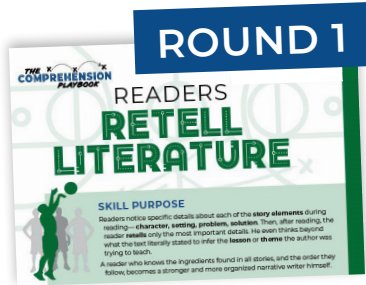


SEPTEMBER Coaching Session

IMPLEMENTATION FOCUS

CURRENT STATUS

NEXT STEPS



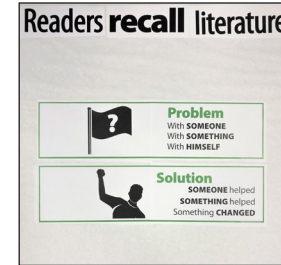
- This week's goal is not to teach retelling— but to *begin* to learn the essential story elements found in every story.
- What you roll out in 2 rounds, intermediate teachers review in 1 round, and MS/HS teachers review in 2 days.

Focus on *recall*— not *retell*.

- Teach only 2 story elements this week.
- Understand that story elements are not equal.
- Foundation of a retell (and future summary) is the plot.

Readers expect every story to have a problem & solution.

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



Demystify *how* authors describe and hint at a story's problem and solution.

- Characters (people) will face a problem.
- Problems will be fixed, solved, or improved.
- Identify text details (*Reading Voice*) that indicate the character's literal problem. Use the *Thinking Voice* to determine which of the 3 problem types it is.
- Identify text details (*Reading Voice*) that indicate the problem's solution. Use the *Thinking Voice* to determine which of the 3 solution types it is.

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



RECALL: Write the literal problem/solution.

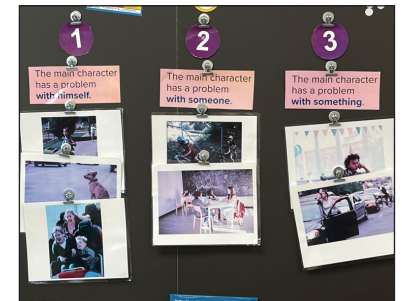
Describe the character's problem and the solution that fixed it.

INFERENCE: Write the type of problem/solution.

Infer the type of problem (or solution) the story had.

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

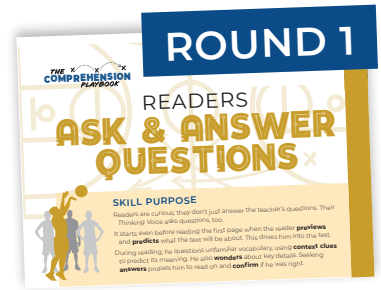
- Identify illustrations that review the problem.
- Identify illustrations that review the solution.
- Find photographs that depict grade-appropriate problems.



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



- The standards expect young readers, with prompts and support, to answer questions.

CURRENT STATUS



- Focus on the process.
- Multiple steps in the song.
 - Utilize *Reading* (green) and *Thinking* (yellow) Voices.
 - Rooted in text evidence— not a guess.
 - Parallel process to making an inference.

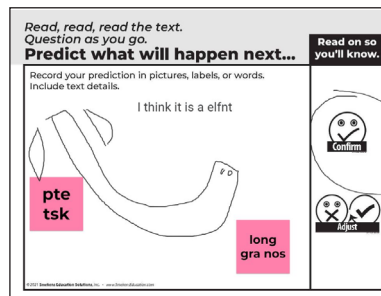
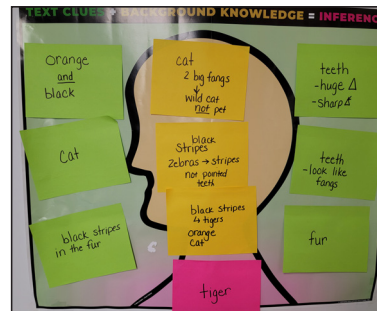
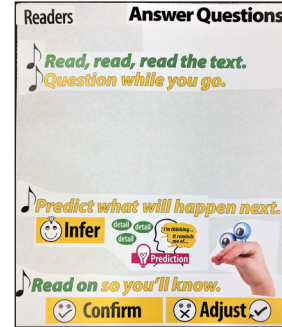
- Plan *I-do* and *We-do* models using NEW text.
- Utilize short excerpts with text-embedded questions— and answers that immediately follow.
 - Two excerpts each mini-lesson.
 - Pre-write sticky notes for both models to emphasize the *Think-Aloud* process.

- Follow with “*read on*” to confirm or adjust.
- No cheers or tears.
 - Emphasize the backwards arrow.
 - Reread to identify what you missed or misinterpreted.

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



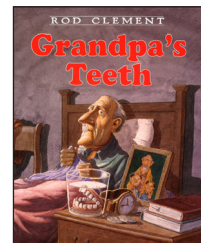
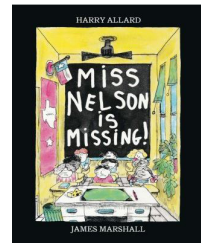
INFERENCE: Record a prediction.
Predict the answer based on text clues.



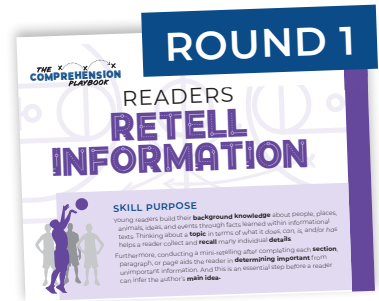
NEXT STEPS

- Identify 8 “texts” that include several text-embedded questions (2 models per mini-lesson).
- DAYS 1-2 | Select excerpts students will accurately predict.
 - DAYS 3-4 | Select excerpts some students will likely answer incorrectly.

During the year, advance to longer texts expecting students to hold and refine their predictions across a text.

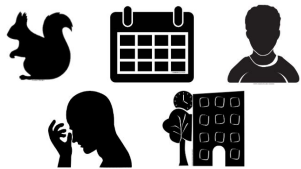


IMPLEMENTATION FOCUS



- Clarify that readers add knowledge to their “brain backpacks” by reading informational text.

- Learn all about a big topic (e.g., an animal, an event, a person, an idea, a place).



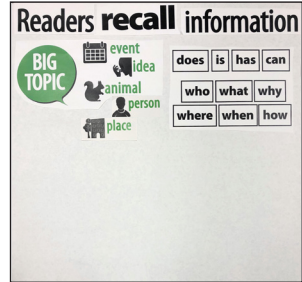
- Learn by reading the details in words and visuals.



CURRENT STATUS

Introduce categories that help readers remember the details/facts learned from authors.

- OPTION 1 | Use the *Thinking Voice* to determine if the detail revealed something the topic *is, has, can,* or *does.*
- OPTION 2 | Use the *Thinking Voice* to determine if the detail revealed a detail about *who, what, where, when, why,* or *how.*



**Tigers eat meat.
They hunt deer
and wild pigs.
Some tigers eat
monkeys.**

Model reading 1-2 sentences of print text and any corresponding visuals (using the *Reading Voice*). Pause for the *Thinking Voice* to recall a new detail that was learned.

OPTION 1 | *Tigers eat meat! That's an action the animal "does."*

OPTION 2 | *Tigers eat meat! That's "what" they eat.*

CAUTION!

- This is a list of details found in this text— not just a fact list about a concept.
- De-emphasize making “equal” lists. Base it only on what the author provided.



Recognize *recall* expectations (Rounds 1-2)— versus *retell* (Rounds 3-4)

- No order required.
- Not limited to the important— often includes the interesting.
- No sentences— just words and phrases.



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



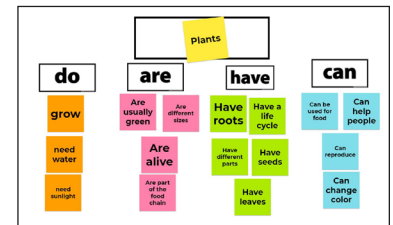
RECALL: Draw/Write facts learned from the author.

Recall important details about (topic).

NEXT STEPS

Identify science and social studies texts that fit.

- Determine TYPE of topic to start with.
- Perhaps read aloud for gist before reading to collect information.
- Consider topics that include several texts.



Determine CATEGORIES for organization.

- Record facts learned into categories.
- Model (*I-do* and *We-do*) a couple excerpts in the whole-class mini-lessons.
- Continue to practice in whole-class *You-do* experiences.