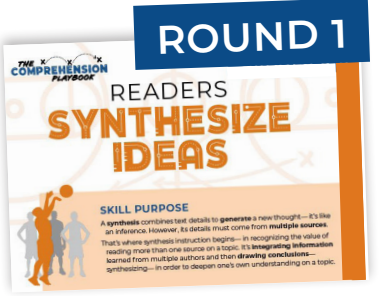


OCTOBER Coaching Session

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



This is an authentic reader habit that many students have already utilized.



Make connections to skills learned in Weeks 1-2 of Fundamentals/Reader Voices.

Week 1 (DAYS 1-5) **Week 2** (DAYS 6-10)

Make connections to skills learned in Weeks 1-2 of Fundamentals/Reader Voices.

- Identify the “text” details in visual, audio, & video text.
- How to record the *Thinking-Voice* thoughts adjacent to the *Reading-Voice* details.

Juggle reading multiple texts on the same topic.

1. Read to comprehend *THIS* text— each one individually.

VERSION 1: *Thinking Voice* in parentheses. VERSION 2: *Thinking Voice* in column 2. VERSION 3: *Thinking Voice* in second panel.

2. Read to integrate information from all texts.

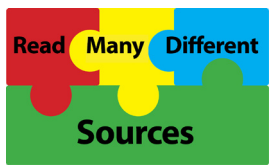
- *How does this detail fit with other details already collected?*
- Repeated information = let it go.
- New or different information = jot it down.

Teach/Model how to apply the skills learned in ONE SITTING.



RECALL OPTION 1: Reveal a longer & previously-read science/social studies text. **Introduce 2 NEW non-print texts** (e.g., video, photo, map, audio text). **Model how to record only the new and different information from Sources 2-3.**

RECALL OPTION 2: **Introduce a NEW SET of text excerpts.** Read each one (note details & add thoughts), considering what is new and different among the sources.



- * **BIG NEW IDEAS**
- + **ADDITIONAL LITTLE details**
- ↔ **OPPOSITE opinions**

Utilize all informational texts for this round.

- Recognize text sets.
- Create text sets.

Consider student background knowledge with texts chosen.

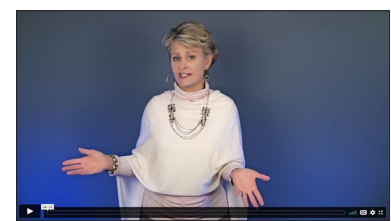
- All to be previously read.
- All to be new & cold reads.
- Create a hybrid set.

Determine the anchor text— versus the others.

- Consider the reading purpose or question.

Frequently provide text sets for students to juggle.

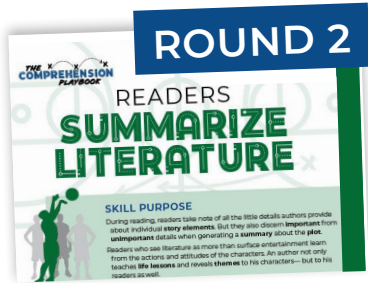
- Read ONE TEXT each day, across consecutive days as part of morning work or a literacy station.
- Expect students to build their own background knowledge when starting a new unit.



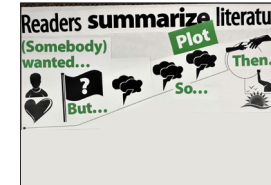
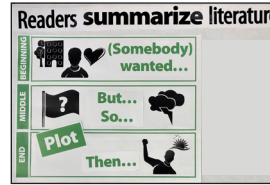
IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



Introduce the *Somebody... wanted... but... so... then* frame.



You will need to return to many familiar stories this week.

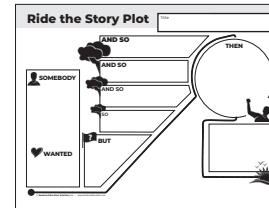
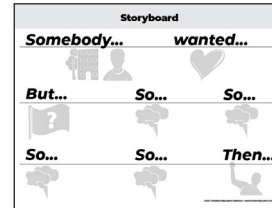


- The hardest part of a whole-text summary is teaching what to LEAVE out.
- Readers use a frame or “skeleton” to help them make decisions about details to include or exclude.

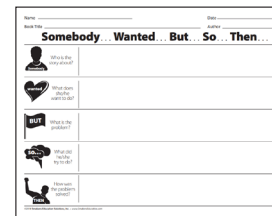
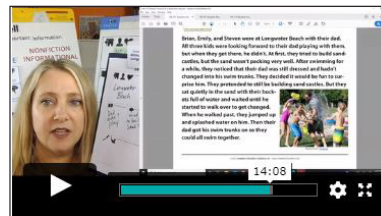
FRAME WORDS	STORY ELEMENTS	LOCATION IN TEXT
SOMEBODY WANTED...	Character & motivation	Beginning
BUT...	Problem or conflict	Beginning of middle
SO...	Actions, attempts, & consequences	Middle
THEN...	Solution or resolution	End

The SUMMARY is NOT about the character—it’s about the plot.

- Introduce episodes or scenes.



LIFT out the important; LEAVE out the unimportant.

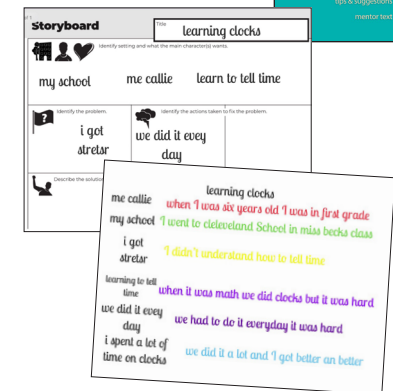
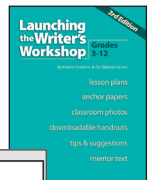


Teach/Model how to write out the thinking from earlier in the week.



RECALL: **Summarize (a text) and its major plot episodes.** Return to 2 graphic organizers created earlier in the week and model how to convert them into multi-sentence summaries. Revise for sentence structure and sophistication.

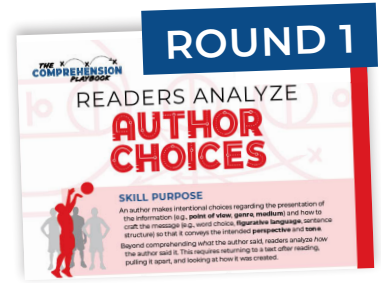
Connect to narrative writing in writer’s workshop.



IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



- Up to now in the yearlong *Comprehension Road Map*, the focus has been on plot and overall summary. Now the focus will be on character analysis—the ones who face the problems.
- Define perspective as how an individual thinks or feels.



Expect character feelings to change.



Broaden “feelings” vocabulary.

- Introduce SHADES of *mad, sad, glad*.

Collect the *F.A.S.T. Facts* that indicate a character’s perspective.

- Emphasize the stick-figure meanings.
- Note these are “green” details.
- Note subtle additions/substitutions among grade levels.
- Collect literal and figurative text details.

Infer a character’s perspective in literature.

- Determine the thoughts and feelings of the character hiding “behind the mask.”



Recognize the different perspectives of characters in the same scene/story.

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



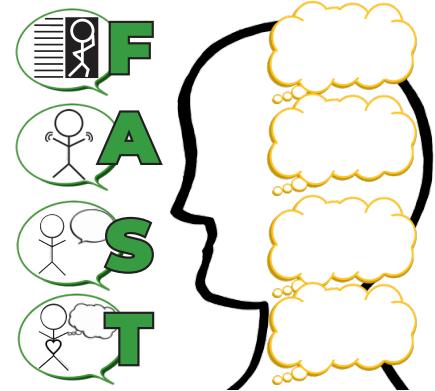
INFERENCE: Infer ___’s perspective.
Support with textual evidence.

Readers analyze Author Choices

FIND THE FAST FACTS

- FEATURES** Looks like (illustrations)
- ACTS** Places go, Actions Things do, Choices
- SAYS** Dialogue, Punctuation “Said” synonyms
- THINKS** Feeling details Fears, Wonderings

PERSPECTIVE
HOW he thinks or feels



Return to familiar texts with main characters who DO, SAY, and THINK throughout the text.

- Consider texts with complex illustrations, voice-filled color and fonts, intentional music, etc.

Demonstrate how a character’s perspective impacts the fluency and expression of one’s *Reading Voice*.

F.A.S.T. FACTS— Infer Perspective

Character's Name: _____ His/Her Perspective: _____