FIND THE **FAST FACTS** **POINT OF VIEW** WHO is telling the details
WHAT he did
FEATURES • Physical Description • Text Features, Visuals • Medium advantages
ACTIONS & ACCOUNTS • Choices, Decisions • Reactions • Account of facts & evidence
HOW he thinks or feels **PERSPECTIVE**
SPEECH & STYLE • How said it • Word choice • Techniques
WHY he did WHAT he did *What's the impact?*
THOUGHTS • Self Talk, Values • Opinions, Reasoning