

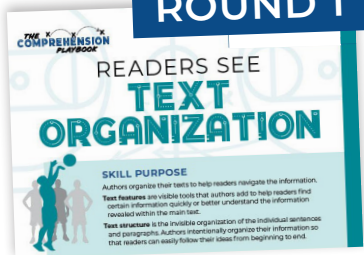
# OCTOBER Coaching Session

## IMPLEMENTATION FOCUS

## CURRENT STATUS

## NEXT STEPS

### ROUND 1



- Texts are organized visibly and invisibly. Round 1 targets visible reader tools—text features.
- Primary grades name text feature types and their general purposes.

Project examples of text features, including the basic parts of a physical book.

Authors/Publishers include text features inside and outside the main text.

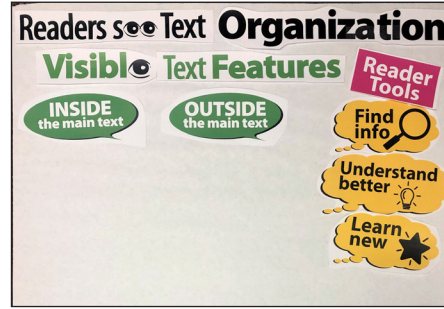
BEFORE

OUTSIDE  
the main  
text



AFTER

OUTSIDE  
the main  
text



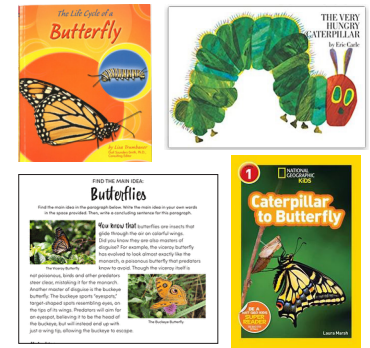
- Note that they **“look” different** than the main text.
- Play up the **eyeballs**.
- These graphics, visuals, & extras are “read” by the **green Reading Voice**.



Return to a variety of previously-read texts (e.g., literature and nonfiction, print & digital, hard cover & paperback, books & paper, etc.).

### DAYS 1-2

Reveal the physical parts of texts & books.



TEXT FEATURES TIED TO COMMON CORE STANDARDS		PROFICIENT	EMERGING	GRADE	GRADE
PARTS of a Printed Book	Front cover	K, 1, 2, 3			
	Back cover	K, 1, 2, 3			
	Title page	Recommended	Recommended		
	Page numbers	Recommended	Recommended		
	Dedication page	Recommended	Recommended		
	Advertisement	Recommended	Recommended		
	Table of contents	Recommended	Recommended		
	Copyright page	Recommended	Recommended		
	Author or Illustrator's note	Recommended	Recommended		
	End pages	Recommended	Recommended		
BASIC Text Features	Title	Recommended	Recommended		
	Author	K, 1, 2, 3, 4, 5			
	Main text	K, 1, 2, 3, 4, 5			
	Illustrations	K, 1, 2, 3			
TYPE	Headings	1, 2, 3, 4			
	Section or chapter titles	Recommended	Recommended		
	Text boxes	Recommended	Recommended		
	Text boxes	Recommended	Recommended		
VISUAL Features & Treatments	Headings	1, 2, 3, 4			
	Section or chapter titles	Recommended	Recommended		
	Text boxes	Recommended	Recommended		
	Text boxes	Recommended	Recommended		
LONG & Complex Texts	Headings	1, 2, 3, 4			
	Section or chapter titles	Recommended	Recommended		
	Text boxes	Recommended	Recommended		
	Text boxes	Recommended	Recommended		
DIGITAL Text Features	Headings	1, 2, 3, 4			
	Section or chapter titles	Recommended	Recommended		
	Text boxes	Recommended	Recommended		
	Text boxes	Recommended	Recommended		

Text features are **tools for the reader**.  
(Don't ignore or skip them!)

**#1 To help find or locate** certain information. Show the magnifying glass icon.

**#2 To help to understand** or clarify author ideas. Show light bulb.

**#3 To add brand new info** about the topic. Show the “shiny new star” icon.

The **Thinking Voice** reminds you how each text feature works. *What kind of information would a reader expect to find within this text feature?*

- I see \_\_\_ and it tells me...
- I look (here), and I expect to find \_\_\_ and that helps me...
- If I'm wanting (information), then I should look for...
- The author added \_\_\_ to give information about...
- The author included \_\_\_ to help me better understand \_\_\_ in the text.



Use the same texts all week to point out different text feature types, locations, & purposes.

### DAYS 3-4

Reveal texts with features used to find specific information.

### DAYS 5-6

Reveal texts with features used to restate or clarify information.

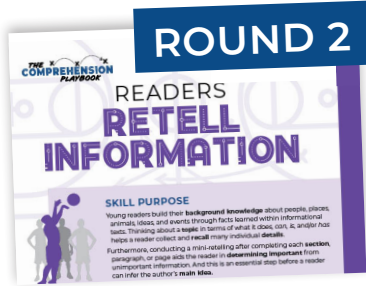
### DAY 7

Reveal texts with features that add more information.

**IMPLEMENTATION FOCUS**

**CURRENT STATUS**

**NEXT STEPS**



- Review the “Recall Information” anchor chart from Round 1.
- Review the information “categories” used to recall facts from Round 1. (Review topics read and details recalled about animals, ideas, and events.)
- Introduce additional BIG TOPICS: people & places.

Apply the SAME recall categories for Round 2.



Emphasize the purpose of the categories.

- Recall and communicate to someone else.
- Clarify the process: *read, repeat, think, recall.*



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



RECALL: **Write important details about** (topic).

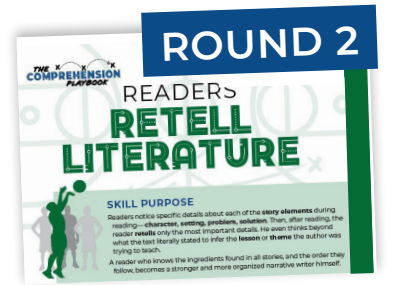
Identify previously-read nonfiction texts on animals, ideas/ events, people, and places.



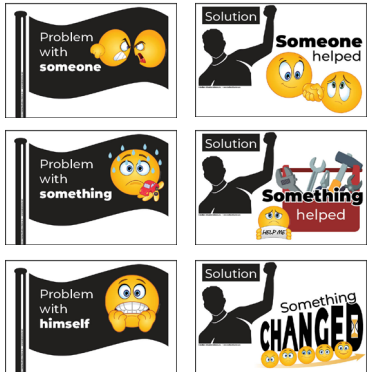
**IMPLEMENTATION FOCUS**

**CURRENT STATUS**

**NEXT STEPS**



• Round 1 taught types of problems & types of solutions.



• Round 2 analyzes the character with the problem.



“Get to know” main characters.  
**LOOK** **PHYSICAL DESCRIPTION:** Visualize what they LOOK like (e.g., person, animal, cartoon, gender, age, shape, clothes).

**CHARACTER DEVELOPMENT:**

- DO— job, title, actions, reactions, choices, decisions
- SAY— speech bubbles, dialogue
- THINK— thought bubbles, fears, worries, wishes, wants



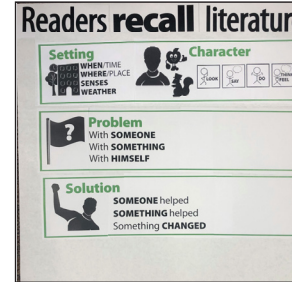
“Get to know” characters *throughout* the story.

Collect details in multiple reads.

- Compare to different lenses/Xray vision.
- Divvy up types and combine.
- Consider different colors to highlight text details.

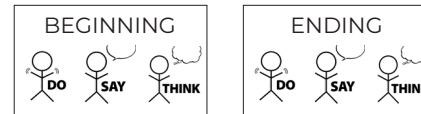
Analyze character actions *across* the text.

- A character trait is based on how someone consistently acts.
- Build trait vocabulary.



**Character Tracker** Character's Name: \_\_\_\_\_

Beginning		
Middle	Middle	Middle
End		



**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, glibble, humble, inconsiderate, loyal, mischievous, miserable, optimistic, pessimistic, undependable, wise
- 2** argumentative, bold, careless, conceited, envious, faithful, independent, insensitive, inflexible, modest, predictable, self-assured, sensible, stern, sympathetic, supportive, timid, unpredictable

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.

**CHARACTER NAME & TRAIT**

<b>BEGINNING</b>	<b>ENDING</b>
DO SAY THINK	DO SAY THINK

Need a main character— from TWO previously-read stories— who acts, speaks, AND thinks throughout the text.



**GRADES 1-2 do this with setting, too.** Collect when and where details *throughout* the story.