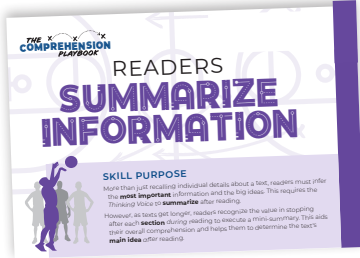


# MARCH Coaching Session

## IMPLEMENTATION FOCUS

## CURRENT STATUS

## NEXT STEPS



### Infer the main idea.

- Define “mostly” as quantity.
- Introduce the tally-mark strategy to track repetition.
- Identify the 3-6 “words” used most often.
- Generate a single-sentence summary using those words.

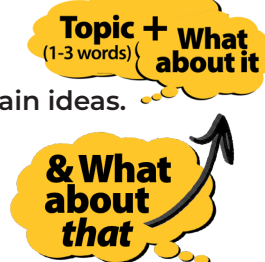


The text is (all) about...

<p><b>MAIN-IDEA STATEMENT:</b> <i>The ShamWow is versatile enough to replace several other cleaning tools.</i></p> <p><b>Infer the Main Idea</b></p> <p><b>ShamWow</b></p> <p>Hi, it's Vince with ShamWow! You'd be saying, "Wow," every time you use this towel. It's like a sponge. It's like a towel. It's like a sponge. A regular towel doesn't work well. This works best or dig. This is for the house, the car, the boat, the dog.</p> <p>ShamWow holds 12 times its weight in liquid. Look at this. It just does the work.</p> <p>Why would you want to work twice as hard? It doesn't drip. It doesn't make a mess. Bring it out. You wash it in the washing machine. Made in Germany—you know the Germans always make good stuff.</p> <p>Here's some color—white, coffee, cola, pet stain. Not only is that damage going to be on top. There's your mirror. That is going to be small. Look at this. Put it on the spot. Turn it over. Without even putting any pressure on the color, it's right there. You following me, camera guy? The other 50%, the color starts to come up. No other towel going to do that. It acts like a vacuum and look at this—virtually dry on the bottom.</p> <p>"I can't live without it. I just love it!"</p> <p>"Oh my gosh, I don't even buy paper towels anymore."</p> <p>"If you're going to wash your cars or any kind of vehicle, you'd be out of your mind not to own one of these."</p> <p>"All I can say is Sham...Wow!"</p>	<p><b>IDENTIFY REPEATING IDEAS</b></p> <p>Keywords: ShamWow, versatile, replace, cleaning tools, towel, sponge, work well, best, dig, house, car, boat, dog, liquid, weight, work, hard, drip, mess, wash, machine, Germany, stuff, color, white, coffee, cola, pet stain, damage, top, mirror, pressure, spot, turn, over, without, putting, pressure, camera, guy, other, 50%, color, starts, come, up, other, towel, going, do, that, acts, like, a vacuum, and look, at, this, virtually, dry, on, the, bottom, I, can't, live, without, it, I, just, love, it, Oh, my, gosh, I, don't, even, buy, paper, towels, anymore, If, you're, going, to, wash, your, cars, or, any, kind, of, vehicle, you'd, be, out, of, your, mind, not, to, own, one, of, these, All, I, can, say, is, Sham, Wow</p> <p><b>TALLY THE IDEAS REPEATED</b></p> <p>ShamWow:      </p> <p>Does a job:      </p> <p>Cleaning tools:      </p> <p>TEV OUT VERSIONS OF A MAIN-IDEA STATEMENT</p> <p>The ShamWow does a lot of different cleaning.</p> <p>The ShamWow is versatile for different types of cleaning.</p>
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The text is mostly about...

<p><b>MAIN-IDEA STATEMENT:</b> <i>Animals talk by making sounds, sounds, noises, and sounds.</i></p> <p><b>Infer the Main Idea</b></p> <p><b>How Animals "Talk"</b></p> <p>Humans communicate with one another all the time. We talk, shout, write, and email. But animals can't do any of those things. How do they communicate?</p> <p>We all heard dogs growl and bark and cats meow and purr. Hearing sounds is the most common form of animal "talk." Dogs make sounds when they're scared, happy, or angry. They make sounds to warn you. Cats and beavers make trumpet noises. Some animals, such as elephants, make sounds by rubbing their legs together.</p> <p>Other animals communicate through touching. Bees dance and wiggle their bodies to tell other bees where to go. Some animals watch for clues from other members of their species. Honeybees dance to show others in their hive where a new food source is located. Electric eels and lightning bugs flash lights to send signals to mates. Dogs bow to let other dogs know they want to play.</p> <p>Scat is a way that animals communicate too. Certain female animals send out scents that attract males, and some of us want to be around when a skunk feels threatened!</p> <p>Some animals get physical to communicate. For example, wolves wrestle to figure out their rank in the pack.</p>	<p><b>IDENTIFY REPEATING IDEAS</b></p> <p>Keywords: Animals, talk, making, sounds, sounds, noises, and sounds, communicate, one, another, all, the, time, we, talk, shout, write, and, email, but, animals, can't, do, any, of, those, things, how, do, they, communicate, we, all, heard, dogs, growl, and, bark, and, cats, meow, and, purr, hearing, sounds, is, the, most, common, form, of, animal, talk, dogs, make, sounds, when, they're, scared, happy, or, angry, they, make, sounds, to, warn, you, cats, and, beavers, make, trumpet, noises, some, animals, such, as, elephants, make, sounds, by, rubbing, their, legs, together, other, animals, communicate, through, touching, bees, dance, and, wiggle, their, bodies, to, tell, other, bees, where, to, go, some, animals, watch, for, clues, from, other, members, of, their, species, honeybees, dance, to, show, others, in, their, hive, where, a, new, food, source, is, located, electric, eels, and, lightning, bugs, flash, lights, to, send, signals, to, mates, dogs, bow, to, let, other, dogs, know, they, want, to, play, scat, is, a, way, that, animals, communicate, too, certain, female, animals, send, out, scents, that, attract, males, and, some, of, us, want, to, be, around, when, a, skunk, feels, threatened, some, animals, get, physical, to, communicate, for, example, wolves, wrestle, to, figure, out, their, rank, in, the, pack</p> <p><b>TALLY THE IDEAS REPEATED</b></p> <p>Animals:      </p> <p>Noises, sounds:      </p> <p>Howling:      </p> <p>Scats:      </p> <p>TEV OUT VERSIONS OF A MAIN-IDEA STATEMENT</p> <p>Animals do things to talk like make noises, make sounds, make sounds, and make sounds.</p> <p>Animals communicate by making sounds, sounds, noises, and sounds.</p> <p>Animals communicate by making sounds, sounds, noises, and sounds.</p>
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Transition from color-coding to a strategy that works for the state test.

- MULTIPLE CHOICE | *Which of the statements below best fits the main idea.* Tally marks on scratch paper.
- CONSTRUCTED RESPONSE | *Determine the main idea and support it with text evidence.* Type repeated ideas into the “window” of a constructed response.

GRADE 5 ONLY | Utilize longer texts to identify multiple main ideas. A second main idea...

- Is only found in much longer text.
- Is “Second” because it is related to the first main idea.
- Always comes *after* the first main idea (at the end).
- Is usually shorter than the first.
- Needs the original/first main idea.
- Reveals “all about” ANOTHER facet of the subject.
- Can be deleted from the text and it won't impact the first main idea.



Use shorter nonfiction text in the lessons (i.e., I do, We do).

Gradually increase text length during whole-class practice (i.e. You do).

Copy/Paste any text into the Google Slide template.

<p><b>MAIN-IDEA STATEMENT:</b> <i>The ShamWow is versatile enough to replace several other cleaning tools.</i></p> <p><b>Infer the Main Idea</b></p> <p>Teach how to change text color and “tally” repeats.</p>	<p><b>IDENTIFY REPEATING IDEAS</b></p> <p>Keywords: ShamWow, versatile, replace, cleaning tools, towel, sponge, work well, best, dig, house, car, boat, dog, liquid, weight, work, hard, drip, mess, wash, machine, Germany, stuff, color, white, coffee, cola, pet stain, damage, top, mirror, pressure, spot, turn, over, without, putting, pressure, camera, guy, other, 50%, color, starts, come, up, other, towel, going, do, that, acts, like, a vacuum, and look, at, this, virtually, dry, on, the, bottom, I, can't, live, without, it, I, just, love, it, Oh, my, gosh, I, don't, even, buy, paper, towels, anymore, If, you're, going, to, wash, your, cars, or, any, kind, of, vehicle, you'd, be, out, of, your, mind, not, to, own, one, of, these, All, I, can, say, is, Sham, Wow</p> <p><b>TALLY THE IDEAS REPEATED</b></p> <p>ShamWow:      </p> <p>Does a job:      </p> <p>Cleaning tools:      </p> <p>TEV OUT VERSIONS OF A MAIN-IDEA STATEMENT</p> <p>The ShamWow does a lot of different cleaning.</p> <p>The ShamWow is versatile for different types of cleaning.</p>
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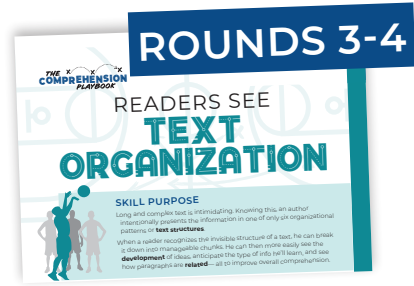
<p><b>Identify Multiple Main Ideas</b></p> <p>Hi, it's Vince with ShamWow! You'd be saying, "Wow," every time you use this towel. It's like a sponge. It's like a towel. It's like a sponge. A regular towel doesn't work well. This works best or dig. This is for the house, the car, the boat, the dog. ShamWow holds 12 times its weight in liquid. Look at this. It just does the work.</p> <p>Why would you want to work twice as hard? It doesn't drip. It doesn't make a mess. Bring it out. You wash it in the washing machine. Made in Germany—you know the Germans always make good stuff.</p> <p>Here's some color—white, coffee, cola, pet stain. Not only is that damage going to be on top. There's your mirror. That is going to be small. Look at this. Put it on the spot. Turn it over. Without even putting any pressure on the color, it's right there. You following me, camera guy? The other 50%, the color starts to come up. No other towel going to do that. It acts like a vacuum and look at this—virtually dry on the bottom.</p> <p>"I can't live without it. I just love it!"</p> <p>"Oh my gosh, I don't even buy paper towels anymore."</p> <p>"If you're going to wash your cars or any kind of vehicle, you'd be out of your mind not to own one of these."</p> <p>"All I can say is Sham...Wow!"</p> <p>You're going to spend \$20 every month on paper towels anyway. You're throwing your money away. The new ShamWow is for everything for everything you use. This lasts 12 years. This lasts a week. I don't know. It sells fast. The ShamWow sells for \$19.95, but you get one for the house, one for the car, one for the kitchen and bathroom and look at this, we'll give you a second one absolutely free. But if you call now, you'll get the ShamWow free. A vacuum, broom, and mop all in one. Never get down on your hands and knees again. Just twist the handle to swing it out. Those in the washing machine will save cleaning also great for pet hair. A regular mop pushes the dirt. This will capture it. So that's a ShamWow for \$19.95. And if you call now within the next 20 minutes because we can't do this all day, you'll get the ShamWow mop, a \$20 value. Free just pay separate shipping and handling. Here's how to order.</p>	<p><b>POSSIBLE MAIN IDEA #1</b></p> <p>The ShamWow is versatile enough to replace several other cleaning tools.</p> <p><b>POSSIBLE MAIN IDEA #2</b></p> <p>ShamWow towels and mops are cost-effective alternatives to other cleaning products.</p>
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**IMPLEMENTATION FOCUS**

**CURRENT STATUS**

**NEXT STEPS**



Define informational, nonfiction, & persuasive texts.

**INFORMATIONAL TEXT**

NONFICTION	PERSUASIVE
<ul style="list-style-type: none"> <li>Informs the reader.</li> <li>Presents factual information.</li> </ul>	<ul style="list-style-type: none"> <li>Persuades the reader.</li> <li>Presents opinions &amp; facts.</li> </ul>

- Summary
- Report
- Research
- Directions
- Procedures
- Business letter
- Opinion, editorial, essay
- Speech
- Review, evaluation
- Advertisement
- Commercial

	FICTION	NONFICTION	PERSUASIVE
<b>Purpose &amp; Physical Characteristics</b>	Written to entertain through the reader. Content presented to entertain, it is not real. Characters exist only in the writer's imagination, including the reactions they bring to events in the story.	Written to inform the reader. Observed information. Includes real-life facts on an explicit or implicit level. Includes information that is objective and verifiable based on research, observation, or direct experience.	Written to persuade the reader. Observed information. Includes author's opinion. Includes facts that are persuasive and supporting details. Includes logical reasoning, evidence, statistics, and quotes.
<b>Content, Facts, Ingredients</b>	May refer to real life events or a detailed setting with a defined place (broader context is not real). May include a main idea. May include a state of affairs. May include characters. Includes those in the real world. Uses figurative language. Complex emotion.	Always includes a main idea. Always includes a topic sentence. May include a main idea. May include a state of affairs. May include characters. Includes those in the real world. Uses figurative language. Complex emotion.	Includes a specific issue or defined goal. Includes a clear opinion. Includes facts that are persuasive and supporting details. Includes logical reasoning, evidence, statistics, and quotes.
<b>Genres &amp; Formats</b>	Fairy Tale Fable Legend Mystery Science Fiction Fantasy Realistic Fiction Historical Fiction Science Fiction Fantasy Horror/Science Fiction	Summary Report News Textbook Reference Biography Autobiography Journal Textbook Reference Biography Autobiography Journal	Opinion Editorial Speech Review (e.g., book, movie, game) Advertisement Commercial

**GRADE 3 | Days 1-2** Identify text pairs on the same topic— one fiction & one nonfiction.

**ROUND 3**

Introduce **MULTIPLE** ways authors organize information.

- OPTION 1 | Each day talk about a DIFFERENT text structure— all facets in one lesson.
- OPTION 2 | Every day talk about ALL text structures— a different facet each lesson.

Readers know how authors organize their information.

- Think about the **TOPIC**. Certain topics lend themselves to certain text structures.
- Read the middle sentences/pages for the **TYPE OF INFORMATION** being stated.
- Look for **SIGNAL/TRANSITION WORDS** that might help.

**Grades 4-5 | Days 4-5**

Detect multiple text structures in sections of longer texts.

**Grades 4-5 | Day 6**

Connect text structure to author purpose.



Recognize the 5 Nonfiction Text Structures	
<b>VOICE</b> Look at the type of information stated. Look at the type of information stated. Look at the type of information stated. Look at the type of information stated. Look at the type of information stated.	<b>THINKING VOICE</b> Think about which of the 5 patterns it follows. Think about which of the 5 patterns it follows. Think about which of the 5 patterns it follows. Think about which of the 5 patterns it follows. Think about which of the 5 patterns it follows.
<b>OPTION 1</b> Write the author's purpose. AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.)	<b>TEXT STRUCTURE: Procedural</b> PROCEDURAL (List the steps in order.) PROCEDURAL (List the steps in order.) PROCEDURAL (List the steps in order.) PROCEDURAL (List the steps in order.) PROCEDURAL (List the steps in order.)
<b>OPTION 2</b> Introduce the text subject. AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.)	<b>TEXT STRUCTURE: Descriptive</b> DESCRIPTIVE (Describe the subject.) DESCRIPTIVE (Describe the subject.) DESCRIPTIVE (Describe the subject.) DESCRIPTIVE (Describe the subject.) DESCRIPTIVE (Describe the subject.)
<b>OPTION 3</b> Write the author's purpose. AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.)	<b>TEXT STRUCTURE: Compare-Contrast</b> COMPARE-CONTRAST (Compare two subjects.) COMPARE-CONTRAST (Compare two subjects.) COMPARE-CONTRAST (Compare two subjects.) COMPARE-CONTRAST (Compare two subjects.) COMPARE-CONTRAST (Compare two subjects.)
<b>OPTION 4</b> Introduce the author's purpose. AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.)	<b>TEXT STRUCTURE: Cause-Effect</b> CAUSE-EFFECT (Explain the cause and effect.) CAUSE-EFFECT (Explain the cause and effect.) CAUSE-EFFECT (Explain the cause and effect.) CAUSE-EFFECT (Explain the cause and effect.) CAUSE-EFFECT (Explain the cause and effect.)
<b>OPTION 5</b> Introduce the author's purpose. AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.) AUTHOR PURPOSE (Identify the author's purpose.)	<b>TEXT STRUCTURE: Problem-Solution</b> PROBLEM-SOLUTION (Identify the problem and solution.) PROBLEM-SOLUTION (Identify the problem and solution.) PROBLEM-SOLUTION (Identify the problem and solution.) PROBLEM-SOLUTION (Identify the problem and solution.) PROBLEM-SOLUTION (Identify the problem and solution.)

Return to previously-read informational texts.

- Find one text/excerpt that fits each of the text structures you teach.
- These texts may NOT all be on the same topic.

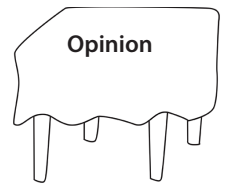
**Pure-Text paragraphs**

Resources with Pure Examples of Text Structures			
<b>CHRONOLOGICAL TEXT STRUCTURE</b>	<b>6.1 Title</b>	<b>6.2 Title</b>	<b>6.3 Title</b>
<b>6.4 Title</b>	<b>6.5 Title</b>	<b>6.6 Title</b>	<b>6.7 Title</b>
<b>6.8 Title</b>	<b>6.9 Title</b>	<b>6.10 Title</b>	<b>6.11 Title</b>
<b>6.12 Title</b>	<b>6.13 Title</b>	<b>6.14 Title</b>	<b>6.15 Title</b>
<b>6.16 Title</b>	<b>6.17 Title</b>	<b>6.18 Title</b>	<b>6.19 Title</b>
<b>6.20 Title</b>	<b>6.21 Title</b>	<b>6.22 Title</b>	<b>6.23 Title</b>
<b>6.24 Title</b>	<b>6.25 Title</b>	<b>6.26 Title</b>	<b>6.27 Title</b>
<b>6.28 Title</b>	<b>6.29 Title</b>	<b>6.30 Title</b>	<b>6.31 Title</b>
<b>6.32 Title</b>	<b>6.33 Title</b>	<b>6.34 Title</b>	<b>6.35 Title</b>
<b>6.36 Title</b>	<b>6.37 Title</b>	<b>6.38 Title</b>	<b>6.39 Title</b>
<b>6.40 Title</b>	<b>6.41 Title</b>	<b>6.42 Title</b>	<b>6.43 Title</b>
<b>6.44 Title</b>	<b>6.45 Title</b>	<b>6.46 Title</b>	<b>6.47 Title</b>
<b>6.48 Title</b>	<b>6.49 Title</b>	<b>6.50 Title</b>	<b>6.51 Title</b>
<b>6.52 Title</b>	<b>6.53 Title</b>	<b>6.54 Title</b>	<b>6.55 Title</b>
<b>6.56 Title</b>	<b>6.57 Title</b>	<b>6.58 Title</b>	<b>6.59 Title</b>
<b>6.60 Title</b>	<b>6.61 Title</b>	<b>6.62 Title</b>	<b>6.63 Title</b>
<b>6.64 Title</b>	<b>6.65 Title</b>	<b>6.66 Title</b>	<b>6.67 Title</b>
<b>6.68 Title</b>	<b>6.69 Title</b>	<b>6.70 Title</b>	<b>6.71 Title</b>
<b>6.72 Title</b>	<b>6.73 Title</b>	<b>6.74 Title</b>	<b>6.75 Title</b>
<b>6.76 Title</b>	<b>6.77 Title</b>	<b>6.78 Title</b>	<b>6.79 Title</b>
<b>6.80 Title</b>	<b>6.81 Title</b>	<b>6.82 Title</b>	<b>6.83 Title</b>
<b>6.84 Title</b>	<b>6.85 Title</b>	<b>6.86 Title</b>	<b>6.87 Title</b>
<b>6.88 Title</b>	<b>6.89 Title</b>	<b>6.90 Title</b>	<b>6.91 Title</b>
<b>6.92 Title</b>	<b>6.93 Title</b>	<b>6.94 Title</b>	<b>6.95 Title</b>
<b>6.96 Title</b>	<b>6.97 Title</b>	<b>6.98 Title</b>	<b>6.99 Title</b>
<b>6.100 Title</b>	<b>6.101 Title</b>	<b>6.102 Title</b>	<b>6.103 Title</b>

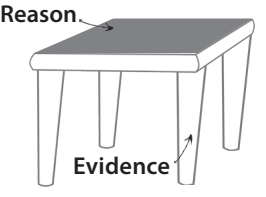
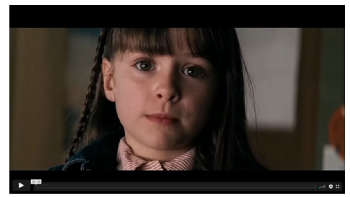
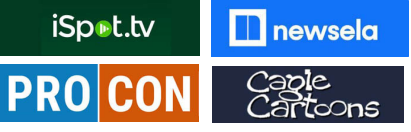
**ROUND 4**

Recognize the **ONE** way to organize persuasive text.

- WHAT I think* = Opinion = Table cloth
- WHY I think it* = Each reason with evidence = Table top with legs



Find persuasive texts:

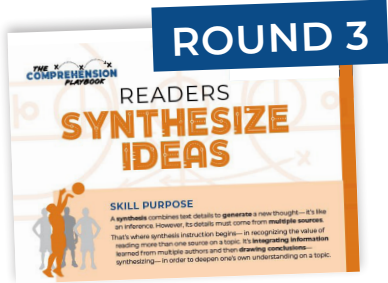


Remember, these lessons only *introduce and expose* students to the invisible organization of nonfiction.

You will review, guide, and practice “seeing” the different text structures the rest of this year.



**IMPLEMENTATION FOCUS**      **CURRENT STATUS**      **NEXT STEPS**

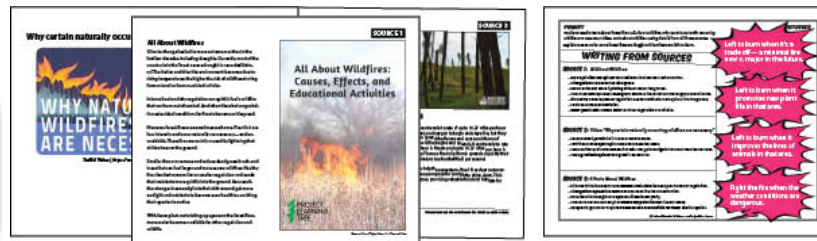
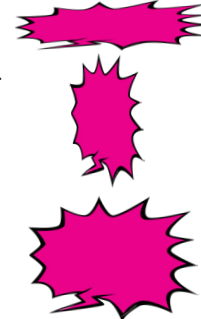


This is the last round of this play.

Access synthesis examples

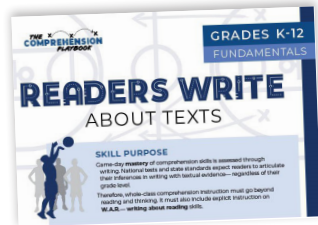
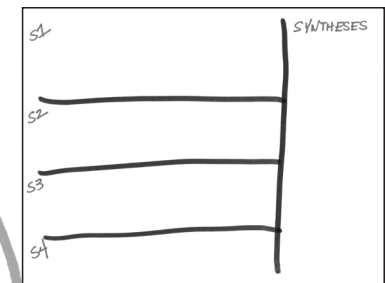
**Review the synthesis process.**

- Clarify that individual text details lead to a synthesis (i.e., category).
- Readers do NOT fill in the bubble and then find the text details.
- Model the use of synonyms.
- Model how to massage, morph, and stretch a “working synthesis” to include more text details.
- Model the struggle.



Transition Step 1 (combine) and Step 2 (synthesize) to scratch paper.

- The reader’s notes are now the writer’s pre-write.
- Emphasize the inclusion of specific citations (e.g., Source 1, 2, 3).



**THE COMPREHENSION PLAYBOOK** DIGITAL RESOURCES

A Comprehensive Extended Response

**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 structure.

**SKILL 18** | Readers generate an academic introduction.

**SKILL 19** | Readers generate an appropriate conclusion.



**CAUTION:** Don't burn students out with too many full-length performance tasks!