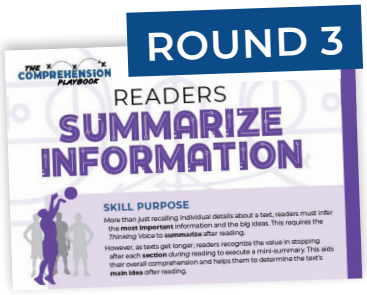
GRADES 6-12

MARCH **Coaching Session**

IMPLEMENTATION FOCUS



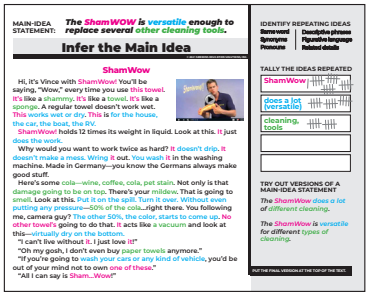
This is the last round of this play.

CURRENT STATUS

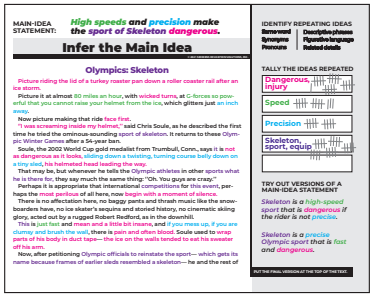
Infer the main idea.

- 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...



The text is mostly about...



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.

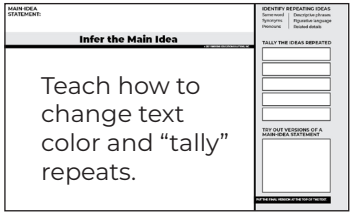
Utilize longer texts to identify **multiple main ideas.**

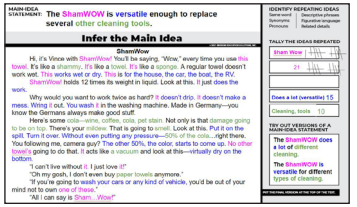
A second main idea...

- 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.

NEXT STEPS

Copy/Paste any text into the Google Slide template.





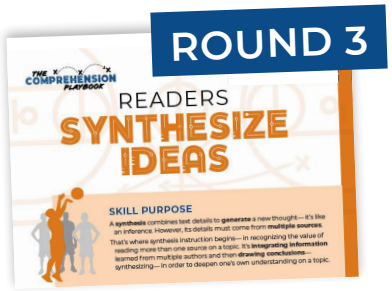
Common text types that include multiple main ideas include:

- Argumentative text
- Problem-solution text
- Full-length speeches

© 2023 SMEKENS EDUCATION SOLUTIONS, INC.

Grades 6-12 | *Playbook Pro* **Coaching Session** | March

IMPLEMENTATION FOCUS	CURRENT STATUS	NEXT STEPS



This is the last round of this play.

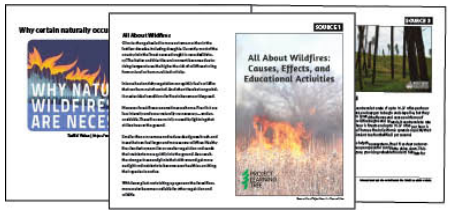
Access synthesis examples

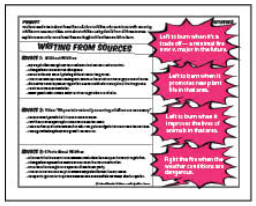
Review the synthesis process.

- 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.

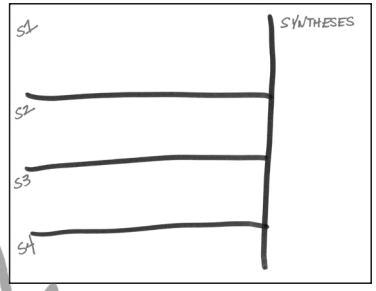
Synthesize big ideas (informative) or reasons (argumentative)

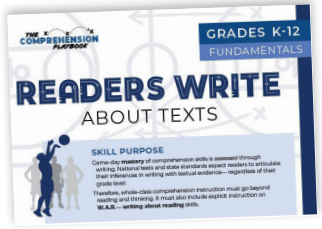




Transition Step 1 (combine) and Step 2 (synthesize) to scratch paper.

- 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!

© 2023 SMEKENS EDUCATION SOLUTIONS, INC.