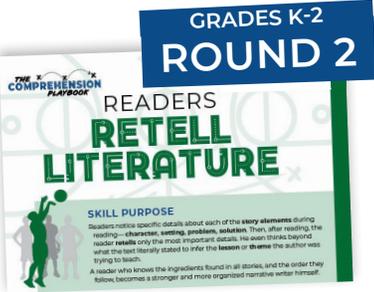
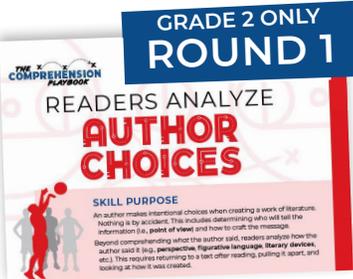


# NOVEMBER Coaching Session

## IMPLEMENTATION FOCUS



- Collect **do, say, think/feel** character details to infer **character traits**.
- Collect **setting** details across the text.



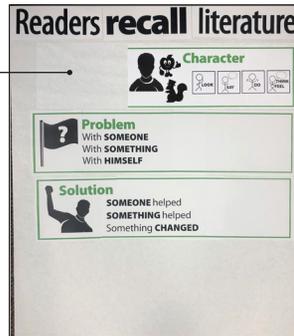
GRADE 2 | Discern character **perspective**—versus character trait.

- Any character's **Feelings = Perspective = Evidence in 1 scene/excerpt = Passing**
- Main character's **Traits = Personality = Evidence across the text = Tried & true**

## CURRENT STATUS

Still focusing on *recall*— not *retell*.

- Collect all of the details about ONE character provided by the author.



DAY \_\_\_

Character Tracker

Day	Character Name

**TRAITS ARE TRIED & TRUE**

Recommended Character-Trait Vocabulary | BY GRADE LEVEL

**K** brave, careful, cheerful, clever, confident, considerate, curious, dishonest, foolish, gloomy, grumpy, honest, intelligent, impatient, irresponsible, patient, reliable, selfish, ungrateful, wicked

**1** arrogant, calm, cautious, considerate, cowardly, courageous, cruel, dependable, fearless, ferocious, gullible, humble, inconsiderate, loyal, mischievous, miserable, optimistic, pessimistic, undependable, wise

**2** argumentative, bold, careless, conceited, envious, faithful, independent, insensitive, irritable, modest, predictable, self-assured, sensible, stern, sympathetic, supportive, timid, unpredictable

- Build students' understanding and vocabulary of character traits.

Collect the *do, say, think/feel* text clues from *across* the story.

Consider consistencies and refer to the vocabulary list.

Infer a trait that fits the pattern.

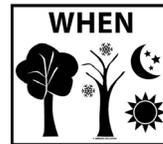


Grades 1-2 | Days 5-6



Define setting beyond *when and where*.

- Collect setting details across the story.
- Expect little setting details to change throughout the story.



Setting Tracker

Day		



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

**INFERENCE: The main character is (character trait).** Describe what he did, said, and thought that proves that.

Infer a character's trait.

Circle the trait. Describe the character in pictures and words.

Write the trait. Explain why you think this trait proves your choice.

## NEXT STEPS

Identify 2 previously-read texts, each with a main character that *does, says, thinks, & feels* a lot.

Text A = *I do*; Text B = *We do*

- Kindergarten, Days 2-6
- Grades 1-2, Days 1-4

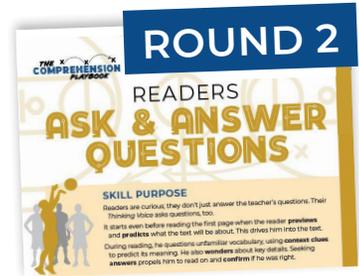
Grades 1-2, Days 5-6

Identify a previously-read text that includes many different setting details in words and pictures. Use different excerpts for *I-do* and *We-do* models.

CHARACTER-TRAIT VOCABULARY		
TRAITS	SYNONYMS	CHARACTER NAMES

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

**IMPLEMENTATION FOCUS**



- Provide a process for solving unfamiliar words.
- Identify explicitly what clues authors provide for readers to hint at word meanings.

**CURRENT STATUS**

- Review the anchor chart from Round 1.
- Point to "Question while you go" in the song lyrics.
- Think*
- Describe/Act out a scenario of reading and coming across a "big word."
- Confused**
- Emphasize that this self-monitoring is important.
  - Tweak the meaning of "Predict what will happen next."
- it means*



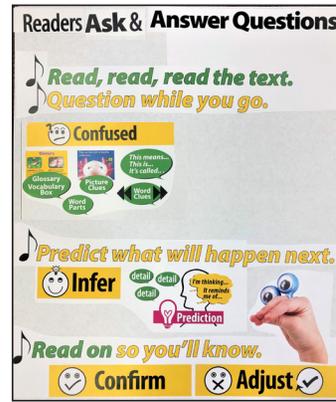
- Introduce a different TYPE of context clue each day.
- **Step 2A, I tell.** Show several examples of the same type in different texts using PREVIOUSLY-read texts.
  - **Step 2B, I do.** Reveal a NEW text excerpt that includes an unfamiliar word AND the clue(s) you introduced.

- Clarify the purpose of "read on" to confirm or adjust.
- (Round 1). When the AUTHOR asks the question, they usually provide the answer on the next page. But when the reader questions a word meaning, it doesn't work like that.
  - READ ON = Go with the meaning you predicted and assume you're right until you find more clues that tell you that you were wrong.

Teach/Model how to record during-reading thinking from earlier in the week.



- INFERENCE: Predict a word's meaning using context clues.**
1. Write out a tricky word from the text.
  2. Write/Draw & label the text details the author provides to hint at its meaning.
  3. Write/Draw the predicted meaning of the word.



**NEXT STEPS**

- Determine grade-appropriate context clues.
- Look through your grade-level texts. Identify the types provided most often.
  - Determine what to include on the anchor chart as a reminder of clue types.



Combine clue types when modeling, as authors normally include multiple different clues around a tricky word.



In order to apply this problem-solving strategy during reading, pre-teach only the most critical vocabulary.