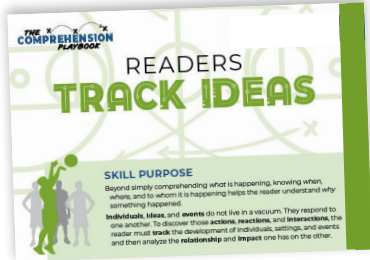


MAY Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



Recognize the scaffold among grade levels.

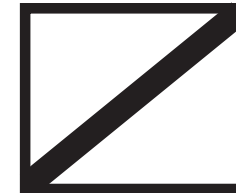
CHARACTER impact on PLOT
Grades 3-4 | Round 2
Grades 5-6 | Round 2, Days 1-2

Introduce the purpose behind this skill/standard.

Story elements are not created in isolation. Readers analyze their relationships *after* reading.

Change one element and the impact or outcome is different.

- Plot & character are connected. *If... then...*
- Plot & setting are connected. *What if...*




Determine how a character's traits/personality impact a story plot.

- WHY he did WHAT he did.
- Consider what he was *really* feeling.
- *What motivated him to do/say that?*
- *How would I feel if this were me?*



SETTING impact on PLOT

Grades 3-4 | Round 3
Grades 5-6 | Round 2, Days 3-4



Determine how the setting impacts a story plot.

- *This* setting was designed to host *this* problem.
- Which setting details are necessary for *this* problem to exist?
- Which setting details are irrelevant to *this* problem?

Identify previously-read longer texts where the setting was atypical.

- *Tuck Everlasting*
- *The Hunger Games*
- *The Giver*
- *Hatchet*
- *The Other Side*
- *All Summer in a Day*

INDIVIDUAL/SETTING impact on an EVENT

Grades 5-6 | Round 3



Determine how an individual impacts an event.

- Track "event" like a time line (key steps, phases, evolution, progression, development).
- Apply the same thinking from "impact of character on plot."



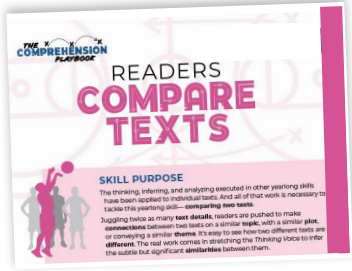
Determine how an individual impacts an event.

- Track the nonfiction "setting" (habitat, environment, culture, geographic location, cultural norms/era).
- Apply the same thinking from "impact of setting on plot."

Individuals Impact Events		
WHO	EVENT	IMPACT
Martha Lister King	Enhanced the "Tomb of the Unknown Soldier" in Arlington National Cemetery, Washington, DC, in 1901.	She was a well-known Civil War nurse who was a character in the novel "The Red Badge of Courage" by Stephen Crane. Her actions in the novel led to her being named a national heroine.
George Washington	Signed the 1787 U.S. Constitution in 1787.	George Washington is a key figure in American history. He led the Continental Army to victory in the Revolutionary War and was the first President of the United States.
Harriet Tubman	Led slaves to freedom on the Underground Railroad.	In addition to leading slaves from the South to freedom, she was an abolitionist, a spy during the American Civil War, and a woman of faith.
Amelia Earhart	Completed the first solo flight across the Atlantic Ocean in 1931.	In her final flight, she disappeared and her body was never found. She is remembered as a pioneer in aviation and a symbol of courage.



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



Compare literature.

GRADES 3-5 | GRADE 6
ROUND 3 | **ROUND 2**

Closely read the literature standard.

- GRADE 3 | Compare 2 texts same author.
- GRADE 4 | Compare 2 texts from different cultures or myths with similar themes.
- GRADE 5 | Compare 2 short stories with a similar theme.
- GRADE 2 | Compare 2 works of literature with a similar theme.

GRADE 6
ROUND 3

- GRADE 6 | Compare different forms (reading v listening/viewing) or genres (autobiography v. biography) on similar topics or themes.

Draw on previously-taught skills.

- Recognize details that comprise individual story elements of one text | **SUMMARIZE LITERATURE, ROUND 1**
- Summarize one narrative text | **SUMMARIZE LITERATURE, ROUND 2**
- Determine the theme of one text | **SUMMARIZE LITERATURE, ROUNDS 3-4**
- Complete a *T-Chart* applying the 3-Step comparative thinking process to two narrative texts | **COMPARE TEXTS, ROUND 1**
- Introduce a common category between two narrative texts and communicate comparisons and contrasts using appropriate transitions | **COMPARE TEXTS, ROUND 2**

Emphasize thinking *beyond* two texts.

Model how to notice *multiple*...

- Exact same details.
- Obvious differences.
- Subtle similarities.

Text A	Category	Text B

Readers Compare Whole Texts

Item A	Category	Item B
Step 1 List details Text A	Category	Step 2 List details Text B
Step 3 Look across each row		
See Differences only... unlike... not... different... but... due to...	Add Sameness both... alike... the same... also... in that...	
Infer Similarities kind of... close... mostly... slightly different... similarly... in general... for the most part... because...		

BEFORE THE LESSON SERIES:

- Identify two short stories that have been previously read.
- Complete the story-element rows of a *T-Chart*.
- Include **ONLY** 1-2 obvious details per row.

	Categories	
	Home School Over several days	
Camille won't eat lima beans because she'll won't like her	Parents and kids Doctors and old woman	Main Character(s)
Camille gets a bad case of chicken pox. Whatever happens to her, whenever she gets it, she always gets it. She gets chicken pox every time she changes into a bed and flies away.	Plot	Main Character(s)
A lesson about ME. Don't worry about what other people think. Be Yourself.	Do what you feel is right	A lesson about: ME OTHERS LIFE
Do what you feel is right	Do what you feel is right	A lesson about ME. Don't be afraid to take chances.
Be true to yourself	Be true to yourself	Do what you feel is right

CAUTION! We are comparing— not competing.

- Don't ask *Which one do you like best?*
- This is informative thinking/writing— not opinion!



Convert a single row into a simple paragraph.

- The category is the topic sentence of the body paragraph.
- The text details become supporting sentences.
- Indicate comparison or contrasting details with transitions *within* the paragraph.
- Introduce the texts' titles and the categories of comparison.
- End with an overall concluding statement.

TIP #1 | Project a paragraph frame.

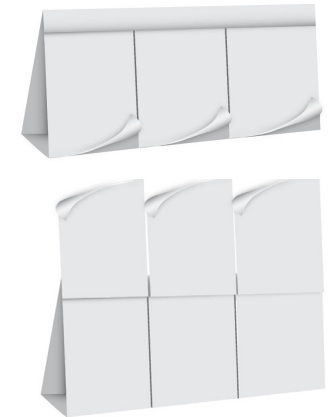
TIP #2 | Complete the frame orally before transitioning to writing.

WRITING FRAME | Compare Story Problems

The stories each have a problem. (Text A character name) has (this problem). (Text B character name) has (this problem). The two problems are alike... Both problems also... One thing that makes the problems different... A second difference is that (Text A) has... but (Text B) has...

DETAILS THAT ARE THE SAME
 Name: _____ Date: _____
 Both: _____ Both are: _____

The stories each have a problem.





CELEBRATIONS OF SUCCESS

OVERALL SENTIMENT

HEARD— I now get the importance of teaching the *Reading Voice & Thinking Voice* in the inference process right away. It's so important for the rest of the year. (And the green, yellow, and pink colors on all the anchor charts are huge!)

“ The *I do, We do, You do* is huge. The students understand what they are supposed to be doing because they have been guided through it.”

Grades 6-8 teacher Pam Holzbog, Crawford County Middle School (Marengo, IN)

“ My celebration is that on Game Day my kids were excited to show what they know and they were able to use the Smekens 'tools' I taught them to use... After ILEARN, several of my kids told me that it wasn't so hard, and they expected it to be a lot harder.”

Third grade teacher Rachael Shadiow, Blackford Intermediate School (Hartford City, IN)

“ The impact of the *Playbook* is HUGE. I actually taught my students HOW to think this year. I saw my students responding with confidence on normally challenging questions on ILEARN.”

Fourth grade teacher Karen Tomko, Eads Elementary (Munster, IN)

CONSIDERATIONS FOR NEXT STEPS

Organize resources.

Collaborate and share.

Adjust the *Road Map* of skills.

Review, refine, and replace mentor texts.

“ By using the same texts over and over, the texts are no longer a threat to struggling readers... They know the text so they can focus on the skill being taught.”

Grades 6-8 teacher Pam Holzbog, Crawford County Middle School (Marengo, IN)

Create anchor charts.

“ One of the biggest aha moments for me was how important anchor charts are. I had used them before but not to this extent. My students are constantly looking at the wall and using the charts to help them.”

Grades 6-8 teacher Pam Holzbog, Crawford County Middle School (Marengo, IN)