

# SEPTEMBER Coaching Session

## IMPLEMENTATION FOCUS

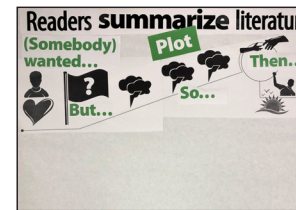
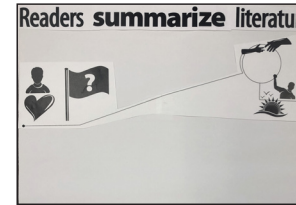


- A general understanding of any narrative story is necessary in order for readers to infer the author's message or theme.
- The SUMMARY is NOT about the character. It's about the PLOT!!

## CURRENT STATUS

Embrace the roller-coaster analogy— over the mountain.

- Waiting in line = character and setting exposition
- Begin incline = main conflict
- Incline intensifies = rising action
- Major hill = climax
- Rest of the ride = falling action
- Exit the ride = resolution



DAYS 1-2 | Emphasize plot over other story elements.

- Postpone further instruction on character & setting.
- Sort texts into types of conflict. (Capitalize on prior knowledge learned about story problems.)
- Review known text to identify literal story details that describe this character's situation/conflict— and then infer the type of conflict the author created.

DAYS 3-6 | Teach the summary frame.

- Story elements are represented with key words.
- Stretch rising action for longer stories.
- Change characters to vary summaries for subplots.

Character(s)		Somebody
Motivation		wanted
Conflict		but
Climax		so
Resolution		then

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



RECALL: Write the literal problem/solution.

**Summarize (a text) and its major plot episodes.**

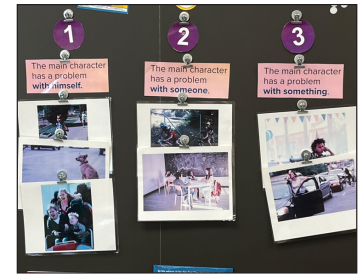
INFERENCE: Write the type of problem/solution.

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

## NEXT STEPS

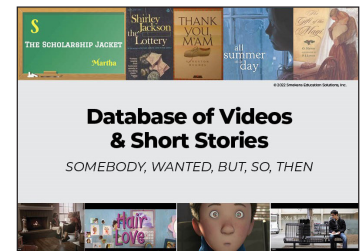
Identify literature/stories that you have read so far this year.

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

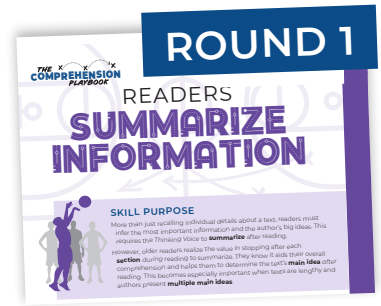


After this week, practice this thinking with short stories and animated video shorts.

- READER: Identify the character's literal conflict.
- READER: Infer the conflict type the author used.
- WRITER: Name the type of conflict (inference); support with textual evidence.



**IMPLEMENTATION FOCUS**



- 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.

**CURRENT STATUS**

Review prior instruction.

- Review note-taking from "Reader Voices," Week 2, Days 9-10.
- Review prior knowledge of summarizing. Connect to ESPN SportsCenter.



Emphasize objective summaries are created with section labels.

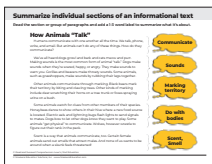
- Define a section as one or multiple paragraphs.

Emphasize the 2-step process.

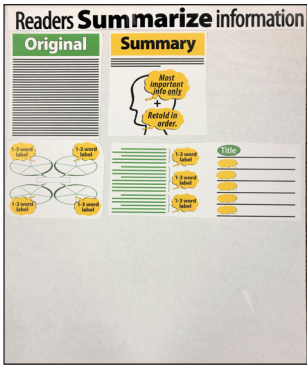
STEP 1 | *Reading Voice* collects details. STEP 2 | *Thinking Voice* adds a label.



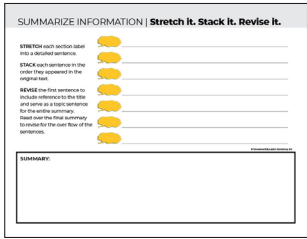
NOTE-TAKE: Reveal the part of the Dissected Web/ Circular List.



ANNOTATE: Why-light with labels noted in the margins.



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



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



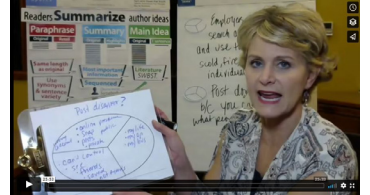
SUMMARIZE: **Revise the summaries generated earlier in the week.**

ONE-SITTING: **Introduce another new informational text to read, infer section labels, and stretch into a simple summary.**

**NEXT STEPS**

Identify informational text.

- 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.



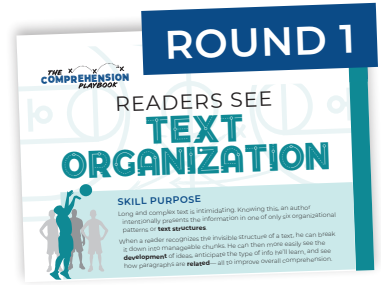
Summarize **with** subheads.

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



Summarize **without** subheads.

**IMPLEMENTATION FOCUS**



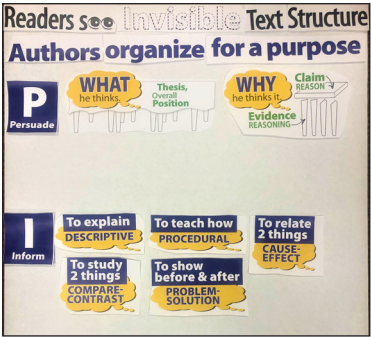
- Although MS/HS ELA consumes a lot of literature, students spend the majority of their school day reading informational texts. Therefore, target nonfiction text structures in Round 1.
- Facts and details in nonfiction text are organized into paragraph groupings. These sections comprise the whole text.



**CURRENT STATUS**

Define the purpose of nonfiction text structure.

- Compare to the human skeleton or a house frame.
- Connect to author's purpose— P. I. E.
- Define *shades* of inform.
- Target informational text structures as a group.
- Reveal the same topic presented in different organizational patterns.
- Focus on the type of information found in the intro, body, & conclusion.



**TEXT STRUCTURE | Recognize the 6 ways to organize information.**

Recognize what type of information is revealed within each structure's introduction, body, and conclusion.

<p><b>To persuade or argue</b> <i>CAUSE-EFFECT</i></p> <p>INTRO   Reveals the author's opinion.</p> <p>BODY   Provides reasons and evidence.</p> <p><b>SPECIFIC SENTENCE</b>   States reason or opinion.</p> <p><b>SUPPORT</b>   Backs up the reason with facts, good and evidence.</p> <p>CONCLUSION   Emphasizes the significance of the position/opinion.</p>	<p><b>To teach how</b> <i>PROBLEM-SOLUTION</i></p> <p>INTRO   Introduces the problem.</p> <p>BODY   Describes the cause of occurrence.</p> <p><b>SPECIFIC SENTENCE</b>   Introduces a step.</p> <p><b>SUPPORT</b>   Describes what happened in that step, why, or when.</p> <p>CONCLUSION   Highlights the impact or describes the result.</p>	<p><b>To explain</b> <i>COMPARE-CONTRAST</i></p> <p>INTRO   Introduces the broad subject.</p> <p>BODY   Organizes specific details into categories.</p> <p><b>SPECIFIC SENTENCE</b>   Names a category.</p> <p><b>SUPPORT</b>   Describes that category in detail.</p> <p>CONCLUSION   Emphasizes the significance of the information.</p>
<p><b>To study 2 things</b> <i>COMPARE-CONTRAST</i></p> <p>INTRO   Names items being compared.</p> <p>BODY   Describes how items are compared.</p> <p><b>SPECIFIC SENTENCE</b>   Identifies a category.</p> <p><b>SUPPORT</b>   Reveals similarities &amp; differences between the categories.</p> <p>CONCLUSION   Draws an overall conclusion about the two items.</p>	<p><b>To relate 2 things</b> <i>CAUSE-EFFECT</i></p> <p>INTRO   Introduces the effect(s) and required condition(s) or cause(s).</p> <p>BODY   Describes the effect(s) in context.</p> <p><b>SPECIFIC SENTENCE</b>   Names cause/effect.</p> <p><b>SUPPORT</b>   Describes why/how one event happens.</p> <p>CONCLUSION   Reinforces what happened because of something else.</p>	<p><b>To show before &amp; after</b> <i>PROBLEM-SOLUTION</i></p> <p>INTRO   Introduces the problem.</p> <p>BODY   Describes the negative situation.</p> <p><b>SPECIFIC SENTENCE</b>   Names the problem.</p> <p><b>SUPPORT</b>   Describes the negative situation in detail.</p> <p>CONCLUSION   Shows the solution, outcome or current status.</p>

**Author Purpose | Butterfly Example**

Analyze the type of information and how it's organized to determine the author's purpose.

<b>Overall purpose</b>	<b>P</b> To persuade or convince Persuade readers to conserve plants for butterflies.	<b>I</b> To inform or teach Inform readers about the body parts of a butterfly.	<b>E</b> To entertain with a story Entertain readers with a funny story about a talking butterfly.
<b>Specific purpose</b>	To share opinion Readers are the best ones to decide if a butterfly is a pest.	To explain or describe Readers will learn the different parts of a butterfly.	To share a true story Readers will learn a funny story about a talking butterfly.

**Dissecting Text Structures: Olympic Games**

Challenging Structure: Chronological

Supportive Structure: Problem-Solution

Author's Purpose: To inform or teach

Key Features: Chronological structure, Problem-Solution structure, Informative text.

**Dissecting Text Structures: Traffic during rush hour**

Challenging Structure: Cause-Effect

Supportive Structure: Problem-Solution

Author's Purpose: To persuade or convince

Key Features: Cause-Effect structure, Problem-Solution structure, Persuasive text.

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



**INFERENCE: Infer the author's purpose.**

**EVIDENCE: Reveal the type of information included, the order it is presented, and the transitions used to connect ideas.**

**NEXT STEPS**

Determine the pace to proceed:

- ON-GRADE-LEVEL | All 6 types
- SLIGHTLY SLOWER | 5 types (minus argumentative)
- SIGNIFICANTLY SLOWER | 4 types (descriptive, procedural, compare-contrast, cause-effect)

Release responsibility across several *You-do* experiences.

- Short, "pure" text paragraphs.
- Rereading sections of familiar text.
- Read new text written in a single text structure.
- Advance to slightly longer text with 2-3 text structures.
- Advance to grade-level text with numerous/all text structures included.

