

**FIGURE 5.6.** Planning and coaching template for concept of definition.

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<b>Topic</b>									

<b>Coaching for Semantic Feature Analysis</b>	
	The strategy requires that you select a group of related terms to compare and contrast. I noticed
	The strategy requires that you develop a comprehensive list of attributes. I noticed
	The strategy requires that you indicate the presence or absence of each attribute for each target concept. I noticed
	The strategy allows you to finish the map for students before they read or allow them to do it during reading. I noticed

**FIGURE 5.8.** Planning and coaching template for semantic feature analysis.

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<b>Coaching for Using Visuals</b>
<p>The strategy requires that you choose specific visuals from the text or directly related to text information. I noticed</p>
<p>The strategy requires that you provide access to all students. I noticed</p>
<p>The strategy requires that you directly explain the vocabulary represented in the visuals. I noticed</p>

**FIGURE 5.9.** Coaching template for using visuals.

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Coaching for Listen–Read–Discuss
The strategy requires that you prepare a preview that includes and explains difficult concepts. I noticed
The strategy requires that you prepare a preview that follows the author’s text structure. I noticed
The strategy requires that you present the preview in an engaging way. I noticed
The strategy requires that you next invite students to read for a purpose. I noticed
The strategy requires that you revisit your purpose in a targeted discussion. I noticed

**FIGURE 5.10.** Coaching template for Listen–Read–Discuss (LRD).

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<b>Coaching for Prereading Plan</b>
The strategy requires that you choose specific concepts central to text understanding. I noticed
The strategy requires that you introduce them one at a time. I noticed
The strategy requires that you first gather associations for each concept. I noticed
The strategy requires that you next invite students to explain the source of their associations. I noticed
The strategy requires that you ask students whether the discussion has created new ideas. I noticed

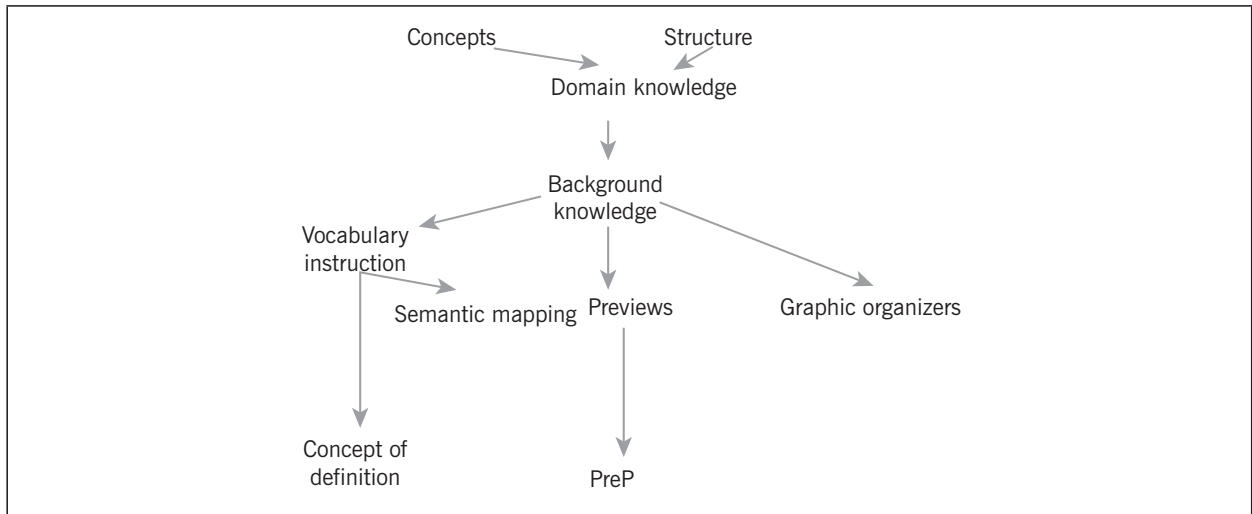
**FIGURE 5.11.** Coaching template for Prereading Plan (PreP).

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<b>Coaching for Graphic Organizers</b>
The strategy requires that you create a visual representation of text ideas. You can use words, pictures, and shapes. I noticed
The strategy requires that you introduce and explain the organizer before reading. I noticed
The strategy requires that you provide students direction during reading. I noticed
The strategy requires that you invite some writing during or after reading. I noticed

**FIGURE 5.14.** Coaching template for graphic organizers.

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**Coaching for Concept Mapping**

The strategy requires that you select 10–20 key terms. I noticed

The strategy requires that you ask students to work in groups to construct maps that show how the terms are related. I noticed

The strategy requires that you allow students to share maps across groups. I noticed

**FIGURE 5.15.** Concept map example and coaching template.

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Before Reading	Brainstorm	Predict
During Reading	Get the Gist	
After Reading	<p style="text-align: center;">Questions</p> <p>Right There</p> <p>Think and Search</p> <p>Author and You</p>	

**FIGURE 6.1.** A CSR learning log.

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## Coaching for Reading Guides

The strategy requires that you build background knowledge and set a purpose for reading before students read. I noticed

The strategy requires that you create a guide that uses any combination of text and graphics to support students while they read. I noticed

The strategy requires that students use the guide while they read, moving back and forth from the guide to the text. I noticed

The strategy allows you to have students work individually or in pairs or groups. I noticed

**FIGURE 6.6.** Coaching guide for reading guides.

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<b>Coaching for Peer-Assisted Learning Strategies</b>
The strategy requires that you pair students and that the pairs share a text. I noticed
The strategy requires each student to read aloud for 5 minutes. I noticed
The strategy requires that the students take turns retelling for 2 minutes. I noticed
The strategy requires that each student engage in paragraph shrinking for 5 minutes. I noticed
The strategy requires that each student engage in prediction relay for 5 minutes. I noticed
The strategy requires the teacher to monitor time and circulate to keep pairs on track. I noticed

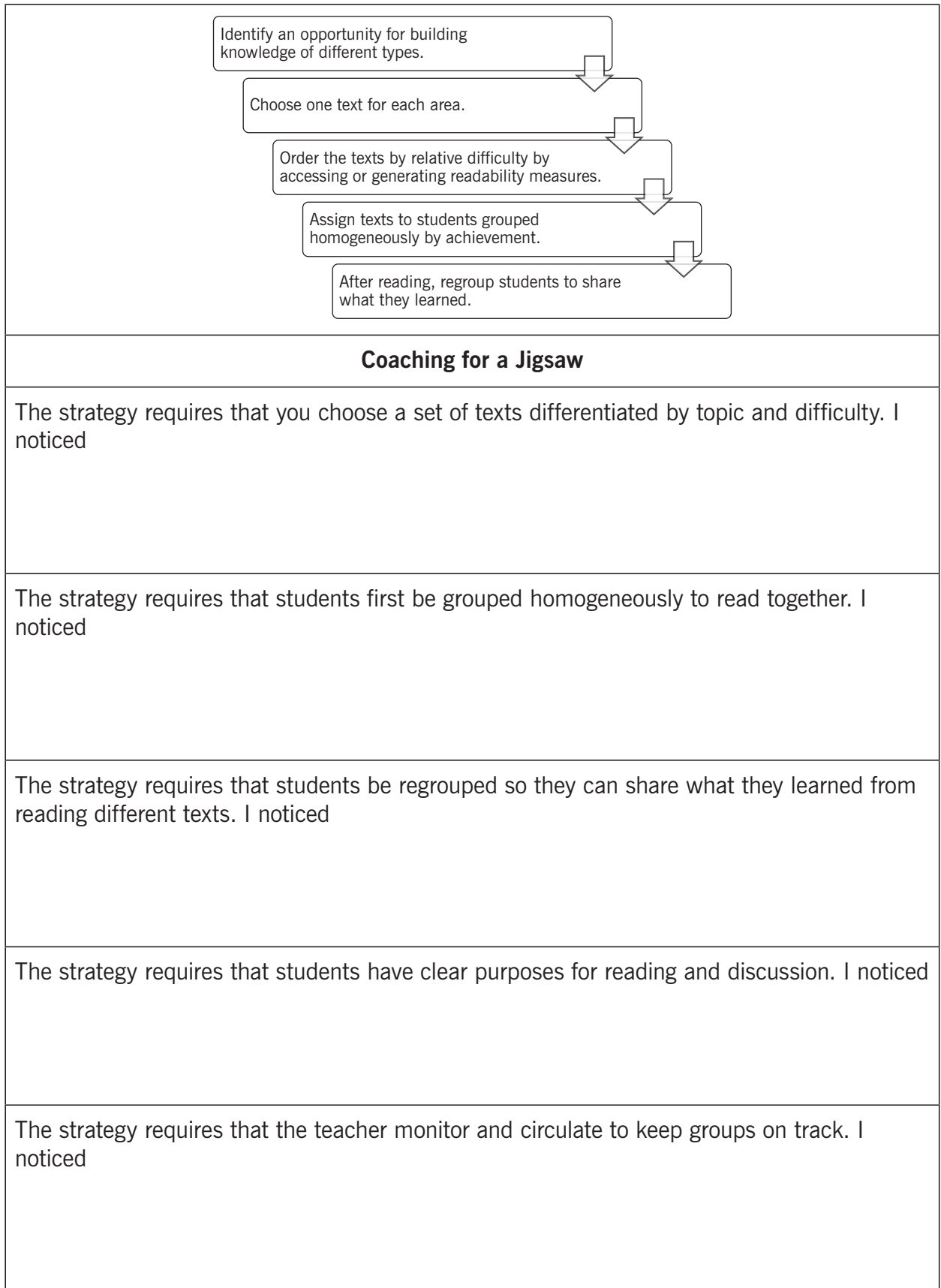
**FIGURE 6.9.** Coaching template for Peer-Assisted Learning Strategies (PALS).

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<b>Coaching for Reciprocal Teaching</b>
The strategy requires that you group students collaboratively and assign a chunked text. I noticed
The strategy requires that students take turns as discussion leader. I noticed
The strategy requires a repetitive discussion procedure: predict, question, clarify, summarize. I noticed
The strategy requires that students read silently. I noticed
The strategy requires that the teacher monitor and circulate to keep groups on track and coach discussion leaders. I noticed

**FIGURE 6.13.** Coaching template for Reciprocal Teaching (RT).

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**FIGURE 6.15.** Planning and coaching a jigsaw.

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<b>Coaching for Reciprocal Questioning</b>
The strategy requires that students read with the purpose of formulating good text-based questions. I noticed
The strategy requires that you begin by asking a question. I noticed
The strategy requires that you engage students in asking and answering questions of their own. I noticed
The strategy allows you to use whole-class or small-group formats. I noticed

**FIGURE 7.7.** Coaching template for Reciprocal Questioning (ReQuest).

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<b>Coaching for Questioning the Author</b>
The strategy requires that you chunk text to initiate discussion during reading. I noticed
The strategy requires that you begin with an initiating query. I noticed
The strategy requires that you then use follow-up queries. I noticed
The strategy requires flexible use of discussion moves. I noticed

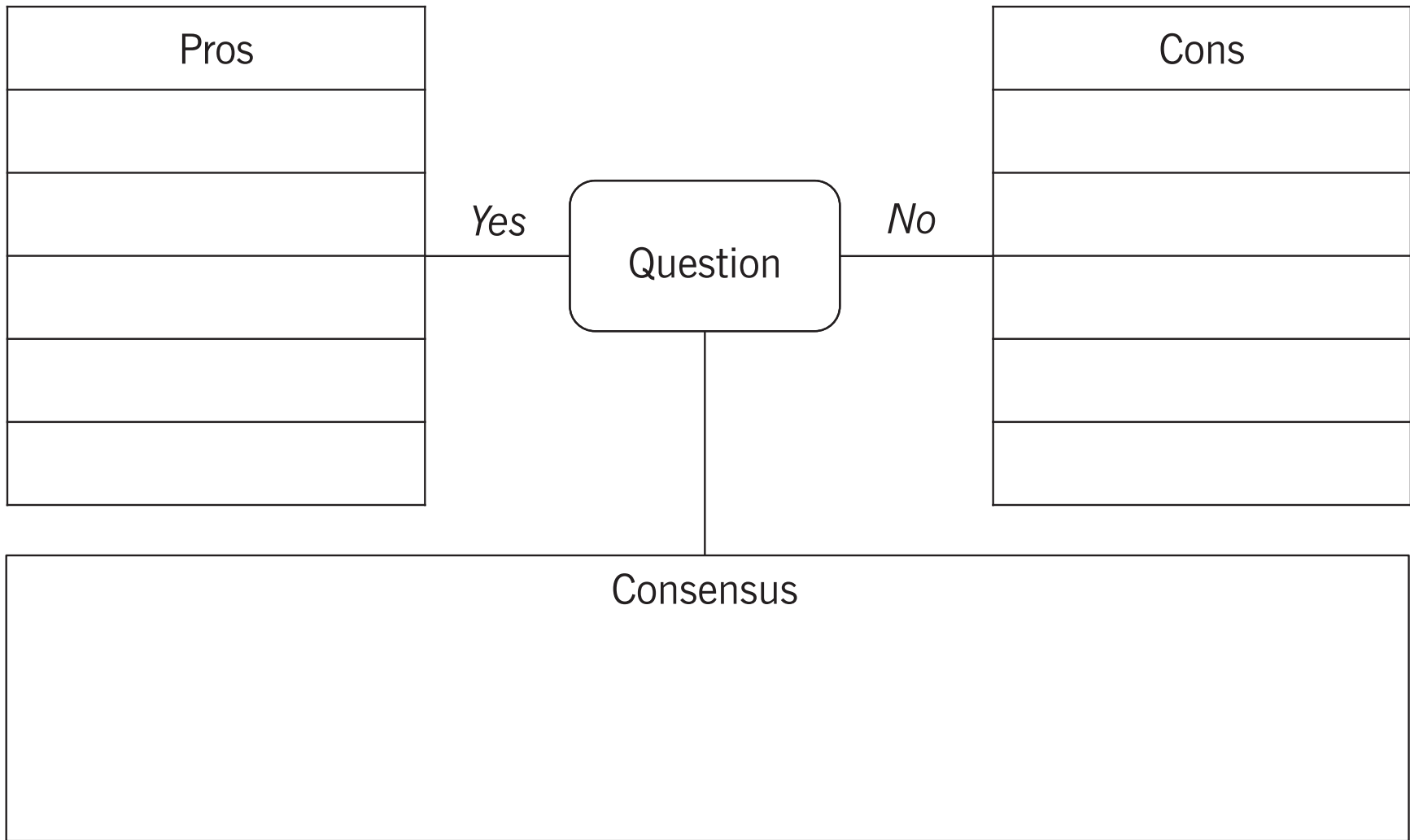
**FIGURE 7.8.** Coaching template for Questioning the Author (QtA).

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<b>Coaching for Collaborative Reasoning</b>
The strategy requires that you create an argument guide in advance. I noticed
The strategy requires that students work in small groups of mixed ability. I noticed
The strategy requires that you remind students of the ground rules. I noticed
The strategy requires that students base their arguments on the text. I noticed
The strategy requires that the teacher not take a position. I noticed
The strategy requires that each group take a vote at the end of their discussion. I noticed

**FIGURE 7.10.** Coaching template for Collaborative Reasoning (CR)

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**FIGURE 7.11.** Student template for Discussion Web.

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<b>Coaching for Discussion Web</b>
The strategy requires that you pose a controversial question after students read. I noticed
The strategy requires that students work in pairs to complete the template. I noticed
The strategy requires that the partners join other partners and work in groups of four to reach consensus. I noticed
The strategy requires that a spokesperson from each group report the consensus view. I noticed
The strategy requires that spokespersons mention dissenting views. I noticed
The strategy requires that students follow up by writing about their own view and supporting it with evidence. I noticed

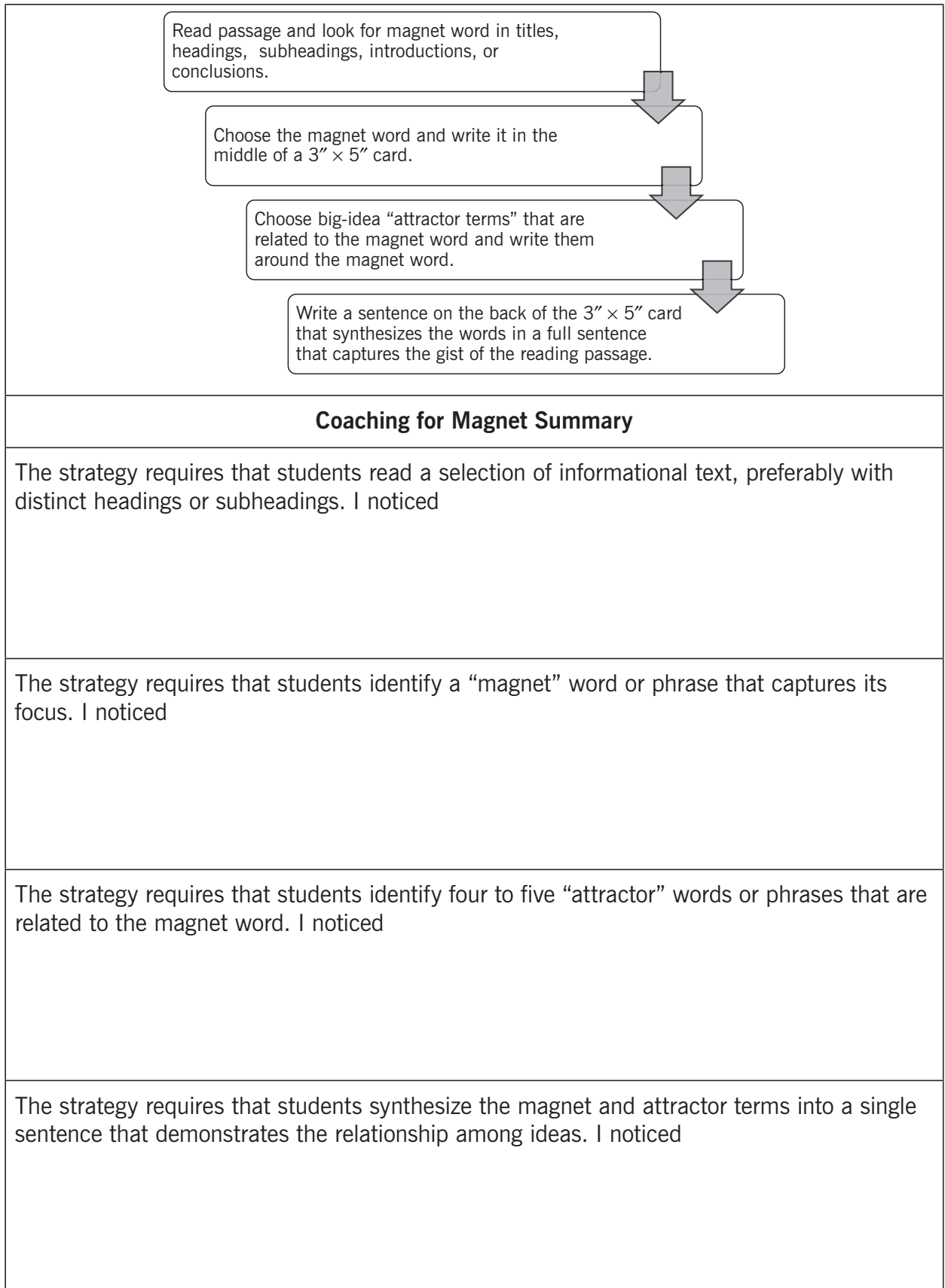
**FIGURE 7.12.** Coaching template for Discussion Web.

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<b>Coaching for Devil's Advocate</b>
The strategy requires that students first work independently to prepare arguments for each position. I noticed
The strategy requires that students then work in pairs to discuss their arguments. I noticed
The strategy requires that the pairs decide whether an argument can only be supported through faulty reasoning. I noticed
The strategy requires that the students discuss whether their original viewpoint has changed. I noticed
The strategy requires that students be given a chance to revise their position statements after talking with a partner. I noticed
The strategy requires that the class discuss as a group the evidence for each position. I noticed

**FIGURE 7.13.** Coaching template for Devil's Advocate.

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**FIGURE 8.8.** Strategy summary and coaching template for Magnet Summaries.

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<p><b>Science</b></p> <p>R: Galapagos cactus finch  A: Galapagos vampire finch  F: Tweet (Twitter feed)  T: I like my beak adaptation</p>	<p><b>Math</b></p> <p>R: Single triangle  A: Another lonely triangle  F: Personal ad  T: Looking for “triangle congruence” and corresponding angles</p>
<p><b>ELA</b></p> <p>R: ShamWow guy (or other infomercial persona)  A: Late-night TV viewer  F: Infomercial  T: A monkey paw from Jacobs’s short story “The Monkey’s Paw”</p>	<p><b>History</b></p> <p>R: General Lee  A: General Grant  F: Haiku  T: My surrender</p>
<b>Coaching for RAFT</b>	
The strategy requires that you select a passage of informational or narrative text. I noticed	
The strategy requires that you provide a clear role for students to write from. I noticed	
The strategy requires that you provide an audience for students to write to. I noticed	
The strategy requires that you provide a form to write in and discuss the salient features of that form. I noticed	
This strategy requires that you provide a topic drawn from the readings for students to write about. I noticed	

**FIGURE 8.9.** Sample RAFTs from content area texts and coaching template.

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<b>Coaching for SWBS</b>
The strategy requires that you select a passage of informational or narrative text. I noticed
The strategy requires that students identify the main actor in the reading. I noticed
The strategy requires that students identify a goal for that actor. I noticed
The strategy requires that students identify a barrier to achieving that goal. I noticed
This strategy requires that students identify how the main actor overcame the barrier or reconciled himself to the situation. I noticed

**FIGURE 8.13.** SWBS coaching template.

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<b>Coaching for CSQT</b>
The strategy requires that you select a passage of informational or narrative text. I noticed
The strategy requires that you develop a prompt that is argumentative and requires students to make inferences. I noticed
The strategy requires that students develop a claim for their argument. I noticed
The strategy requires that students identify quotes that support their claim and provide contextual information that helps the reader to understand the quote. I noticed
This strategy requires that students develop a tie-in sentence that explains the relevance of the quote to the student's claim. I noticed

**FIGURE 8.18.** CSQT coaching template.

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<p><b>Quote:</b>          “One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher. . . . Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.”</p>	<p><b>Explanation:</b>          This is the best example of foreshadowing because the author reinforces how poor the character is by repeating how much she has: “One dollar and eighty-seven cents.” Because it is clear that the holidays are approaching and she has no money, we can expect her to do something desperate to get that money, which she eventually does by cutting her hair!</p>
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<b>Coaching for Save the Last Word for Me</b>
<p>The strategy requires that you select a passage of informational or narrative text and provide a focus for reading. I noticed</p>
<p>The strategy requires that you provide students with a focus question. I noticed</p>
<p>The strategy requires that you help students identify a quote that serves as evidence for the focus question. I noticed</p>
<p>The strategy requires that you help students explain the connection between the quote and the focus question. I noticed</p>
<p>This strategy requires that you help students identify how the main actor overcame the barrier or reconciled himself or herself to the situation. I noticed</p>

**FIGURE 8.19.** Save the Last Word for Me strategy card and coaching template.

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