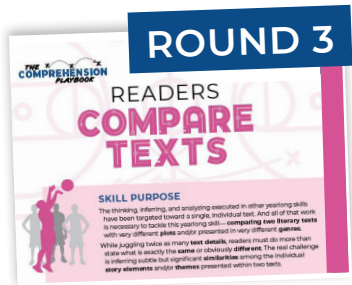


# MAY Coaching Session

## IMPLEMENTATION FOCUS



Acknowledge that this is often a performance task/extended response on state assessments.

Read your state's grade-level standards closely to identify the type of literary comparisons.

NOTE: This round does NOT follow the typical multi-day build. Each "day" describes a different type of text-to-text comparison. Consult individual state standards to determine which "days" in this round are applicable.

## CURRENT STATUS

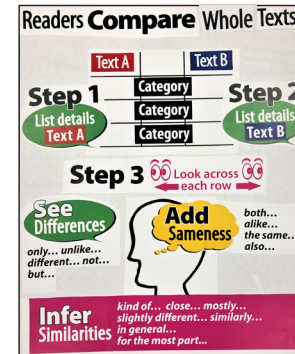
[VIEW THE FEBRUARY COACHING SESSION RECORDING.]

### BASIC COMPARISON of story elements

TEXT A		TEXT B
	character	
	setting	
	plot	
	theme/lesson	

### COMPLEX COMPARISON of author choices, text organization, and story development.

TEXT A		TEXT B
	style	
	story structure	
	theme/lesson	



## NEXT STEPS

Return to previously-read literature.

- See fairy-tale and movie examples on the digital Resources for initial teaching of T-Chart categories.
- Raise the rigor to meet the unique genres stated in your grade-level standards.

Download the "Categories of Comparison" digital resource.

### Comparing Texts

The secret to comparative thinking is common categories.

Compare Settings			Compare Characters			Compare Plots/Stories			Compare Themes/Messages		
TEXT A	CATEGORY	TEXT B	TEXT A	CATEGORY	TEXT B	TEXT A	CATEGORY	TEXT B	TEXT A	CATEGORY	TEXT B
	Geographic location			Physical Appearance			Character(s)			Evidence in character change	
	Weather, Time, Temp, Era, Season			Traits, Personality, Motivations			Setting(s)			Evidence in setting shifts	
	Scenery, Props, People			Problem, Setbacks, Obstacles			Problem(s) & Solution(s)			Evidence in climax (who or what helps)	
	Mood, Tone, Atmosphere			Solution, Successes, Outcomes			Theme, Life Lesson, Message			Evidence in subplots	
										Evidence in falling action (character realizations)	
Compare Perspectives			Compare Fact to Fiction			Compare Genres & Formats			Compare Texts on Same Topic		
TEXT A	CATEGORY	TEXT B	TEXT A	CATEGORY	TEXT B	TEXT A	CATEGORY	TEXT B	TEXT A	CATEGORY	TEXT B
	Claim, Perspective, Position			People, Subjects			Presentation, Physical appearance			Main ideas	
	Support, Reasons, Evidence, Opposition			Time, Place, Setting			Message clarity			Author's Purpose & Perspective	
	Development of Perspective via facts stated & omitted, word choice, style, & format			Events, Actions, Problem & Solution			Genre/Format advantages & additions			Genre/Format advantages & disadvantages	
				Message, Main idea			Genre/Format limitations & omissions				

Typically provided texts have already been deemed **SIMILAR IN THEME**. The comparison is on how each is developed by its author.

### The O.T. The Original Text

**SOURCE MATERIAL** refers to the original, traditional, classic, nonfiction, or print version of the text. It is always read first. The newer, different, fictional version was borne out of the original.

- Identify content **ADDITIONS**— and analyze their impact on the plot.
- Identify content **OMISSIONS**— and analyze their impact on the plot.
- Identify author choices and genre, word choice, or content **ALTERATIONS** that impact the tone/style.



### CELEBRATIONS OF SUCCESS

**OVERALL SENTIMENT** | 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)

“ Teaching whole-class comprehension skills with the *Playbook* has made it fun. I have every kid inspired to like reading. And I don't get the *ugh* every time I give a reading assignment anymore because I've made it fun— that's what they (the students) say.”

**Grade 9 teacher Chloe Vanover**, Switzerland County High School (Vevay, IN)

### CONSIDERATIONS FOR NEXT STEPS

**Organize resources.**

**Collaborate and share.**

**Adjust the *Road Map* of skills.**

**Review, refine, and replace mentor texts.**

**Create anchor charts.**

“ 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)

“ 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)