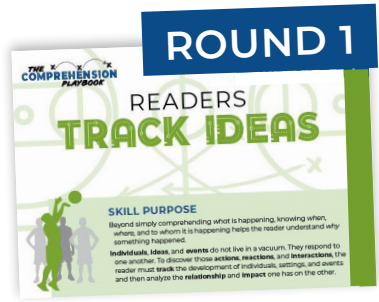


NOVEMBER Coaching Session

IMPLEMENTATION FOCUS CURRENT STATUS NEXT STEPS



Discern summary v. tracking.

SUMMARIZING:

- A **broad** understanding of the most important plot details from beginning to end.
- Reader infers **ONLY** the most important details of **ALL** story elements.

TRACKING:

- A **deep** understanding of ONE story element from beginning to end.
- Reader collects **ALL the details about ONE** story element.

Teach reader thinking beyond a what-author-said summary. Now analyze how the author said it across the text.

- RL 2 (Indiana RL 2.2) Summarize Literature
- RL 3 (Indiana RL 2.3) Track characters

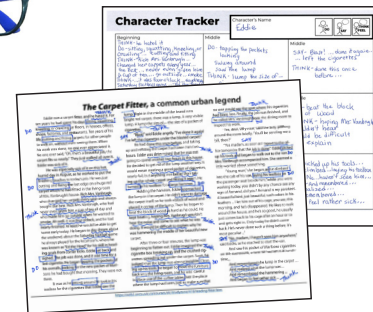
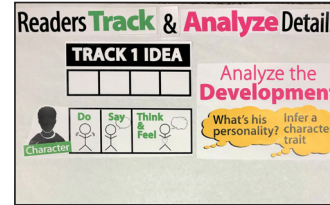
Readers Track Details

DAYS 1-2 | Collect all details for ONE character.

- Compare to tracking an animal. Record each text detail (i.e., footprint) from beginning to end.



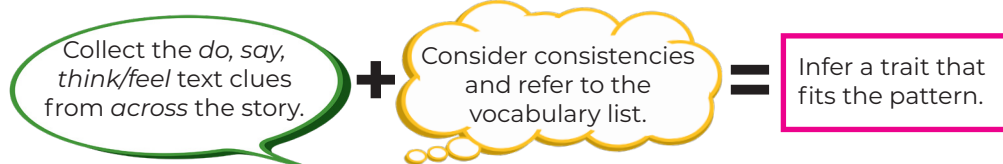
- Expect to learn more as the text continues.
- Emphasize character *development*—over character *description*.



Readers Track & Analyze Details

DAY 3 | Define character *trait*. (Distinguish from character *change*.)

- His usual personality. *He's always like that. That's just (Eddie) being (Eddie).*
- Build students' character-trait vocabulary.



DAY 4 | Clarify character *feeling* versus *trait*.

- Any character's **feelings = Perspective** = Evidence in 1 scene/excerpt = **Fleeting**
- Main character's **traits = Personality** = Evidence across the text = **Tried & true**



Teach/Model how to write out the thinking from earlier in the week.

INFERENCE: **Infer a character's trait.**

- Return to story summaries.
- Strip off details about “extra” story-element details.
 - Return to the text to collect *do, say, think/feel* details about one character.

Combine character description & traits with *Creamer Characters*.

- Looks on the outside.
- Acts on the inside.



Continually add to the character-trait vocabulary list with trait synonyms and known characters.

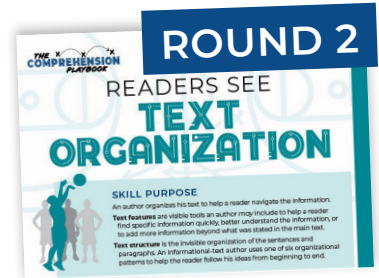
| CHARACTER-TRAIT VOCABULARY | | |
|----------------------------|----------|-----------------|
| TRAITS | SYNONYMS | CHARACTER NAMES |
| | | |
| | | |
| | | |
| | | |



IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



• Connect *this week's* whole-class comprehension skill to the last 3 weeks on literature.

- RL 2 (Indiana RL 2.2) Summarize Literature
- RL 4 (Indiana RV 3) Character perspective
- RL 3 (Indiana RL 2.3) Track characters
- RL 5 (Indiana RL 3.1) Story Structure

• Note that these NEW lessons are relevant to literature— but there is a lot of nonfiction reading and practice occurring outside of the whole-class comprehension lesson.

Review literary genres.

DAY 1 | **Teach the visible, physical differences** among them.

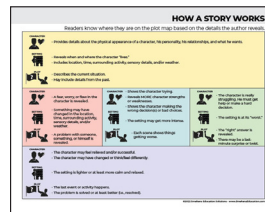
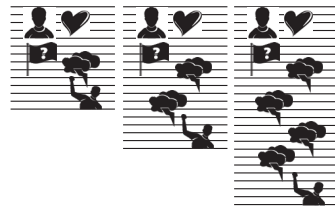
DAY 2 | **Teach the invisible, structural similarities** among them.

All narrative texts “work” the same— they follow the same invisible structure.

- Story elements on a *Storyboard*.
- Story elements on the “roller coaster” ride.

Readers know “where they are” based on 2 factors:

- DAY 3 | Consider the physical location within overall text length. *How many more pages or paragraphs are there?* **Model this.**

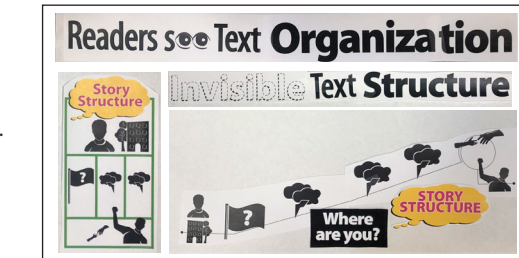


DAYS 5-6 | Grades 3-5

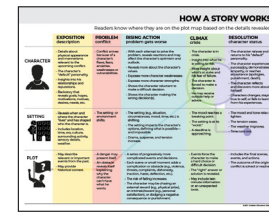
- Apply the same concepts from Days 3-4 to poems, plays, animated video shorts, myths, legends, fairy tales, etc.

Comparing Literary Genres

| | SHORT STORY | NOVEL | DRAMATIC PLAY |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose & Audience | Intend to entertain or engage the reader. They are usually shorter than novels and are often read in one sitting. | Intend to entertain or engage the reader. They are longer than short stories and are often read over multiple sittings. | Intend to be performed on a stage. They are usually shorter than novels and are often read in one sitting. |
| Characters, Events, Incidents | Characters are usually well-developed and have a clear role in the story. Events and incidents are often interconnected and drive the plot forward. | Characters are usually well-developed and have a clear role in the story. Events and incidents are often interconnected and drive the plot forward. | Characters are usually well-developed and have a clear role in the story. Events and incidents are often interconnected and drive the plot forward. |
| Incidents, Events, Incidents | The reader can follow the action of the story as it unfolds. The plot is usually straightforward and easy to follow. | The reader can follow the action of the story as it unfolds. The plot is usually straightforward and easy to follow. | The reader can follow the action of the story as it unfolds. The plot is usually straightforward and easy to follow. |
| Language, Style, Techniques | The language is usually clear and concise. The style is often simple and direct. | The language is usually clear and concise. The style is often simple and direct. | The language is usually clear and concise. The style is often simple and direct. |



- DAY 4 | Consider the *TYPES* of details being shared. *What information is revealed about which story element?* **Model this.**



DAYS 5-6 | Grade 6

- OPTION 1 | Consider the author's choice of literary device in this part.
- OPTION 2 | See *grades 3-5*.

Teach/Model how to write out the thinking from earlier in the week.



RECALL: Label the sections/stanzas of the text with the story-structure elements.

INFERENCE: Analyze how stanza/line fits into the text as a whole.

Identify 3-4 narrative texts in different genres. (If possible, choose texts on the same broad subject— e.g., school, family, friends.)

1. Identify a reader's theatre script.
2. Identify a narrative poem.
3. Identify a short story.

Days 3-4 | Identify 2 previously-read short stories (e.g., picture books, interactive read alouds, etc.).

Days 5-6 | Identify a variety of previously read narrative poems, plays, animated video shorts, etc.

