NOVEMBER Coaching Session

IMPLEMENTATION FOCUS | CURRENT STATUS | NEXT STEPS

IMPLEMENTATION FOCUS

ROUND 1

READERS ANALYZE **AUTHOR CHOICES**

SKILL PURPOSE
An author makes intentional choices regarding the presentation of the information (e.g., point of view, genre, medium) and how to craft the message (e.g., word choice, figurative language, sentence structure) so that it conveys the intended perspective and tone. Beyond comprehending what the author said, readers analyze how the author said it. This requires returning to a text after reading, pulling it apart, and looking at how it was created.

· Readers analyze WHAT the author said. Then readers analyze HOW the author said it.

· The focus of this week isn't to infer character feelings but to learn the text clues that imply those feelings.
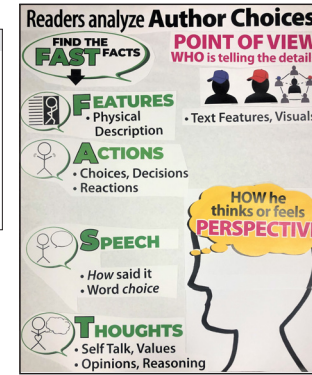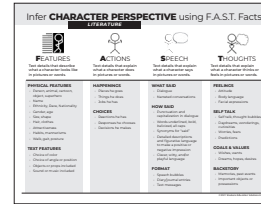
Clarify academic vocabulary.
· **POINT OF VIEW |** WHO is telling the details.
· **PERSPECTIVE |** HOW the individual thinks or feels.
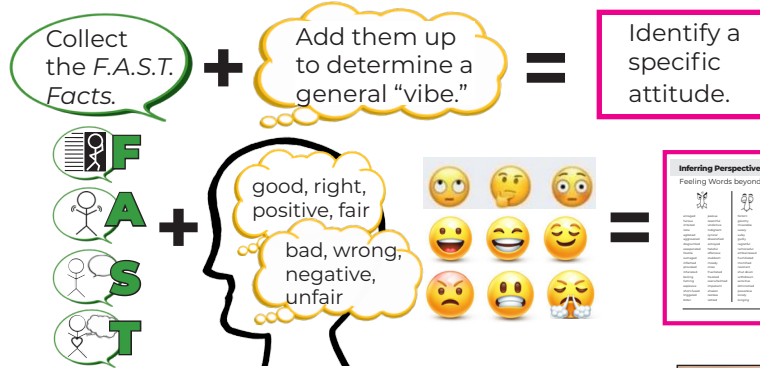· **PURPOSE |** WHY he is telling the information.

Clarify purpose versus point of view versus perspective.

CURRENT STATUS

DAY 1—
· Define perspective as how an individual thinks or feels.
· Broaden vocabulary to include "shades" of *mad, sad, glad*.
· Recognize the *F.A.S.T. Facts* that indicate perspective.

DAY 2— Apply the inference process.

Collect the *F.A.S.T. Facts.* + Add them up to determine a general "vibe." = Identify a specific attitude.

good, right, positive, fair / bad, wrong, negative, unfair

Day 3— Recognize the DIFFERENT perspectives of characters in the SAME scene.

Days 4-5— WHOMEVER is telling the information influences its impact on the reader.

· An **AUTHOR** writes the story.
· A **CHARACTER** lives the story.
· A **NARRATOR** tells the story.
· A **POET** writes the poem.
· A **SPEAKER** is the voice saying it out loud.

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

Write

OPTION 1 | INFERENCE:
Infer ____'s perspective. Support with textual evidence.

OPTION 2 | INFERENCE:
Infer/Analyze how the narrator influences the story. Support with textual evidence.

NEXT STEPS

Expect feelings to change a lot in stories.
· Every time a character has a different feeling/perspective, it counts as a "text" to model with.

Raise the rigor for Honors and AP classes.
· Reveal literal versus figurative *F.A.S.T. Facts.*
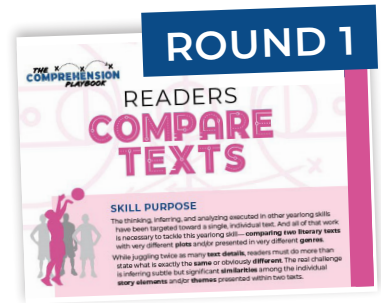
ELEMENTARY:
How do you feel today?

MS/HS: *What's your perspective?*

Later this year, **combine** the two concepts during whole-class read alouds.
· Infer the **POINT OF VIEW** (WHO is speaking) and his **PERSPECTIVE** (HOW he feels).
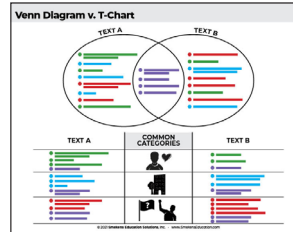
PLAYBOOK PRO

| IMPLEMENTATION FOCUS | CURRENT STATUS | NEXT STEPS |

IMPLEMENTATION FOCUS

ROUND 1

THE COMPREHENSION PLAYBOOK
READERS COMPARE TEXTS

SKILL PURPOSE

The thinking, inferring, and analyzing executed in other yearlong skills have been targeted toward a single, individual text. And all of that work is necessary to tackle this yearlong skill—**comparing two literary texts** with very different **plots** and/or presented in very different **genres**.

While juggling twice as many **text details**, readers must do more than state what is exactly the **same** or obviously **different**. The real challenge is inferring subtle but significant **similarities** among the individual **story elements** and/or **themes** presented within two texts.

- This is (one of) the last standards listed intentionally.

- Note that this whole play targets the literature (RL) standards only.

- The focus is to teach the comparative thinking process.

CURRENT STATUS

DAY 1 — Focus on reading & recording within a *T-Chart* (versus a Venn).

- Describe how to read a *T-Chart*.

- Describe how to record within a *T-Chart*.

- Apply Steps 1-2 with visual texts.

Venn Diagram v. T-Chart

TEXT A TEXT B

TEXT A COMMON CATEGORIES TEXT B

Readers Compare Texts

Text A Text B

Step 1 List details Text A — Category / Category / Category — **Step 2** List details Text B

Step 3 Look across each row

See Differences / **Add Sameness** both... alike... the same... also...

only... unlike... different... not... but...

Infer Similarities kind of... close... mostly... slightly different... similarly... in general... for the most part...

Comparing Ideas

STEP 1
List all known details for **Item A**, by category.

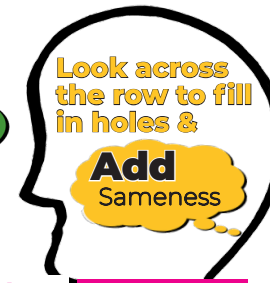| Characters |
| Setting |
| Activity (Plot) |

STEP 2
List all known details for **Item B**, by category.

DAYS 2-3— Teach comparative thinking.

STEP 3 — Look across each row

- Small characteristics (*kind of, close*)
- Minor aspects (*somewhat similar*)
- Particular circumstances (*sometimes*)

Look across the row to See Differences

Look across the row to fill in holes & Add Sameness

Look at one detail for Item A and Infer Similarities with Item B.

DAYS 4-5— Consider appropriate pacing.

- ON PACE: Infer similar details in two story plots (e.g., *I do* conflicts, *We-do* resolutions).

- SLOWER: Continue using photographs (e.g., *I do* characters, *We do* setting, etc.).

Teach/Model how to write out ONE ROW of thinking from earlier this week.

Write

OPTION 1: **Compare two story plots.**

OPTION 2: **Compare two photographs for the activities within them.**
- Stretch one category into a topic sentence.
- Follow with supporting details. *What details are different? What details are the "exact" same or mostly similar.*

NEXT STEPS

Select photographs that include all 3 major story elements.

- Subject/characters
- Environment/setting
- Activity/plot

After Day 1, consider coming into the lesson with Steps 1-2 done.

- *I-do* and *We-do* models each include 1 row— not all 3!

Target the less-obvious thinking.
- How are two DIFFERENT texts similar?

- How are two SIMILAR texts different?