

# MARCH Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS

**ROUND 3**

READERS SUMMARIZE INFORMATION

SKILL PURPOSE

More than just scoring individual details about a text, readers must infer the most important information and the big ideas. This requires the thinking skills to summarize after reading.

However, as texts get longer, readers recognize the value in distilling their overall comprehension and help them in determining the text's main idea after reading.

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...

**Topic + What about it**  
(1-3 words)

**MAIN-IDEA STATEMENT:** The **ShamWow** is versatile enough to replace several other cleaning tools.

**Infer the Main Idea**

**ShamWow**

Hi, it's Vince with ShamWow! You'll be saying, "Wow," every time you use this towel. It's like a chamois, it's like a towel, it's like a sponge. A regular towel doesn't work wet. This works wet or dry. This is for the house, the car, the boat, the RV.

ShamWow holds 12 times its weight in liquid. Look at this. I just did the work.

Why would you want to work twice as hard? I don't do it. It doesn't make a mess. Wring it out. You wash it in the washing machine. Made in Germany—you know the Germans always make good stuff.

Here's some color—coffee, coffee, color, get stain. Not only is that damage going to be on top. There's your mirror. That is going to smelt. Look at this. That is on the wall. Turn it over. Without even putting any pressure—50% of the color, right there. You following me, camera guy? The other 50%, the color starts to come on. No other towel's going to do that. It 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 car or any kind of vehicle, you're out of your mind not to own one of these."

"All I can say is them, wow!"

**IDENTIFY REPETITIVE IDEAS**

Remove Repetitive Phrases

Circle/underline Repetitive Phrases

**TALLY THE IDEAS REPEATED**

**ShamWow**

Does it get Versatile?

Does it Clean?

Does it Dry?

Does it Replace?

**TRY OUT VARIATIONS OF A MAIN-IDEA STATEMENT**

The **ShamWow** does a lot of different cleaning.

The **ShamWow** is versatile for different types of cleaning.

Use the main idea window for the state test.

**MAIN-IDEA STATEMENT:** High speeds and precision make the sport of Skeleton dangerous.

**Infer the Main Idea**

**Olympic Skeleton**

Picture riding the list of a turkey roller past down a roller coaster rail after an ice storm.

Picture it at almost 80 miles an hour, with violent turns, at G-forces so powerful that you cannot take your helmet from the car, which differs just as much as you.

Now picture making that ride fear free.

"It was something inside my helmet," said Chris Soule, as he described the first time he tried the amazing, terrifying sport of skeleton. It returns to those Olympic Winter Games after a 56-year ban.

Soule, the 2002 Winter Cup gold medalist from Vermont, came, again, is not as dangerous as it looks, sliding down a twisting, turning course belly down on a long sled, his head leading the way.

That may be so, but whenever he tells the Olympic athletes in other sports who he has to share it, they are usually the same thing: "Oh, you got an edge?"

Perhaps it is appropriate that international competitors for this event, perhaps the most physical of all, have now begun with a moment of silence.

There is no affection here, no happy games and throw music like the snowboarders have, no ice skaters' and hockey players' chaotic sliding along, and not even the fun, colorful, and noisy sleds of the bobsledders.

They just get out and suggest a helmet. That's all in the snow.

The sled just has to suggest a helmet. That's all in the snow. If you are coming out of the sled, there is a seat and other sleds. Soule used to wrap parts of his body in duct tape—the ice on the walls tended to get his knicker off his pants.

Now, after partnering Olympic officials to reinstate the sport—which gets its name because Thomas of earlier sleds resembled a skeleton—he wears the rest of

**IDENTIFY REPETITIVE IDEAS**

Remove Repetitive Phrases

Circle/underline Repetitive Phrases

**TALLY THE IDEAS REPEATED**

**Dangerous**

**Speed**

**Precision**

**Skeleton**

**SPORT**

**TRY OUT VARIATIONS OF A MAIN-IDEA STATEMENT**

Skeleton is a high-speed sport that is dangerous if the rider is not prepared.

Skeleton is a precise Olympic sport that is fast and dangerous.

Use the main idea window for the state test.

the world's most daring sliders will get a running start, build themselves and their sleds down a chute of hard ice and show the world what it means to ride the bones. The men's and women's competitions are scheduled for Wednesday.

"I haven't held my breath yet," said Lincoln DeWitt, one of Soule's Olympic teammates, when asked what his family thought of his competition from the Games.

"It is a sport, not a hobby, and abused, but gravity."

"I asked, 'How do you sleep?' " said Jim Shea, 27, a four-time Olympian, who is a medal favorite and a third-generation Olympian, as he thought back to his first ride on the skeleton in 1976. "I remember I said, 'That's up and go down.' I asked again. And he said, 'That's up and go down.'

There is a lot more to it than that, as Shea, who is from Hartford, would learn. The G-force jolt the rider on the try sled like a bug on a car, and even a glance to the left or right, up or down, can instantly shift a rider's neck and shoulder muscles and alter direction and even speed.

It actually forces the rider's head down, down to the ice. Some riders even wear a face, with a gentle pressure of their knees.

"It's really precise," said the 29-year-old Soule, which is his saying that snags chameleons and son banners needed to be a skeleton. "It's really precise than just unloading a ball."

This is the track, in Utah Olympic Park, is about 430 feet long, six-and-a-half feet wide and has 15 turns, on which the best sliders will reach speeds of 80 m.p.h.

It is the same track used for bobsled and luge, but in a bobsled, the slider gets to ride inside something about the size of a canoe, and in the luge, at least the rider gets to go down the course feet first.

The skeleton sled is just big enough for the rider's torso—the rider's head, which is encased in a helmet with a suspension face pack, sticks out more than a foot from the edge of the sled. It is steel and Fiberglas, about 3 feet long and 16 inches wide and can weigh anywhere from 70 to 110 pounds, depending, in part, on the size of the rider. It slides on two steel runners, which narrow or sharpen—front to back.

A British rider was killed during a run in October, when, going 36 m.p.h., he crashed headfirst into a cement sled. That is why the sliders begin competitions with a movement of silence.

"I could handle the speed," said Soule, thinking back to his first skeleton ride, 10 years ago in Lake Placid, N.Y. It was the fact that his face was so close to the snow sometimes the rider's helmet bounces or scrapes the ice or bounces against the walls—that had his attention.

It might not be so bad if not for the name of the sport. That is what named for the sled is to lead a relief to many first-time riders, who thought it had something to do with the condition of the riders once they reached the bottom of the hill.

"I made my nose bleed learning, and my ribs," said Lou Carneseo, who will represent Mexico in the skeleton. "I don't stay low on the curves."

Copy/Paste any text into the Google Slide template.

**MAIN-IDEA STATEMENT:** Infer the Main Idea

**TALLY THE IDEAS REPEATED**

**TRY OUT VARIATIONS OF A MAIN-IDEA STATEMENT**

**MAIN-IDEA STATEMENT:** The **ShamWow** is versatile enough to replace several other cleaning tools.

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This is the last round of this play.

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.

**Topic + What about it**  
(1-3 words)

**& What about that**

**Identify Multiple Main Ideas**

**POSSIBLE MAIN IDEA #1**

High speeds and precision make the Skeleton dangerous.

**POSSIBLE MAIN IDEA #2**

Skeleton is a dangerous Olympic sport that is fast and precise.

**Identify Multiple Main Ideas**

**POSSIBLE MAIN IDEA #1**

The ShamWow is versatile enough to replace several other cleaning tools.

**POSSIBLE MAIN IDEA #2**

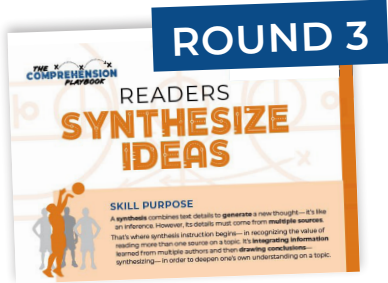
ShamWow towels and mops are cost-effective alternatives to other cleaning products.

Common text types that include multiple main ideas include:

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



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



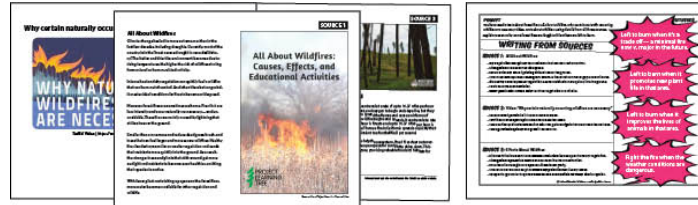
This is the last round of this play.

Access synthesis examples

**Review the synthesis process.**

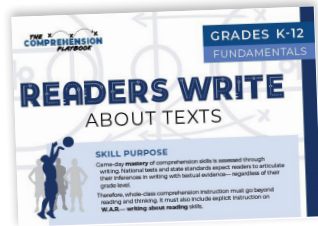
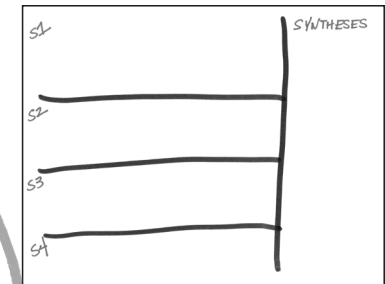
- Clarify that individual text details lead to a synthesis (i.e., category).
- Readers do NOT fill in the bubble and then find the text details.
- Model the use of synonyms.
- Model how to massage, morph, and stretch a “working synthesis” to include more text details.
- Model the struggle.

**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!