

# SEPTEMBER Coaching Session

## IMPLEMENTATION FOCUS

## CURRENT STATUS

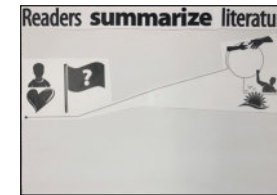
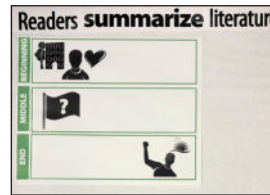
## NEXT STEPS



- This week's goal is not to teach summarizing— but to learn that every story has a plot.
- What you roll out in 1 round, MS/HS teachers review in 2 days.

Teach how authors develop story elements— don't just name them.

- The plot is the foundation of a summary.
- Story elements used in a summary are not equal.



DAYS 1-4 | Readers expect every story to have a problem & solution.

- Readers know the 3 problem types/categories.
- Readers know the 3 solution or resolution types/categories.
- Readers infer which ones the author used based on the text clues.

READER PROCESS:

1. Identify literal story details that describe this character's problem or solution.
2. Infer the type of problem or solution the author created.

WRITER PROCESS:

1. State the INFERENCE—Identify the type of problem or solution the author created.
2. Support with EVIDENCE— Provide literal story details that describe this character's situation.

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



RECALL: Write the literal problem/solution.

**Describe the character's problem and the solution that fixed it.**

INFERENCE: Write the type of problem/solution.

**Infer the type of problem and solution the author developed.**

Identify literature that you have read so far this year.

- Identify excerpts that review the problem and solution.
- Find photographs that depict grade-appropriate problems.

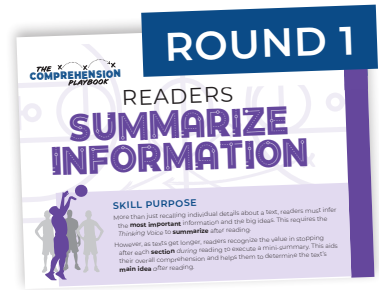


After this week, practice this thinking with whole-class read alouds.

- Recall the character's literal problem and then infer the type the author used.
- Recall the story's literal solution and then infer the type the author used.



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

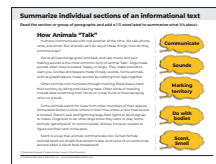


- Connect to previous week: “Summarize Literature, Round 1.” Compare steadfast story elements in literature to no-set categories in informational text.
- Before readers summarize whole texts— they summarize individual sections.

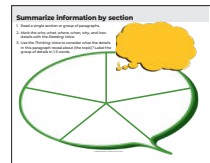
- Review prior instruction.
- Review note-taking from “Reader Voices,” Week 2, Days 9-10.
  - Review prior knowledge of summarizing.

- Emphasize that objective summaries are created with section labels.
- Define a section as one or multiple paragraphs.

Introduce note-taking options.



- ANNOTATION | *Why-light* with labels noted in the margins.



- NOTE-TAKE | Reveal the part of the Dissected Web/Circular List.

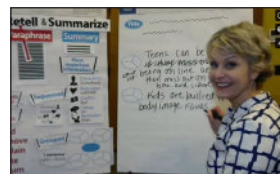
Emphasize the 2-step process.

STEP 1 | *Reading Voice* collects details. STEP 2 | *Thinking Voice* adds a label.

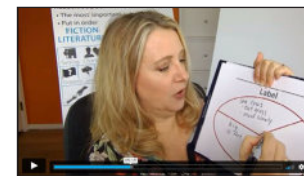
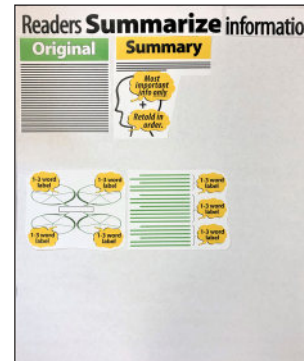
Teach/Model how to write out the thinking from earlier in the week.



**SUMMARIZE:**  
Stretch section labels into sentences to generate an objective summary of the whole text.



**ONE-SITTING: Introduce another new & short informational text to read and summarize with section labels.**



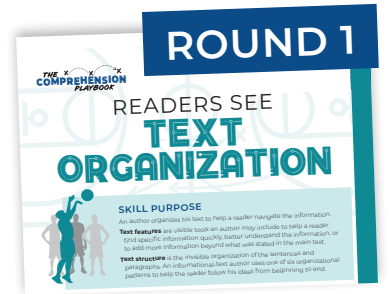
Identify science and social studies texts that fit.

- If modeling with new text, choose one on a familiar topic.
- Perhaps read aloud for gist before reading to collect information.
- Choose text with subheadings. “Remove,” infer a section label, & then check for accuracy.



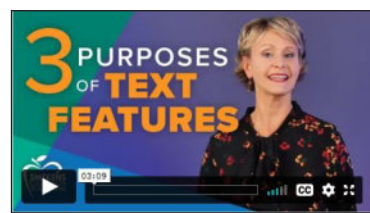
**THE GOAL:** Readers recognize when the details within an informational text shift into a new big idea.

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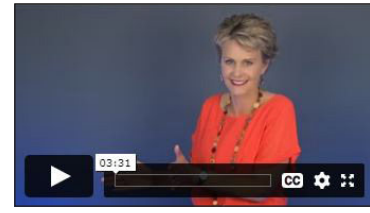


- Texts are organized visibly and invisibly. Target the visible organization that text features provide.
- Primary grades revealed many text features. Now it's time to emphasize the value they serve the reader.

- Move beyond simply naming types of text features.
- Show several examples. (Connect to its digital alternative, when applicable.)
  - Reveal where this text feature is typically found — before or after the main text, placed at the top, bottom, or around perimeter of the main text. (Show examples of its various locations.)
  - Reveal how the text feature works and when a reader would use it.
  - Describe the type of information.
  - Emphasize the purpose it serves the reader.



- Evaluate how text features contribute to the main text.
- BEFORE READING | Use text features to locate answers or scope out and “steal” information in a preview.
  - DURING READING | Use text features to solve a a tricky word and aid comprehension of the main text.
  - AFTER READING | Use text features to extend knowledge beyond the information in the main text.



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

**NEW!**  
**OPTIONAL**



**INFERENCE:** Evaluate the purpose of the text feature.

**Explain how the [text feature] aided the reader's understanding of [the text].**

Identify previously-read grade-level texts that include numerous text features.

- Return to the texts to identify the purpose behind each text feature provided.

During the year, conclude whole-class content-area reading with an after-reading discussion.

- Which text features helped the reader better understand the main text?
- Which text features added new information beyond the main text?