

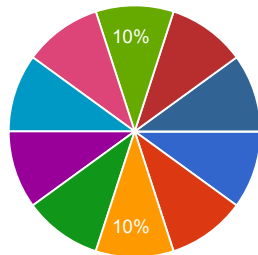
10 responses

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Summary

Instructional Rounds

Team identification



Team A: A. Draghi, V.Carbino, A. Maxon, J.Chaikittirattana, M.Gonzales, G.Zamora	1	10%
Team B: K.McGrath, J.Espinosa, P.Woods, S. Zuniga, Lorena Davis	1	10%
Team C: E.Leyva, G.Berhito, E.Cuevas, A.Draghi, M.Navarro	1	10%
Team D: T.Miller, J.Rodriguez, K.Boswell, L.Machuca, Lisa Davis	1	10%
Team E: C.Felch, L.Raphael, H.Carlos, M.Barker, E.Solorio	1	10%
Team F: B.Lucas, C.Katayama, C.McKnight, C.Gonzalez, C.Sims	1	10%
Team G: H.Nguyen, A.Fuentes, T.Welch, J.Gage, Laura Hernandez	1	10%
Team H: D.Pandullo, A.Rivera, D.Lowe, F. Lara, Parent	1	10%
Team I: N.Grakal, J. Gonzalez, M.Dean, D.Gettinger	1	10%
Team J: R.Schaffer, R.Casarez, W.Lupejkis, Lupe Hernandez, M.Beiersdorf	1	10%
Other	0	0%

Low Inference Evidence for Class Observation #1

R. Navarro (2nd/Room 16) Observer 1 9:01 On chart: What? Inferring is figuring out something that wasn't completely explained in the story. Why? We infer to understand what we read. How? We infer by looking for clues and your ... T: Why are we going to infer? S: and we have to read the text for questions T: and that's a good point, do we use more than one strategy to read S: and sometimes we look for clues, looking at the text and illustrations T: you guys are pros already S: teammates and Jackie Robinson, and that's a picture of Jackie Robinson and one of his friends T: I hope so because they are teammates T: some of you read the other book so you already have some schema S: I heard.... T: Jennifer? S: I wonder if racism was still happening during his time? T: she is reading book under document camera while other students are following along on screen, reads first page while tracking it with her finger, shows students how to fill in boxes, I can infer that... T: this story took place a long time ago, I can infer that (writes it down on organizer) T: shows hanging clothes S: don't they still do that in Mexico? S: It was better in that

time because we weren't using as much gas T: they were more eco-friendly T: goes back to GO and reads clues box and reviews what could be inferred. 9:07 T: continues reading next two pages, no longer following along with finger T: are you guys ready to make an inference? Go ahead and make your groups and make your inference. S: they move to small groups S: I infer that they worked for free S: they didn't make much money S: I infer that there was still racism S: black people sitting in the back of the bus 9:12 S: sharing inferences S: my inferences is.. the sign says white only.. T: so you can infer that... T: That they were not being treated fairly? T: fill in the we do row of the GO (top row was I do, middle we do, bottom you do) T: Let Joshua share S: I can infer that they don't have money because they need food T: let's hear from groups who had this same inference S: because the fountain says whites only S: the picture says whites only and blacks were treated... T: where does it say that? Can you show me? Read it? S: Black people were not allowed to go to the same schools and churches as white people. T: writes it S: I went back to the text T: okay perfect T: and actually we're going to have lots of evidence we're not going to write down, but we're going to read it. S: Here's another clue, "back then, moany hotels didn't rent rooms to black people..." S: um, it says many towns had restaurants... T: Imagine kids if you went to a restaurant... S: that's racist T: remember guys I said we would use multiple strategies 9:19 T let's keep reading T reads paragraph and moves finger, points out photographs S there's no card for him T okay let's keep reading T continues reading and tracking with finger T some of those sentences are complex, we can use other words to figure it out Observer 2 Teacher reviews inference, reading chart aloud. Sometimes the author doesn't tell exactly Sometimes you read and questions happen Looking at the pictures as clues We look at text S. And illustrations T. And illustrations Reviews sentence starters S. The book is about teammates and best friends by looking at the cover of the book T. Oh. So you're already familiar. Some of you have read other books about Jackie Eobinson so you have a schema I wonder if racism was still If racism was happening or occurring. We're going to find out here. (Teacher reads aloud) Teacher projects guide sheet, and meta cognitively fills in the chart, inferring cars being old and hanging clothes out Ss. Environmental and prior times sidebar conversation. T. Okay, let's get back to the text. Teacher continues reading along. So after reading that I'm going to make an inference- are you guys ready to make an inference. Then get with your groups...(4s) Students working in group. Sentence starters heard, "I infer that..." One student using prior knowledge about segregation on bus lines T. Who would like to share an inference S. I can infer that black people had to sit in the back because they cannot sit in the front. I know the Rosa Parks story T. So you can infer that this happened about the same time Water fountains S. You can infer like that they weren't treated fair T. That they weren't treated fairly. Good lets, write that down. I can infer that Black people were treated unfairly. We'll go back and use our text evidence to support that inference. Student gives inference on having no money Teacher drills back to inference that black people were treated unfairly. How can you prove that's S. Water fountain in picture says whites only T. Water fountain says whites only Second response of illustration about whites only Text reference: black people were not allowed to go the same schools and churches Teacher writes I went back to the text Student using illustration to infer that they don't care about black people Student drives into text: back then many hotels didn't rent rooms to black people and had to sleep in their cars Student chooses restaurant T. Remember that we use multiple strategies, and I'm asking a lot of questions in my head. Why is the author giving us so much background? Student predicts a hard life for Robinson T. See, you're already predicting What about Jackie Robinson? S. No, because they were judging him by the color of his skin Student says he infers that some people were afraid. T. Good, David said that some people are afraid. Good inference. Talk about it with y our group and find the evidence. Observer 3 T sometimes authors want you to figure something out. They don't tell you. S you have to read for ques T that's a great point do we only use one strat S no S we look for clues and illustrations and S diagrams T remember we use sentences we use For .. S I'm thinking tis is about teammates and Jackie Rob S I know.. T I know some of you already read a book about JR and you have schema S I

wonder if racism was happening T we'll find out right now. That's a good ques T ok let's get started ...the title is... T reads.....So right away this pic is telling me information. So if you look at your sheet you can see clues illustrations. So I can infer that this story took place a long time ago. I see the cars. And we don't see people hanging clothes too much. S in my house I have a place Chart: I do, We do S...I have S it was better back in that time cause we were not using elect T ok let's get back to the text. I can infer that this took place a long time ago bec... T reads...you see it says white only So after reading that I'm going to make an inference. Or are you ready to make one? S yeah T ok, you can get together w your group SSI can infer that maybe they don't have a lot of money bec.... S I can infer that they don't want black people ther S my inference s that... S I can infer that black people couldn't sit in the bus w the white people T ok, who would like to share an inference from their group? S I can infer that the black peop couldn't sit in the front so they sat in the bus T how S cause you read us about Rosa Parks and she had to sit in the back T another S my inference is the picture that said white people only. So I can infer that they were not treated fairly T write I can infer that black peop were treated unfairly T that's awesome . We're going to go back to the text to prove that our inference was correct. You can write in your chart. S I can infer that they don't have money cause they need food. T how do you know, because they don't have food S yes T let's talk about how we're going to prove this true in the story. What are the clues? T how do you know? Base on what S Cause it says whites only. T write T another one? S the picture of whites only and that blacks were treated... T Can you show me where in the text.? S right there ...black people were not allowed....T writes S I went back to the text. T perfect! S in the text where it says white only – they don't care. That's my proof. S I think there's another clue. Right there (points to text) hotels didn't rent to black people. S it says that restaurants... S that's racist T Im asking a lot of questions in my head. Why is the author writing this? S he wants to teach us not to be racist S I think the white guy is going to help JR T oh you're already predicting T reads S what about JR T why not? S bec they were judging him on the color of his skin T there are a lot of complex words S I can infer that some people were afraid T That's awesome. Get with your group and prove what Diego said.

Class #1 9:00 am Rosa Gutierrez Kinder 19 students sitting on carpet A Letter to Amy by Ezra Jack Keats Comprehension Strategy Instruction: Asking Questions T: Yesterday we started talking about asking questions. Teachers reads aloud from chart: Good readers ask questions to help them better understand the story. We ask ourselves why that happens. We ask questions before, during, and after the story. Find the answer by looking at the test. S: We infer. T: And we do it by inferring S: In the rectangles, it says who, where, when, why, and how. T: When we ask questions we use when, who, where, how. Teacher refers to sentence stems. I want to know..I Teacher moves the anchor chart to the side. T: Let's look at this other chart. T: we're going to read Ezra Jack Keats A Letter to Amy. Teacher points to book cover. I asked myself Who's Amy? We started reading the book and we finished at this point. We wondered Teacher read alouds T: Who is Willy? Writes on post it. S: Who is Pepe? T: Oh, you want to know who Pepe is too I'll write in on the post it. Who is Willy? S: The dog. T: We look at the picture and there we have our answer. T: I'm going to ask this question: Why does he let go of the letter. I want you to find evidence of why he did that? Teacher reads aloud. T: Need you to talk to your partner. What evidence do you have to answer the question why did Peter let go of the letter? S: (pair share) The strong wind made the letter go. There was a boom and he got scared. S: Girl in front in talking to partner refers back to the page in the book. And also asks her partner to speak in English. T: 3, 2, 1. Everybody turn around. I'm going to get a paper and write about what the question was? S: The kid let go. T: What were we asking? S: I wonder why the kid let go, Peter, let go of the letter? T: That's our question. We put a question mark because it's a question. What did your partner say S: because the thunder was roaring and wind was blowing it hard, Peter let go of the letter. T: That's evidence from the text. We can write Peter heard the... no because the wind let it go. Teacher charts and draws a matching picture. We have a question and we found evidence in our book. Another thing he can say is that he was distracted and he let go pf the letter.

Teacher reads aloud. What was that? Teacher continues reading. All kids look forward. I wonder if Amy is going to catch the letter. Teacher places post it note on board with question. Let's turn again, and I want you to tell me if Amy got the letter. I want you to look at the picture and tell me what it says in the text. T: I see evidence as to who got the letter. Tell me what your evidence is. S: I knew he was going to get the letter because.. T: Did Amy get the letter? Can you give me evidence in the story about who got the letter? Did you hear it in the story? Did you see it in the picture? S: Peter got it. T: How do you know? S: Because he bumped her and then he got it. S: He got the letter because he bumped into her and she fell down and. T: We have to look at the picture and the picture tells us he got the letter. Teacher reads aloud. I wonder why he's sad. S: Because Amy is crying and she won't go to the party T: I think you're right. She crying and she won't go to my party. Teacher reads aloud. Why doesn't he want to wait? Maybe he's waiting for Amy to come. Teacher continues to read aloud. Now that I finish my book I have questions. I have a question. What did he wish for? I don't want to know what he wished for? I want to know what question you have? S: I..Amy.. the boy was waiting for Amy and Amy got the the boy's party and then it was all boys. T: Is that a question? What question do you have? S: How did the letter fly? T: Writes student question. Is that for before, during, and after? During. S: I wonder where Amy's parents are? T: Who also has a question for after the story. S: When the kid was sad and Amy went to the party. T: Is that a question. Can you give me a question? S: I wonder why there's a storm coming? Teacher writes.

t - we are going to infer, what is infer, clues, then you can make your inference, schema and clues t - reads story aloud t - you can see the pictures, look at your pictures for clues, too t - continues reading story aloud t - so they are brothers and they got a little toy in their cereal box, remember first I do then we do, from this I can infer, the author is giving me a lot of clues in the text, he got gum in his hair, that is why he is standing there like that, on this page I can infer that he is disappointed because he is looking like that. t - from the evidence I can infer that he had gum in his hair from these clues I can infer that he feels mad s - and left out t - and then on the second page I can infer that he feels disappointed my clue is that he s - did not get a toy t - so he feels s- sad? t - or disappointed s - or jealous t - I already know that if I had gum in my hair I s - I would be mad t - yes, I would be mad s - sticky t - very sticky let's continue with our story. t - continues reading aloud t - so there he is. He is the one in the middle. Look at the picture for clues to how he is feeling. From this picture and the text, I can tell that he is feeling really crowded. s - he is getting really smushed t - let's jot down our evidence. He was in the car and he was s - he was smushed and disappointed t - our clues are he was smushed s - he was disappointed t - that is your inference, we need evidence. I can infer that Alexander was unhappy. My schema that I already know that if I am smushed I will be unhappy. So let's see what else happened. t - continues reading aloud. s - is it a girl or a boy? t - he feels like he is not doing anything right. So we are going to, what are our clues, he feels like he is not doing anything right, so let's get another chart for inferencing. So my clues were, my evidence were the teacher did not like his drawing of his invisible castle. s - or his singing t - he sang too loud and at counting time he left out 16. That is our evidence. I can infer that he feels like he is not doing anything right. My schema - what I already know - I know that if people tell me that they don't like my drawing or say I left out 16, I will feel bad. If people point out the wrong things I am doing, I will feel bad. Let's keep going with our story and see where it goes. t - keeps reading t - see? And he is over here. t - keeps reading s - he got a tack where? t - he is hoping t - I can infer that he feels jealous. I want you to pair-share and see if you can find the evidence of why he feels jealous. s - he feels sad, he feels jealous, hey, you copied her, the kid feels jealous and left out because his friend is not his best friend, he has friends and he said that he wants him to step on a tack, I already told him but he doesn't tell me anything, t - he doesn't have the same inference as you, not that he is copying you. (uses clapping for attention signal) t - Alexander feels jealous, now you have to tell me why. Raise your hands and tell me why. s - he is his third best friend t - that is a clue and evidence from the story. He is his third best friend. what other clue, what other evidence, we can also look at pictures for evidence. s - he is hugging his other friend t - is

he hugging Alexander?

Room 23 (Posted on the wall is a poster about making inferences and theme. Students seated at the front on the carpet.) G: An inference is like a smart guess. You take all the clues and you put them together and then you have an inference. B: You have to have your schema and then you take clues and then you put them together and you make an inference. T talks about background—what they did yesterday. T begins reading the story—reads with intonation and prosody. T provides time for all students to see the pictures. T stopped to ask clarifying questions and to answer clarifying questions from the students. B: What do you mean that it fell apart? T It had a big hole and then it came apart. T I am going to make an inference...I am going to...you see how the author wrote when she says that grandma sits down heavy? What does she that mean by that? T So we are going to infer what the author means by that. What do we do when we infer? S We look for clues. T Let me get my chart... (puts it up) S Why are there so many pages? T I can look for words and the pictures. Before she sat down heavy, she looked at the price. S (Diego) So maybe it was the price that made her sit down heavy? T Maybe it was...I can look at her face S Her face has a frown... S Or maybe she is worried that she doesn't have enough money...because on the other page she said that she only has a little bit of money and maybe the shoes are too expensive. S I think the author... T So Diego is saying...I can add what Diego said, "She only had a little bit of money..." T Let's look at the pictures... S Her eyes are wide open. T Yes, like when you're surprised, your eyes are wide open. Remember, we also use our schema to make an inference. I remember one time when I wanted to buy a gift for my mom...so I went to the store...I checked the price and I saw that it was too much money and when I checked my money, I realized that it didn't match. S Was your face shocked? T Yes! I was like, "huh!" That would be my schema. So when I put my evidence and my schema together, maybe I am ready to infer. The grandma sits down heavy because why? S She feels bad because she cannot... T (writing) I can infer grandma sits down heavy because she is surprised that it... S ...costs too much T I like that that. It's too expensive...and like how Eduardo said she is worried that she cannot pay for them. S ...and on that line you could put "just like me." T On the next one you guys are going to help me. (T shows students the picture. S read the words on the page... "thrift shops..." T continues reading.) Ms. Navarro Room 22 T-ready to start, S,What about me? T, yes we are going to start, T,Working on the strategy of inferring. Reading on the calendar, choral reading while teacher guiding with a pencil. Where is your schema? S-In your head. Have ti use our schema with picture cues or texts, and pictures. S-----, T, we need to raise our hands. Can we all repeat our special sentence? All students repeat while following teacher's guidance. T-5 words in the story that you might not be familiar with. Describing the words with pictures. Alley, describes. Like finding a ???????? Pizza. The next word is Laundromat, launderet. S, I have been there before, That is in your schema. Teacher reading the story....."Something Beautiful" I am going to use my schema..... T,Raising hands.... S, the door says die, T, yes look at those pictures can infer that she can be unhappy. T, Travis I will give you a turn next.....S. No, No, NO, T, I will come back to this Ok? S...Yes. T, infere on the little girl or woman? S, are the woman dead? S, we can infer that the lady and the girl are homeless? What can you tell me about being homeless? What evidence is the author using to inform you that they are homeless. T, David has another inference. S, she might feel bad because she doesn't have a home, no shoes. T, what is your schema about that David. S, HP T, In case you don't know HP means Huntington Park. S. The house if die house, T,How do you know that using the schema? S, The house is spooky because it says DIE on the house. SWas mine a schema, a picture clue or evidence? T, well yes, you connected your picture clues with your evidence. T, teacher reading story..... T, BEAUTIFUL,,,,,the teacher taught me the rule in school. S, Maybe that is her name? T, reading.... S, teacher, teacher, teacher T, you want to go for a walk? S, Playing with stuffed animal. T, now I have a question for you, T, can anyone infer, what the little girl might be thinking here. S, I think I know what her name is... T, Ms. Navarro Room 22 Teacher: we have been working for the past weeks on the strategy of strategy. Later on in the story you will get an opportunity to inform. The

title of the story is something beautiful. It's written by before we start our story lets read our strategy chart. Student: Infer good readers infer by taking their schema and putting it together with clues or evidence from the text to draw a conclusion or come up with a big idea which is not clear in the text Teacher: when we put our schema and our evidence together We are going to read our special sentence at the end. Something beautiful Before we begin the story we have five words that you might not know the first word is courtyard, as you can see from the picture....the second word is an alley sometimes behind the building. Next word is diner can you repeat after me.... It's a restaurant. Fourth word laundert it's a synonym for the word laundry. Next word is grill, how many of you have had barbeques before? Right now I am going to use my shcema I know that there are some streets like these, there's broken bottles, etc. I can infer that maybe the people in this neighborhood they don't care about their community. In my schema I know that when I look at the little girls face that she feels a little bit sad. I can infer that she might be unhappy as some of you have said... I like your observation, your picture clues, she is shoeless she has no home I am going to ask two students to infer on the little girl or the woman. Student: Is she dead? Teacher: Liandro what can you infer about this picture. How can you infer that? Student: Homeless is someone that doesn't have a home Teacher: are you using Student: I infer that the woman is homeless because she does not have a home TEACHER: Can we infer in the little girl? Student: I can infer that she feels for her because she doesn't have a home or shoes T: you are using your picture clues. Have you seen something like this S: yes in H.P. T: For those of you that don't know that means Huntington Park S: I can infer that the house is spooky because the for T: You used the picture cue S: was mine a schema or an inference? T: You connected your schema with... T: can any one infer with me what the little girl might be thinking or feeling?

Rm 13 9:00 a.m. 5th grade 28 students Tiger Rising pages 17-19 Chart: "Inference starters: "I infer..., This text evidence makes me think... This could mean... The theme could be... I can infer ___ because the text says___ T: What does it mean to be secretive? T: Untrustworthy T: Sentimental, are you more likely to show emotion or not? T: Class monitors pass out our Tiger Rising books. T: What does it mean to make an inference? S: It is something in the words are trying to tell you T: So something in the text that is hidden S: Visual inferences S: We predict S: Like a combination of what you know and what's in the text S: It is showing not telling; you use text clues and you need to infer T: As a learner you need to know how to infer S: Using context clues, text evidence, gain information from images. [Chorally read] T: Ok, you covered it in your definitions! T: In the book Tiger Rising by ____; we are on chapter 16 and going on 17. Page ___ S: Do we need our readers? T: Your notebooks? Not today T: Everyone set? [Passes out materials] 9:06 a.m. T: [Reads from the text] T: We can make an inference S: That place stunk T: Another one? S: It says the tiger.../A T: That's ok S: He was deciding to tell Willie Maye about the tiger. T: It's leaning that way T: Re-read T: "All night he had tosses and turned and what X had said about being set free..." S: About him tossing and turning... T: If you are tossing and tuning and you can't sleep S: That means something is on your mind! T: based on the text clues we can infer he is worried and using clues we know about what S: About freeing the tiger! S: It says here that he was tossing and turning and thinking about the tiger! S: It means he was thinking about letting the tiger go. [28 of 28 students have pages open to page 60 and a graphic organizer] T: Using projector and graphic organizer: "Background thoughts" and "Text clues" T shat lead me to say Rob was worried? S: /A T: If I look at my text I see it in the second paragraph. 9:11 a.m. T: [Records comments on graphic organizer] T: I am looking at paragraph 2: Paragraph #2 (Rob) "He had tossed and turned, scratching his legs..." S: [26 of 28 students copy of the notes and 2 of 28 get started after seeing me walk by] T: Ok, Briana you said that when people are worried that cannot sleep; Ok, that can be background knowledge. You have experienced that or you know someone who has experienced it. S: Yes, that they are worried T: [Records thoughts] "When people are upset or worried, sometimes, they cannot sleep. T: We have two components now. What is the inference? S: Rob is nervous; something is bothering him S: He is thinking about the tiger and giving it

away. [Records in the "My Thoughts Now" section T: Rob must be nervous or worried about what to do with the tiger. S: Did you miss "the?" T: Yes, let me add it with a little carrot [corrects sentence and adds the word "the"] T: Let's keep reading T: [Reads orally] S: What does she mean to crack your gum? S: It means to pop it T: You make a bubble and snap it T: [Reads on] [11 of 28 students continue writing or do not turn the page] In this moment what is Rob leading up to? [Approx. 8 hands go up] S: He is dancing around the question T: We Rob is looking to Willie Mae for advice. 9:19 a.m. T: if Rob is looking for advice; what does Rob ask her? S: He asked her...

Objective:Determine Importance Strategy #2: Room 8 March 11, 2015 9:04 am 29 student T: We will be very judicious. Open up the image. Black and white. And it opens it up bigger. S: oh I see it. T: Just be patient. I will read it out loud. (Reading from computer Alice in Wonderland. Fiction or nonfiction.) S: ... T: It is really important to the story. They can determine what is important. What are the themes? I will go down to bullet #5. What is important and what is the author trying to tell. Constructing the main ideas from details. What to determine sparingly. The most important parts. We will only highlight 3. S: 4. T: No only 3. We will not use. (3 sentence stems). S: Do we press.. T: Yes. S: Can we put our name? T: .No. DO you know how to highlight text? Some of you do and some of you don't. When you want to highlight something... You go across the color you want. The highlight box is right here. I found it. I will take it off. How many can you highlight? Three pieces. Decide the 3 pieces you want to highlight. T reads. Ss are highlighting. 3 sentence stems. The part where _____ is important because _____. This is significant because _____. The main idea is _____ because _____.

9:11 T: I want you to go over the text we just read. Highlight 3 things. Keep highlighting your 3 items. Write one that is really important in your index card. S: Miss (T goes to students) T: Click out and don't save it. I will open it again. When you highlighted it your probably deleted it. Why did you choose that? Do you have commonalities? T: Why did you choose that? How about you ladies? Did you choose something that was the same? If you have to choose 1 of the 3, which one would you choose? You think about. 9:16 T: What do you think is the most important? It could be anything you want. T: So after you write you quote on your index card. Then I want you to use one of the sentence frames. Decide why you choose. On the top is your quote on the bottom is the explanation. As I will walk around I will give you numbers. Write it on your card. T walks to provide a number to all students. T: I have one already. I see the text she choose and her lexile frame. What did you choose and why? Why is it important? Ss are discussing their quote. T: You have 30 seconds. Everyone should have their index card. Just 1 quote. 1 piece of text evidence. What is your sentence frame? It is your thinking. Why did you choose this text. Why is it significant? Why did they put it in that text? Why is that significant? T: Alice is afraid because.... She is very clearly... why is she afraid.. T: This is significant.... This just means important... It will be hard to have a discussion. Most of you have written down a quote that is on the board. Excellent. If you are number 1 meet here. Why text evidence 9:22 #2 - Room 8 T: You guys seem to high light everything in town. T: You guys are all logged into Edmodo. S: Yes. T: It should open it up bigger. S: It's tiny... Oh it's bigger. T: Be patient. T: I'm going to read the chart out loud. T: We're going to work on the story of Alice in Wonderland. T: Is it fiction or non-fiction? S: Fiction. T: Good readers can understand themes and what the author wants to get across. T: What is it that we understand with the text and construct main ideas from the details. T: One way is to highlight sparingly. T: We're only going to highlight only 3 things T: We will use sentence frames. T: The part where _____ is important because _____. T: This is significant because _____. T: The main idea is _____ because _____. (All students have their own laptop) T: Click open, ok. And you have the text right here. Do you know how to highlight text? S: Yes... No. T: When you want to highlight something, go to the highlight box in the corner and select your colors and select the text you want to highlight. T: How many sections are we going to highlight? S: 3. T: (Reading text aloud) (Students silent) (One student with a TA on side, discussing something else) (Bulletin board on side of room with student work with the title Alice's Adventures in Wonderland) T: I want

you to go back over the text we just read and highlight 3 things. T: How many of you have already highlighted? (About ¾ of the students raise their hands) T: Wow you guys are fast. T: If you've highlighted 3 things, I want you to select one of the things you highlighted and write it down on your index card. T: Talk about it with your seat partner, why did you choose the things you highlighted. T: Do you guys have commonalities with what you highlighted? T: (to student) Why did you choose that? Especially after that short conversation they had? T: (To another student) Ladies did you have any commonalities with what you highlighted? T: (To another student) So you put your text and select. T: I see Angel has already chosen a quote and is putting it down on an index card. T: (Answering student question) Chosen just one quote that you highlighted. S: Does it have to be in quotations? T: No just select a quote. T: I don't know if everyone had the chance to discuss with your partners. T: On the top of your index card is your quote and below is your explanation. (Teacher counting off students by 4) T: (To student) Don't worry about it. Keep going. T: I see one already done. Lexile frame and explanation. T: First copy the text and then use one of the sentence frames to show why it's important. T: You don't have a quote copied yet. Let's go. T: So why do you think that's important? (Student response inaudible) T: Great job. You got both done now. T: Which one is your sentence frame? I don't see a sentence frame here. T: It's your thinking, it's not my thinking. T: Choose your text. Write why it is significant. Significant means important. T: So why is Alice afraid? T: So this is significant... S-I-G-N-I-F.... T: It's hard to be done when you haven't written anything down. T: It seems like most of you are done picking your quote and writing down your explanation using the sentence frames. (Students splitting into groups)

T. Rivas K4 DOK Blooms CSI Text Complexity 8:58 Asking questions chart T: why is it important for us as reader for us to ask question S its important for the author's message for the class S2 by asking Q you find out more about t the book T: it helps us when we wonder about something S# we learn more things T when we ask more Q we do it before during and after We find the answer by looking out the text and we find out about inferring. What q do we ask S read T we fist look at the clues, then we ask and we answer T looking at the cover I already saw some clues that make me ask some Qs. S1 it thin they are in the forest T: they may bee I wonder what they are doing together S2 it looks like they are walking. T; what would be a q . somebody help them out S2 T I'm makes me wonder S3 I want to know why T: what's the name of the table S4 I think the baby bird is a more,... T is they anything more S4: I want to know if they are playing together? T: it makes me ask are they friends S5 what know about their house T :so is it their question T writes kids questions on post its. Puts on chart "before T reads story. Post -its in book T; so far I see that mole found a a baby bird and the parents are explaining to him that its are to take care of a baby bird. Go sit eye to eye knee to knee. First lions, zebras and monkeys T reads T can some on help p me that ell the fact. Once we look a the clues that will help us come up with more q S; they're trying to find out... S2 that wild bird will let it go T: it has to be a wild animal S3 he's trying to build a cage so that he wont fly T; sit knee to knee eye to eye what other q do you have? Zebras go 1st S: I want to know if the mole will die and I want know about the bird S2 and will they keep him or them om will let him free T I heard some Q S1 I want to know if they will keep him or let him go? T was anyone else wondering S2 it goes with my q. the mole will let him free T: is that a q or a statement T reads S 1 I'm wondering S2 I'm wondering S1 I said mine now its your turn S3 I'm wondering S1 the same thing is aid How about you S3 I wondering if he'll take care of the bird. S1. Maybe he'll want the bird as a pet T what are some q S! I'm wondering if they will keep as a pet S2 I w wonder if the baby will sleep at the house T I have 2 people S (inaudible) T so you think he will get a way, how can we as a Q S: will he fly away S4 will the bird die? T do you have to share S I think they will be come friends? T: will they become friends T let's go on and continue our reading T reads T: does that answer my question? Yes, it does S: will the bird be free? T: yes, we wrote that another question was answered

L. Rosales Kinder Room K2 Students dancing. Students sitting on the carpet. Teacher talking to the students. "One thing that good students do is make meaning from what the author is saying". What we are

going to do is look at certain pictures and then we are going to go into our beautiful brain and see what we already know. To see what the author is not telling us because we already know. We want to look at the picture and see what the picture is telling us. Look at the picture + what we know and put it together. Watch me what my beautiful brain does... I see... Did you see what my beautiful brain did? One more example of what my beautiful brain is thinking... I see Louie- and Louie is looking at Cassie- and I know because I remember the first time I went to ChuckE Cheese and I stared at Chuckee just like that. I put together what I see plus what I remember from my first time seeing Chuckee Cheese. I could infer that he is just in awe. Let's try to infer and do one together. What do you see is happening with Louie. S He's clapping for the puppet. T How do you know he is clapping? S You can see the hands. T Have you ever been to a show like this where you were clapping? T What is Louie doing differently? S He is standing up. What this picture is telling us that Louie not only thought the show was good, he thought it was awesome. So we put the picture plus our remembrance together. T Can you think of another word besides happy? You show me how you can infer in this picture. Turn to your partner and tell me what you can infer in this picture. What did your partner say that is happening in the picture? S The boy loves the puppet T What action was he doing to show that? S They are fighting with their puppet T What made you say that? Using chart- writing actions described by students. Louie is hugging the puppet. Have you ever been in a situation where you hugged something? Tell your partner about it. S I wanted to hug my brother's big max plush toy. S A teddy bear. T- when we do read alouds - brain is thinking Good readers are trying to make meaning... Previously we read "Louie" Look for clues and what author wants us to know from pictures to figure out what he was trying to say T-if u remember Louie was story about going to puppet show T- Use picture and infer what Louie is feeling (pointer) my beautiful brain says he s sitting by himself hunched over and one important thing is he has no mouth, so when I look at that in my life my sister Maggie was very shy and wouldn't talk in front of other people... S- is it true. T- yes it's true, maybe with no mouth Louie is like my sister Maggie and he is shy S- choral my sister Maggie T- I put all info in ,y beautiful brain and put it together to infer how Louie was T-he is staring at gussy S- like this. T- d(emonstrates stare) T- chuck e cheese and staring example S-focus you guys T-I can infer that he is in awe-(demonstrates awe face) T-lets do one together and infer T-focus T-this is when puppet show ended...what is Louie doing? Kevin. S-he is clapping. How do u know T-Adrian focus S-u can see his hands are close together T-have u been somewhere to clap S-inaudible T-remember when We had author...we clapped when he finishe. U call when u like s show T-Louie is not sitting, he T-I clap, if it's awesome I standup and say bravo and clap He thought show was awesome S-choral awesome! T-how was Louie feeling. S- happy S- amazed T- what do u think S-excited T-one more, Chrisel T-lets see if u can show me how to infer, turn to your partner and tell them what they see. Students-turn to partner S--amazing, T-eyes on me (Hands up) Chelsea-the boy loves the puppet, T-Dominique, what action S-hugging S-fighting with puppets, T-Xavier, what made u say that X-they are talking and they are arguing T-that could be what is happening S-partner said he is happy T-what action S-hugging puppet Gloria-hugging puppet T-overall saw action Louie's is hugging puppet, or Xavier said maybe fighting in T-we are going to write on chart S-saw student hugging puppet (teacher writes on chart) T-have u been in a situation where you are hugging T(walking to groups and asking question (how about u guys) did u talk about it guys (Kids weren't sharing) 123 eyes on me (back on task) T-a lot of u had trouble identifying a situation S-my brother wouldn't let hug bay,ax S-my brother said T-project voice, my brother said... T-help her out... Classroom 1 Teacher: Say hi to the visitors Turn your bodies this way. Eyes this way. when we do read aloud, reading is thinking. One thing readers finis try to make meaning. Today we are going do is look st certain pictures and go into our brains and east we already know and them clues to fund it out. Teacher puts page on projector. What is the picture telling us about Louie? What we will use is picture and what we know and infer what he is thinking. Teacher mets cognitive think aloud to model fir students When I look at that and I know about my life and my sister was very shy, and would not talk. If I put everything together is that Louie is kind of quiet. Do you

see how I put it together, Teacher turns to next page: When my beautiful brain looks at picture I see LOUIE looking at Gussy, but he is staring at Gussy. I remember when I went to chunky cheese I was starring at Chuckee and so if I put together is probably first time he saw a puppet. If I put together, then I can infer that he is in awe. Now lets do one together: Now this is when the puppet show T:What is Louie doing: S: Clapping for the puppet T: How do you know? S: You can see his hands? Last week when we had the author, you clap when you like the show. What is Louie doing? S: he is standing up. T: look at picture, remember what we did. How was Louie feeling? S: amazed T what does amaze mean? S: Happy T Can you think of another word? T: Let's see if you can show me how to infer this picture. T: what do you see in this picture? T: what did your partner say S: the boys loves the puppet. T What action was he doing to show it. S: he was hugging him T: parent said he is fighting with puppet. Why did your partner say that? S: because they are talking and look likes they are arguing. T: What action S: he is hugging the puppet. T: overall you said that Louie is hugging puppet, some of you said were arguing over the puppet. We are going to say we saw Louie hugging the puppet. What don we window if you have been situation where you are hugging someone else. Talk with a partner about that? Student on task talking about the picture. He liked the puppet. He hugged the puppet. Teacher walked around and asked groups what they talked about. T: lot of you were having a hard time trying to hug but someone would not let you. S: My partner said when she wanted to hug her brothers toy he would not let her. T you saw a teddy bear? S I had a teddy bear but I could only hug it a little bit.

T: We are able to draw a conclusion or come up with a big idea. We've been working on that. Sometimes the author wants us to figure it out. How do we do this? We put together our schema and the evidence from the text. Then we can make an inference T: We are going to read The Art Lesson...Teacher reads from text. S Who's Tommy. T: What can I infer about what the author is telling me about Tommy? (Students raise their hands.) T: I can infer that Tommy loves art and is very creative (Teacher models filling out graphic organizer on board.) T: I think that he is creative and loves art because in the text there are some clues. On this page it tells me that Tommy wants to be an artist. So clue number one, in the text it says Tommy wanted to be an artist. (Student raises hand) S: Off of the text he said that it was his favorite thing to do. T: And my last clue, so we can move on, I see in the pictures that Tommy uses imagination to draw pictures. Now, I'm going to think about what I already know. (Students raise hands.) T: It's Ms.'s time to share. So, because I have a cousin who is an artist, I know that you have to be creative to be an artist. (Teacher continues to read from text.) T: So here I'm going to ask myself how Tommy's family feels about his art. I'm going to go ahead and infer that Tommy's family is very proud of his art because I saw in the text that his mom puts his work all around the house. S: His mom doesn't work? T: So those are text clues. So over here I see that his Italian grandmother, remember we talked about Italian? What does it look like his grandmother is doing? S: Smiling (Teacher writes on board and says aloud) T: Tommy's grandmother framed one of his pictures and looked happy. Now, schema, what do I already know about this evidence? (Students raise their hands.) T: It's almost your turn. Yes Isabella, S: A long time ago, my teacher had me take a test home and I got a hundred, my mom put it up on the fridge. (Teacher continues to read) So now it's your turn. I'm going to have you turn to a partner, and from what we have... S: I think that Tommy... T: Francisco, wait until I give the directions. S: oh. T: So share with your partner what clues you saw in the story that show us Tommy wants to be an artist. (Students pair-share.)

Low Inference Evidence for Class Observation #2

Objective: Infer strategy Observation #1 9:25 Room 20 T is reading to students on the carpet. T: I will think about what I read based on the inference. I will think about what the author shared to figure out something about HUSH. She had adventures because she could not be seen. Hush had adventures

because she couldn't be seen. What did I read? She could get squashed by koalas. Another adventure that I read is that she could slide by kangaroos. You do something risky or exciting. I will write that down. You do something risky and exciting. I can infer that Hush likes being invisible because she feels happy safe. I will put together to infer. T: Are you ready to come join us. T: I can infer Hush likes being invisible. Why S: Happy. T: Because it makes her happy. S: Excited. T: So did I put ... Lets keep on reading. She was safe from snakes. Invisible from snakes. Look at this picture. Very colorful. I will make an inference. I will use a clue. The author is telling me because Hush couldn't be seen. That is why she made her invisible in the first place. T: Second warning, you must join us. T: Because she couldn't be seen, she was safe from snakes. This is why she made her invisible in the first place. She was invisible in the first place. Grandma wants Hush safe. I know grandma wants Hush to feel safe. I can infer that grandma made Hush invisible to protect her from predators. I can infer made Grandma Hus to protect her from predators. So did I sue clues from the text. T continues to read. T is writing information on a poster board. 9:34 T: I want you to think about we just read. What do you think Grandma might be thinking? Let me give you the clue. She looked in to that book but the magic she was looking for was not their. She looked into that but the magic was looking for wasn't there at all. If we look at this clue what could we infer she is feeling. Very nicely said. I want to pair share. Knee to knee. How do you know, what is Grandma feeling. We will have a pair share. Ss are conversing with each other. Classroom had several posters students could use to reference. Infer Good readers infer by taking their schema and putting it together with clues (evidence) from the text to draw conclusions or come up with a big idea 9:39 T: how does that make you feel. Ok and stop. So I want to hear what you shared with your partner. Did you use your schema. S: Grandma thinks... T: The magic is... S: I know Grandma think she can fix it. T: How does it make you feel? S: Sad. T: Is she looking of something important. When I look for something important that I can't find it makes me feel sad. Someone used a good work. S: Disappointed. She could not find the magic. T: Sad. Disappointed. What can we infer? T: I can infer that grandma Poss feels sad because she can't find the magic to make hush visible. Right. When we come back we will continue. So readers thank you. Show me you are ready for recess. Are we ready? 9:44 T: We will continue to make inferences. Thank you for trying your best and show me you are ready. 9:45 #2: Room 20 T: Now I just read that Grandma made magic. T: She invisible by these lines (Teacher reading to class who are all sitting on floor in the front of the classroom) T: T: Now what inference can I make about Hush? T: I want to find the clues. T: See I find that Hush had adventures because she couldn't be seen. (2 students sitting in chairs near the front) (1 student sitting toward back with a TA discussing something with a paper in front of them quietly) T: They could slide down kangaroos T: I know when you go on adventures, you do something risky or something very exciting. (As teacher is writing is down on poster board) (Students quiet and looking at teacher) T: From what I already know, Hush like to be invisible, because she is happy and feels safe. T: So I can infer Hush likes being invisible. T: And we know invisible means you can't be seen. T: So did I think about the clues the author gave me to make an inference? S: Yeah. T: (Continues reading book to students aloud) T: Look at this picture, it's colorful. T: I'm going to stop to make an inference, because she couldn't be seen, she was safe from snakes. T: This is your second warning, you need to come and join us. T: This is our second clue... because she couldn't be seen she was safe from snakes. T: This is why she was made invisible in the first place. T: This is why I know Grandma wants Hush to feel safe. T: So I can infer that Grandma made Hush invisible to protect her from predators that might eat her. (As she is writing on the poster graphic organizers) T: Did I use clues from the text to help me infer what I know? S: Yes. (Teacher continues reading) (Vocabulary written on board behind teacher: invisible, adventures, magic, nibbled) T: Now I want you to infer from our clues.. T: She looked into this book, she looked into that, but the magic she was looking for wasn't there at all (students finish sentence) T: So if we look at this clue, what can we... T: Now I want you to pair share, knee-to-knee, eye-to-eye. T: What can you tell Grandma Posey is feeling? T: So how do you think that makes her feel? S: Sad. T: Why is that? (Student

response inaudible) T: How would that make you feel? T: Think about when you are looking for something and can't find it, how does that make you feel? T: So how do you think Grandma feels? S: Disappointed? T: Explain why would you feel disappointed. (Teacher goes group-to-group and asked a question at each group) (Cell phone goes off at teacher's desk) T: And stop. T: I want to hear what you hear from your partner S: Grandma thinks.. T: Use a full sentence, think schema. S: I know that Grandma thinks that she can't fix it at all. T: When you are looking for something that you can't find, how does that make you feel? T: (Writing down on poster) When I look for something important that I can't find, it makes me feel sad. T: Someone used a very good word. S: Disappointed. T: Why would she feel disappointed? T: So what can we infer that Grandma is feeling? S: Sad. T: I can infer Grandma feels sad because... T: Let's use our evidence. S: The magic T: Because she can't find the magic to make Hush the opposite of invisible... visible. T: So readers that you. T: Show me that you're ready for recess, nice and straight. Thank you. T: David are we ready? Thank you. S: I got 2 stickers. T: I am very proud of you. T: We will continue to look at clues to make an inference to find out what the author is not telling us. T: Thank you for trying your best and show me you're ready for recess. T: Back row.

(Student reads from text.) T: So, do we have any clues yet? Why the train is so special? Talk to your neighbor. Do you see any clues yet, why the train is so special? (Students talk to partners.) (Teacher counts down.) T: Some people had a very good conversation. S: I think the train is so special because it was a present. T: Where do you see that she thought it was a surprise and that it was special? S: It says right here, "It's a surprise for you." T: OK, lets highlight it. Did anyone else find a clue? T: (Student), what do you think? S: Aunt Carolyn says, "This is the best present anyone has ever given me>" T: Yes, that's a big clue, so lets highlight it. Give me a thumbs up when you're done highlighting. Lets continue finding clues. Lets go to the next page. Who would like to read? (Student reads) T: Thank you, (Student). Any clue there why the train is so special. S: No. T: OK, lets continue. (another student reads) T: Lets stop for a moment. Check with your partner. Do you see another clue why the train is so special? (Teacher counts down.) T: Who found another clue? Wow, so many eope are doing a great job of finding clues. S: Aunt Carolyn said, "...this is the most wonderful thing I've ever seen." Let's highlight it! Who would like to continue reading? (Student reads) T: The author maybe put some more clues about why the train is so special. Talk to your partner and see if you can find them. (Students talk to their partners) (Teacher counts down) T; Who found more clues? (Student reads from text) "Earlier they passed around the train and everyone took real long, careful looks." T: What's another clue? (Student reads evidence from text) "She put it in the kitchen window where everyone could see it." T: Can you go use the helping hand so that everyone can see where that is? OK, lets highlight it. Lets find one more clue. Who has another clue? (Student reads from text) T: That's a good one, lets highlight it. Another one, Matthew? (Student reads from text) T: Now girls and boys, we have a lot of clues, so lets go back and read our clues. Lets read our clues so we can answer our questions. Read the first clue. Student volunteer reads clue) T: Read the next one. (Next volunteer reads clue.) T: What's another clue? (Student reads clue.) T: Another clue? (Student volunteer reads clue.) T: So now that we have all these clues, lets use our sentence frame to answer the question. Who would like to use the sentence frame and tell us? (Student volunteer reads response using sentence frame.) T: So, did you tell us why it was so special? S: Because she put it where everyone could see it. From the cues in the story, I infer that the train was special because it was a surprise for her. T: Another person. S: From the clues I the story I infer that everyone liked the train. T: That's right, so why was it so special? S: Because she put it in the window. T: So, did the author tell us the answer? S: No. T: What strategy did we have to use to figure out the answer? S: Inferring. T; How did that help us? Turn to your partner and talk to them about how inferring helped us figure out the answer. (Countdown) T: Who wants to share with us? S: By combining different clues to figure out the answer. T: Smart third graders, you did an excellent job this morning. Lets get ready for recess.

T, Show me how we infer, we have to think, put it together slap hands together. T, the pigeon finds a hot

dog, the bird asking so many questions, \ T, we are going to be inferring. Knuffle Bunny by Mo... Teacher reading..... T, I am going to infer trixing's feelings. She is smiling, skipping.... T, Let's stop right here, I noticed trixy's face, what do you think she realized noticed something, what do you think she is thinking. Think pair share, bananas go first. S, student sharing..... T, ready three two, one. T, What did you infer with your partner? S, I think she is because I forgot her bunny. T, her hands are empty, S, I think she forgot her bunny in the machine. T, Reading story.....I noticed she is trying to tell her daddy something. What can she do to tell her daddy something? What do you think she is going to do? T, pair share apples go first. S, student's sharing..... Ready 3, 2,1 and 0. T, what do you infer she is going to do? S, Daddy doesn't understand, T, what should she do? S..... T, what should she do? S, she can draw a picture. S, she is going to get a pencil and put words. S, I infer that the baby is gonna go back to get his bunny. T....confirms statement. T, reading..... T, confirms infer by showing chart that shows, characters motives, actions and feelings. S, are discussing the inferences about the picture of the baby in the book. T, 3, 2, 1, 0 T, I heard a lot about inferences and what you were thinking? S, I think he is saying...what is going on, the dad. S, I infer that trixy will go back to the laundry mat and get her bunny. T, is mommy and daddy listening to her? S, no, S, I think daddy is going to go back to the laundry mat and the bunny is going to be clean. T, began reading..... T, infer again referring to the chart and think pair share, apples go first. S, students's sharing. I think she got lost. T, What do you think? What do you infer? S, I infer trixy is sad. T, why? S. her face is sad. S. I think he got lost and he is going to start crying. S. Dad is going to keep on looking. T, why? T, do you think daddy wants her to be sad and have her cry? S, No. T, reading..... T, Today we were practicing our inferring. What the character might be saying, talking. T, I infer, I think, So I am going to give you your beanie baggies and practice inferring. Ms. Equihua room TK room K5 Equihua T: Good readers infer to better understand a text. We use background knowledge and text/picture clues to make meaning of what is not clear or what the author doesn't tell us? T: We have to think, put it together, and then we figure it out. We can infer what they are thinking or what they are feeling. T: The book we will be reading today will be Knuffle Bunny by Mo Williams. I already see some clues that this is going to be about. I am going to infer Trixies feelings. I see she is smiling and when I get excited that is what I do. I infer that Trixie is happy and excited because she is smiling. T: Let's stop right here. What do you think she noticed? Pair share. S: I think... T: what did you and your partner think about? What do you think Trixie is thinking about in her head. I infer _____ S: I think she forgot her bunny T: Maybe, I forgot my bunny. Her hands are S: I think his dad put his bunny in the machine T: who was putting the thinks in the machine? I am noticing that she is trying to tell her dad something. I want you to think, what do you think she is going to do? S: I infer that... T: what is she going to do? Daddy is not understanding her? S: I infer that the daddy doesn't understand she wants her bunny. T: What can she do? S: He is going to get paper and write words T: Maybe. S: I infer that the baby is gonna go back and get his bunny. T: We see all of these things happening. Now it's your turn to infer. This time you get to pick how you want to infer. Which one of these are you going to try. T: who wants to share? S: He thinks that all these people are wondering what's going on? S: I infer that Ms. Trixie is feeling bad because they still haven't gotten her bunny. T: Sometimes when Daddy's don't listen to us we feel frustrated T: This is your turn to infer. S: I infer Trixie is sad. T: Why? S: Because... T: Today we were practicing our inferring we have talked about what the character might be feeling

P. Castillo-Gonzalez DOK Blooms CSI Text Complexity Follow up q ,(what in the story makes you say that.) management 9:24 Infer T: what do you know about Jackie Robinson T; today you are going to figure out why he was so important S: he was the 1st AA to play with the white team T: with the baseball league. Today w are going to look at the pictures and make an inference. Why would he say tank? T reads T: boy and girls jsutb ha looking at this picture I can infer a lot of things. They tank is big, and even though t some people use lines. in the past people didn't have dryers. I can infer this happened in the past T: writes on chart. "the setting in the past S2 soldiers use tanks T: but the author is comparing it T reads S2

he is taller than everyone T; they use portraits and pictures. It's not Jackie Rob. It's satchle page. This is non fiction S3 that's his fiend T ;why do you infer that? S on the other page, my brother has... and now he's going to give to me T:reads T: reminds me of R. bridges T reads S4 fish T fish, what do you mean S4 I love fish T: think about... who lays baseball ok class class After any sport, you play your tired , hungry, they couldn't go to ta hotel and they had to pack their lunch. How do you think they felt? Talk to your partner S1: he feels sad T what were you whispering S2 they didn't get that much money but still played baseball T why do you think that is? S2 because they couldn't go to rest. They wanted to do what they wanted to do T: because what? They cared... S about baseball T: does anyone have another inference S3. They were sad because they couldn't to to schools T: or rest. Hes said they still played. T writes on chart T: going to put a heart because they love baseball something even though something is different, they still do it. T: reads S5 that's' mean T why do you say that? Do your think they should havw they now baseball cards T :what does that mean to be neutral S3 to be equal S4 B.ball player still played baseball they never stop it. Even if they were told not to T ;reads T: steven sit T: I have a q for you. The ahtehro said people didn't cared. Why were they scare to change S2 because the black people were a a little bit... T: if you see something is wrong why don't we say something>\? T: so maybe we might find someone that wants to change? Why do they feel? S: they could get hurt! T: why? We're talking about ath is a long time ago. So some people have ideas that were different. T: reads T thing about that this person the was the coach. He didn't care about their skin. What do you think that are could to do? Talk to your partner S! I think he let black people play. S2 he will let black people play baseball. T: ;what will change? S4 for everybody to play S5 black people will be the change and be able to play S6 he's a very good man.

A. Irigoyen 2nd Grade Room 15 Students sitting on the carpet. Teacher reading to the students. First we are going to do inferencing. T I can infer that these people are really angry. I can infer because the illustration is giving me clues and I see the fists and the expressions on their faces and it's not a nice face. They are shouting and it doesn't seem very friendly. They are very upset. That is my first impression. Teacher reading as students are following along and looking at the pictures. T So I am going to stop right there and make another inference. I can infer that having these separate schools for black children and black children. That was very wrong because I can see from the text that is says, that isn't fair and it's against the law. Students raise their hands to contribute but the teacher did not allow for contributions from the students. Teacher continues to read the text. "I am going to stop here and make another inference" (3 so far made by the teacher) Teacher now asks students what they see that shows... S because she is African American S the people are carrying the signs S the sign says "white only" T Continues to read I can infer that Ruby was in a very dangerous situation- how can we defend our thinking? S Crowds are still there S Some wanted to hurt here S Some people were calling her names T You are actually making an inference- they wanted to hurt her because of her color. Teacher continues to read. Why do you think the white people would not send their children to the same school? What can you infer about that? Teacher writes student's inference on the graphic organizer How do you know that? Now we want to all look for the clues to support our thinking. What evidence can you find? 2nd Grade -rm 15 T- what skill are we practicing S-(choral) infer T-I'm going read ruby bridges, you are going to help me find clues to infer T-from from t cover I can infer these people are really angry, something is really bothering them...illustration is giving us clues, this fist and expressions are not nice faces, mouths are open and are hollering and shouting...I can infer that they are angry about something... They are upset. T-here's ruby bridges (reads book) 22 students on carpet and looking at ok projected on screen T-I'm going to stop there and make another inference' I can infer that having separate schools for black and white students, that was very wrong...I'm sorry I'm making inferences, you will get a chance...I found evidence in text that it was law...using my own schema, and what I pointed out to text (student raised hand, but wasn't allowed to speak.) T-begins to read book again... T-I'm going to make another inference T-I can infer that white people didn't want them at school, how do u know by looking at pictures? T-Jake what do u think S-I

infer...because she is black. T-illustration shows (charts were too small) T-what else do u see Fabian?) S-I can see people with signs T-what else? S-I made a connection from Martin Luther king and this story S- T-anything else from illustration Kayla S-they are still screaming out and they look furious T-now I'm going to read it T-I felt the same way (guns) I can infer that ruby was in a really dangerous situation. How do u know S-text says that on her first day a group of angry white parents didn't want... T-u are reading whole things, what is ur evidence S-some wanted to hurt her T-they wanted to hurt her T-Fabian what else S- people were calling her name T-anybody want to add S-the marshals were carrying guns. T-we are going to move on S-want to hurt her because of her color T-u are making a inference T-we are going to keep going, some of u see already making inferences...so we can give u a chance to make inferences T-(reads book) 21 of 22 students looking at screen T-what can u infer that? S- Classroom 2 T: what started are we doing today? S inferring Today we are going to read the story and then practice our inferencing. Going to start with the story of ruby bridges First Is am going to do inferencing and then you are going to have me look for clues. Already their are pictures in the front and I can start to make inferences. S: it a mob T: they are really angry and something is bothering them that I am upset. The face is not a nice face, their mouths are open and it does not seem very friendly. T: reads aloud as student follow,along and look at picture. T: I can stop right there am make an inference. Having separate schools for black children and white children and its says that black children could not get an equal education. It was unfair and against the laws. This situation is wrong. Let's keep reading. T: I am going to stop here and make an inference. I can infer the white people did not want Ruby at the school. How do you know? S: because she is black and people do not any black people at school. Teacher writs student statement on the board. S: The people are rallying because they have sign for white people. T The signs say go away? S: I made a connection between MLK and this story. people were in separate schools. I see people are screaming out T they are screaming out and look furious. T and now I am going to read it, and zoom in on Ruby's first day. T: I can infer that Ruby is in a dangerous situation. How do you know? S: the exits says that on the first day a large crowd gathered outside..... T what part of that? S the crowds are still there and some what to hurt her. Teacher writing responses on board. S: the people were calling her name T: Anyone want to add S The people are carrying guns. T: we are going to move on. S they want to judge her by her color, they want to hurt her because of the way she looks. Because they separate the schools. T we are going to keep going... T here so a little bit of the picture. T teacher continued reading aloud. S they did not want black people with white people in the same classroom. T they did now want them to be at the same school. How do you know that . Let's look for clues, what evidence can you find? Share with o

Room 10 (T Reading from white sheet about the story "Miss Alaineus) T Think about a time when you were sick and you had to stay home from school...what happened when you returned to school? So that happened? S1 I felt weird because S2 This actually happened to me in 1st grade. When I got sick I didn't like it. I liked learning. I was the highest reader in my class, but when I got sick I couldn't go back. S One time when it was 3rd grade and I was really sick and I was supposed to come here...I was sick for like about a year... T So was the transition difficult for you then? S Yes. T Think of a time when you made a mistake. Jacob, you made a mistake how did you feel? S2 I learned from the mistake that I made...the next time I...it's like that fail thing (points to poster along the front whiteboard). S3 When I did some wrong I felt embarrassed. I felt sad... T Why? S3 Because... T Did you feel like you let someone down? T What does it mean to make the most out of a bad situation? Sometimes we have situations that don't go so well for us...I fall down...people are laughing...instead of feeling embarrassed, I laugh with them...that's what I would do. T Let's read the posters...we actually can get details and with those details...these are lexical phrases they are tools that are going to help activate your thinking...significant that is a big word ok that means important...we are going to jot down some notes T What we are going to do is we are going to this chart and we are going to document what we have learned so far...I am going to write Sage is sick on Tuesday S Vocabulary day T I am going to write vocabulary day...I am going to write, "Sage is

responsible. Sage called her friend for the homework.” T So far what I think is the most important is uh (writing) “she misunderstood word MISS ALANIUS.” So far from what we read and what we gathered is what is going to come back and happen in the story. (T continues reading) T Now you are going to help me out. (Writes down what has happened.) So what have we learned? (S are quiet, no responses) Okay...(writes: Sage’s mother brought Miss Alaneus which was a box of spaghetti.) T So Sage thinks that misc is a box of pasta and puts that as her definition. T What I want you to understand is that we are writing down and we have three columns, but what we are determining is what is important...so if we were to write a summary, “blank is important because...” you would have to fill it out. (T continues reading)

t - the main reason why we are going to go over summarizing is that when we do our assessments, some of you give me some of what is happening. Summarizing is telling the main events of the story in my own words.. s- read definition with teacher t - when do we summarize, good readers summarize during or after reading a story s- read aloud definition with teacher t - I stop and summarize to help me remember details. Somebody wanted but so then. Those are the words we are going to use to help us remember and summarize. This is the flow chart that is going to help us. We have phrases that help us when we read. Remember inferences? In the story, (t and s read aloud sentence frames for summarizing) Let’s read. t - reads story aloud. t - and I can use my , what is the little girl’s name, she wanted her grandmother, her babushka to do what, so we know what the story is and we know what she wanted, but let’s see what else happened. t - keeps reading aloud s - miss, what does she have on top of her head? s - like a cook’s hat? t - Natasha wants to eat now, wants to be pushed s - like she is the boss t - keeps reading aloud s - once a day or once a month? t - in the beginning, I know that Natasha is a little girl who wants to play with her grandma and wants her to push her in the goat cart, what kind of character traits is she showing us? s- she wants a lot of stuff, she is a little greedy s - she wants everything at the same time s - she is demanding t - we have read other stories by P. Polacco, have we seen other characters like that? s - no t - no, they are not selfish like Natasha. In Babushka’s Doll, that is the title so I should put a capital s - Natasha wants t - want or wanted s - wanted to play with her babushka t - what else does she want to do s - outside? t - what are some of the things that happened s - she wants to be pushed on the swing t - pulled on the goat’s cart, and she wants to eat. Right? s - is that a D? What is a goat cart? t - you saw it in the picture right here. It is a little cart that a goat pulls. s- it doesn’t look like a go-cart t - teacher continues reading s- maybe it is going to come alive. I am scared. t - any predictions? s - I predict she is going to rip it or ruin it. s - she might come alive s - that is so scary t - continues reading s - I told you it would come alive s- lots of comments s- she is demanding, like Natasha s - she is asking a lot, t - now we have Babushka the doll who came to life, the doll is not being very nice. Turn to your partners and see if you can use but so or then to share with your partner what is happening in the story so far. s - they share with partners - the doll came to life, and she is like the girl, Natasha was getting tired of it, Andrew go away! Go with them. t - who can summarize so far what we have read? Kayla? So we are going to start in the story s - In the story, Natasha wanted the babushka to play with her but the babushka was busy doing stuff, Natasha is going to realize that she was doing the same thing to her babushka that the doll did to her.

J. Menchaca (6th/Room 28) Observer 1 9:25 T: talking about cranial facial... T today we are going to be reading an article from NewsELA T we are going to make inferring T what does this article have to do with the guiding principal everyone matters T to infer we are going to be using little clues T we use that background knowledge to infer a lot of things about the text T follow along with me as I read T he reads and walks by windows S following along on paper at tables T so right away I have an inference that author is making, I’m going to write it down, notice this t chart, writes down I infer that school is very challenging for the students, now I can’t just do this without providing evidence, he circles and underlines things in the first paragraph, so I’m going to go ahead here and add the evidence T okay, now I’m going to read on until I can make another inference T continues reading and walking now near back of room T continues reading and moving towards front of room S three hands go up T he says, wait, first I’m going to make an

inference and then you're going to have a chance to do your own S two hands go up T even though I made the inference, I'm going to ask for your help T I'm going to ask that you go back and find evidence that that this program is successful T when you're ready, give me a quiet hand S Anthony reads another clue T isics? S it says, ummm, quite S ta helps him S he reads T I see more hands, but save it T next time you're going to have a chance to do it on your own T reading paragraph about cranial facial syndrome walks towards back S following along with text at their desks T I have a question for you, what can you infer about these kids? T I infer these kids blank because blank T give me a little thumbs up when you have an inference S three thumbs up T little thumb up for b, b shares first, then a S students turn and talk to partners T talks and listens to group on side T I've heard some inferences I'd like you guys to share T read clue T what's your evidence that they're good kids? S okay so you infer... T isics S because other people don't like... so they make... T Marisol? S I infer... T do you see what she did? She reached back into article. Sometimes you can reach back into article. T I'm going to share some things I inferred T maybe they felt guilty that they didn't do anything sooner. S student shares story T I think we all have stories because we're at a school. I know I've seen/heard...cafeteria S story T really quickly Omar then we need to move on T for sure, let's move on T continues reading and walking S following along at their desks T I know that as I was reading there was some hidden information, some information the author didn't say T what can you infer about what kids were saying about this program T what can you infer about what some kids were feeling about this program? T give me thumbs up T who's going to share? S reads something T it says that they were nervous so you can't infer. Is there something more? T asks boy next to him to read S reads T okay, okay, can you share that? T let's come back whole group T I want to point out something Ismael said, he said... nervous... but it said that in the text and that's not an inference T but Robert came up with an inference that I hadn't made, Robert can you read that? S reads it T comments T did you see what .. and .. did? T isic S I heard...friends...guilty... T omar S I inferred these kids... Observer 2 T. To better understand this text, we will use the strategy of inferring, so we will use the clues the author gives us. Authors don't necessarily tell us everything What dose this article have to do with the principle: everyone matters Activating prior knowledge to connect feelings to work and align to text for inferring Teacher reads aloud Right away I have an inference that I think the author is trying to get us to see. I'm going to write down my inference I infer that school is very challenging for some students. The author doesn't directly tells us this, he's left clues Teacher underlines and circles words that support inference. If you make an inference and don't have the textual evidence to support it, then maybe your inference is wrong Teacher continues to read for next inference Based on the last few paragraphs I've read, I'm ready to make another inference: I infer that this program has the potential to make a difference. Even though I came up with my inference, I'm going to ask y for your help. You can go back to the section and underline the key words that this program can be successful and make a difference. Hands to share Student teacher exchange about good evidence. Numbers is good evidence Student answer accepted and valued Student 3 it says that the program tries to reverse this trend by offering simple ways to include more students T. That was the evidence I used to make this inference Next, you will be in charge with coming up with the inference on your own. Teacher reads ahead: what can you infer about the kids who banded together for change. Teacher supplies sentence stem blank blank TPS a to b b to a. Teacher circulates and ear hustles to find volunteers I heard a few really good inferences that I'd like you to share. S. I infer these are good kids because they banded together.... See what Marisol did, she reached back to earlier information S2. I infer guilt for actions and wishes that this invisibility wouldn't happen again. Two more responses, one bringing in prior knowledge T. Let's move on. Teacher reads on about resistance T. Sentence starters on tables and colored tickets to reseal students? As I was reading. I sensed there was some hidden information. What can you infer about this program. T. I infer some kids were feeling blank because blank. TSP Teacher moves about the room to get voluntolds S. States fact from reading T. Let's come back whole group. I want to remind that inference is not something directly in the text. S. I inferred

that the kids felt awkward because they weren't sitting with their friends. Observer 3 T today we're going to read the text----in order to better understand this text we will be inferring so that we can capture info that the author is telling us. After you will do a short para response. How does this text connect with our GP everyone matters. Think about that. In order to infer we will connect clues to our background knowledge. We know when people are upset. We've experienced it. Chart: text – inference. T reads Word wall chart T right away I have an inference that I will share with you on the T chart. Ill write the inf here and the text evi here. The author doesn't; directly tell us that and I will use textual evidence – writes—If you make an inf and don't have a lot of evidence, maybe you need to rethink you're inference T reads and walks around SS raise hand. Fi T first I'll make inf and then you will. I can iinfer that this program has the potential to make a diff. Now even if I came u p w the infer I didn't' come up with the textual evidence. I need your help. Go back and underline the evidence from text. S it says..... T why do you think that's good evidence for my inference T let me ask ou this more peop or less S more T so numbers are a good evidence S it says thatreads T writes on chart T I've modeled all by myself and then you helped me. Next time you'll do it all by yourself. T reads T so I have a ques what can you infer about these kids. I infer these kids blank bec blank. You just don't give an inference without textual evidence. Partner A share w B, then B with A. SS share T walks around I heard some interesting infe I'd like some SS to share. S.... T what's your evidence that they were good kids. S maybe..... T you inferred they may raise money S... T ok Sgives evidence T did you see what she did, she reached all the way to the beginning of the article to give evidence. That's great. T my infer maybe they felt guilty that they didn't do anything earlier S... T all of us have background knowledge. I've seen this issue. WE all have background knowledge. S I infer that these kids are protective. That they feel bad T reads. I know that there's some hidden info. What can you infer about how some kids were feeling? Some things were no said. This a pair share so hands down. I infer some kids were feeling blank because blank. Who is sharing first SS B T ok go ahead. T walks around S they're nervous T that's not a good inf bec it says that in the text. Can you think of another one? T can you share that? T I like how you are both using vocab T ___said that they were nervous but that is there in the text so it's not an infer S... T I appreciate that bec you really pulled a lot together. ,---- and --- used vocab from the text. a

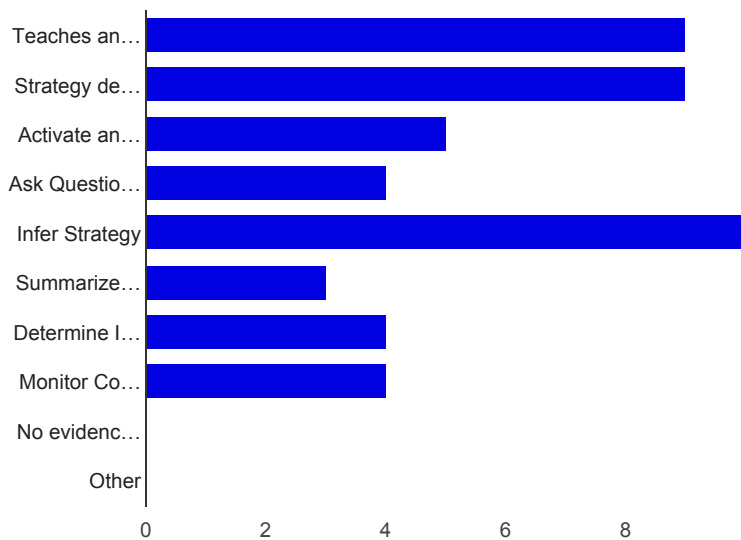
Class #2 9:25 am Maria Alcaraz 5th Grade 16 students seated at table Newsela Article Actress' Extra-Short Afro Changes View of Beauty Charts posted: Let's Make an Inference and focus question: How has Lupita Nyong'o and others change the view of beauty? Comprehension Strategy Instruction: Infer Uses overhead projector Students pair shared twice. There was student writing. T: You should have an article. And take out notebook for double entry journal. Brian, you should have a partner. I'm going to be reading an article to you from newsela. Don't know if you know but Lupita Nyong'o won an Oscar for 12 years a slave. You want you to be thinking about this focus question: How has Lupita Nyong'o and others like her change the view of beauty? I'm going to be reading this article and making an inference. And just to remind you that good readers infer by looking at clues to see what the author wants you to say. You can use context clues, all parts of the text. Thinking about the big idea. Big theme. Use sentence stems, lexical phrases. S: Can we highlight words we can't understand? T: I know you're ready to infer, but let me start you off. Teacher rereads focus question. Teacher reads aloud. T: I'm going to stop and make an inference. Reads text. I'm going to infer what people say and what they think is probably not aligned. S: They're saying what they thought. And when they saw the picture. They say she was beautiful because she won something. S: I infer that she did something great because she had an Oscar, and actress the title says that she changes everybody's mind about what is beautiful. Teacher reads aloud. I'm going to stop there and make some textual evidence. Teacher reads aloud part of passage. I know that Lancome is a huge makeup and skin care company. Now it's a huge deal because she'll be everywhere. This makes it seem like people out in the black community and others will see her beauty. S: She's trying more on her appearance. T: What makes you say that? S: Because she wants people to like her? T Do you

think that's changing peoples beauty? T: Well how do you think that's affecting peoples ideas of beauty. S: People will think that people with kinky hair is beautiful like her. S: What does Kenya means? T: Kenya country in Africa. Half Kenyan, half . Teacher reads aloud. T: Using the textual evidence because you're going to pair share right now..circle the paragraph and using what the author told you. How is the author making you feel or think about beaut? S: It shows that she has confidence and maybe people will like that. T: Yeretzi can you share what you and partner said. S: If she tries on the outside, it shows how she is on the inside. If she takes care on the outside, it shows what kind of person she is on the inside. T: See how short her hair is. Do you think she spends a lot of time on her hair in the morning? S: She is more confident to other girls about getting short hair. S: You're saying that she's giving other people confidence because she's keeping her hair short. Is everybody has short hair. Maybe they're just bragging about her because. I think S: I infer that she's saying that everybody is the same no matter what..short hair, long hair, etc. S: I infer that author say that it's not about what they look, but how they are inside. T: Do you have textual evidence? Teacher reads aloud. T: After reading these questions, I'm wondering what we can infer based on these questions. In your double entry journal, on one side of the paper, copy down the first part of the question. Will I be able to get a job...?" use what you know and what you've read so far to think about the questions that came up in the article. Go ahead and pair, and then when you have a solid inference, write it on the other side of the double entry journal.

RM 14 9:25 a.m. 2nd Grade 21 students Write vocabulary on the board: anxious, irritable, mobs, gradually, budge. Chart: Chart: Inferring is figuring our something that wasn't completely explained in the story." Text: The Story of Ruby Bridges T: Anxious; it's a synonym for nervous; it means that you're anxious that something bad might happen. Irritable means that you're easily upset because there is something is bothering. I will make quick connection.... T: Mobs are large groups of people who are upset or angry. T: Gradually means that it will happen little by little. S: Like when the says are going slowly T: Yes, when things are happening or taking place little by little S: Like when little babies are learning to walk. T: Yes, ...excellent connection T: When you budge it means that you have given in. It means you are stubborn and won't budge or give in. If you give in you do budge T: Read reads the list of vocabulary and states definitions] T: Ok, we are going to use our inferring poster. [Chart: Inferring is figuring our something that wasn't completely explained in the story." T: You can use text, illustrations, and images. We infer by using our scheme. T: When you want to make an inference you will say "I can infer _____ because ____." You use your text, images or scheme S: I can infer that they are fighting inside the school. T: I wonder why the people behind the girl look angry? [T-Chart: "Questions and Inferences for Ruby Bridges"] T: I wonder why the people behind the little girl look angry. T: Look at the front; The Story of Ruby Bridges T: I can infer that the man facing he crowd S: The mob! T: is trying to hold the people back S: I think it is Ruby's dad. T How do you know S: He is saying T: Can you hear him? S: Noooo! T: I see their mouths wide open; I can infer that the men facing the mob are holding the people back because they are holding their arms out." S: I know why they are mad because she is the only [African American] people. T: [Writes on the chart] T: " I infer that the men are facing the crowd to keep the people away/back." T: She is the only colored child? T: Have you read this book before? S: First grade T: That's ok; we are not predicting. We are inferring. T: [Reads orally] 21 of 21 students face the teacher and sit on the rug] [4 hands go up] S: I can infer that is her family T: Why? S: Because they are the same color as her T: They have the same skin color; ok. T: You're using your schema. Good, she is at home and thi sis her family [re: picture of family in house] T: [Reads orally] S: I think this is like Rosa Parks. T: Sounds like a text-to-text connection; what makes you say it S: When she is big she will do something and take her to jail. T: Do they want integration or segregation S: Integration T: Segregation; hmmm, interesting T: [Reds on...] [T: Writes on chart] "I infer that life was not easy for black people because the author says, 'The black children were not able to receive the same education.'" 9:37 a.m. S: I think it is the same time as Rosa Parks was there; it is the same time. S: I agree S: What did he say? T: Repeat it S: I think it is the

same time as Rosa Parks was there; it is the same time. T: Yes, I agree. I think this happened first then Rosa Parks. T Is this fiction S: realistic fiction T: Non-fiction T: [Reads on] S: So they are going to white people schools? T: [Cites text] "The judge ruled...." S: Based on the title, I know why the people in the back are angry. They don't want black kids to go to school with white kids. T: You're inferring based on the illustrations that the people behind Ruby are angry because they don't want them to go to those schools S: I can infer that maybe the other kids are mean to her... T: Now we are predicting; how on to that thought. S: I think that she did something bad so they are mad at her. T: Hmm, let's continue reading T: [Reads orally] 21 of 21 students face the teach, are silent, and sit on the rug] T: Let's go back to Arlene's inference; she concluded that the people were angry because of something her did wrong. T: What is she doing? S: She is going to school with white people. T: Right, if you think that is right or wrong, that is your opinion. T: What are the people trying accomplish by calling her names. Turn to your partner. Let's infer. S: I infer that the marshals are carrying guns because the white people want to hurt Ruby." S: I infer that the white people want to call her names to she will not go to that school. T: What did you infer? S: I can infer that she is calling her names so that she will not go to that school. The whites don't want her to go to that school.

Analyze the Script for Reading Strategy, Criteria #1



Teaches an appropriate and intentional reading strategy	9	90%
Strategy deepened student understanding of text	9	90%
Activate and Connect Strategy	5	50%
Ask Questions Strategy	4	40%
Infer Strategy	10	100%
Summarize and Synthesize Strategy	3	30%
Determine Importance Strategy	4	40%
Monitor Comprehension Strategy	4	40%
No evidence of strategy taught	0	0%
Other	0	0%

Evidence Aligned with Reading Strategy, Criteria #1

Verbalization of how teacher was thinking and modeling the thinking process- called out the "inference" strategy. "I remember..." "Try to make meaning." Reference to what they already knew- referencing "beautiful" brain. Grade level appropriate modeling- K focused more on the picture and personal experience; the G2 teacher focused more on the text and the historical reference.

Actual artifacts helps use to see that both room were teaching a reading strategy. 1st room evidence: Chart: "Inference starters: "I infer..., This text evidence makes me think... This could mean... The theme could be... I can infer ___ because the text says___ T: What does it mean to make an inference? S: It is something in the words are trying to tell you T: So something in the text that is hidden S: Visual inferences S: We predict S: Like a combination of what you know and what's in the text S: It is showing not telling; you use text clues and you need to infer T: As a learner you need to know how to infer S: Using context clues, text evidence, gain information from images. [Chorally read] 2nd room evidence: Chart: Chart: Inferring is figuring our something that wasn't completely explained in the story." T: Ok, we are going to use our inferring poster. [Chart: Inferring is figuring our something that wasn't completely explained in the story." T: You can use text, illustrations, and images. We infer by using our scheme. T: When you want to make an inference you will say "I can infer _____ because _____." You use your text, images or scheme S: I can infer that they are fighting inside the school. T: I wonder why the people behind the girl look angry? [T-Chart: "Questions and Inferences for Ruby Bridges"] T: I see their mouths wide open; I can infer that the men facing the mob are holding the people back because they are holding their arms out." T: She is the only colored child? T: Have you read this book before? S: First grade T: That's ok; we are not predicting. We are inferring. Teaches an appropriate and intentional reading strategy: Evidence: Lesson Plan Strategy deepened students understanding of text: 1st Room: T: Ok, Briana you said that when people are worried that cannot sleep; Ok, that can be background knowledge. You have experienced that or you know someone who has experienced it. S: Yes, that they are worried T: [Records thoughts] "When people are upset or worried, sometimes, they cannot sleep. T: We have two components now. What is the inference? S: Rob is nervous; something is bothering him S: He is thinking about the tiger and giving it away. Students recorded inferences in graphic organizer 2nd Room: T: What are the people trying accomplish by calling her names. Turn to your partner. Let's infer. S: I infer that the marshals are carrying guns because the white people want to hurt Ruby." S: I infer that the white people want to call her names to she will not go to that school. T: What did you infer? S: I can infer that she is calling her names so that she will not go to that school. The whites don't want her to go to that school. S2: I can infer they are calling her names because maybe the people have never seen black people before.

Observation #1 T: why is it important for us as reader for us to ask question S its important for the author's message for the class S2 by asking Q you find out more about t the book T: it helps us when we wonder about something S# we learn more things T when we ask more Q we do it before during and after We find the answer by looking out the text and we find out about inferring. What q do we ask S read T we fist look at the clues, then we ask and we answer Observation #2 T; today you are going to figure out why he was so important S: he was the 1st AA to play with the white team T: with the baseball league. Today w are going to look at the pictures and make an inference. Why would he say tank? T reads T: boy and girls jsutb ha looking at this picture I can infer a lot of things. They tank is big, and even though t some people use lines. in the past people didn't have dryers. I can infer this happened in the past T: writes on chart. "the setting in the past S2 soldiers use tanks T: but the author is comparing it T reads

Class one, Bloom's Understanding/DOK 2.....T, infer on the little girl or woman? S, are the woman dead? S, we can infer that the lady and the girl are homeless? What can you tell me about being homeless? What evidence is the author using to inform you that they are homeless. T, David has another inference. S, she might feel bad because she doesn't have a home, no shoes. T, what is your schema about that David. S, HP T, In case you don't know HP means Huntington Park. T1, Visual Chart to CSI chart was easy to understand and included pictures and lexical phrases. Students had opportunities to share their

thinking whole group, Teachers had planned stops to model, guide, and share student thinking- via pair share and whole group.

Teachers explicitly used reading strategies to help students comprehend text. Teachers activated and connected students to learning by selecting culturally appropriate texts that students could draw connections to. Teachers modeled asking questions about the text as they read. Teachers asked students to infer meaning of the text based on evidence. Teachers also asked students to reflect on how the strategies help them learn. Teachers monitored student learning with the use of a graphic organizer and through group discussion.

Navarro sometimes you read and questions happen looking at pictures as clues, as giving information she modeled it first and the next time did it with their help the chart itself said: I do, we do, independent I can infer that the story took place Let's go back to the text I can infer this took place a long time ago... student hands shot up, she gave them enough scaffolds that they were ready to move ahead Working in groups As reviewing, she had them doing it as well I know the Rosa Parks story... connecting strategy to other. Student is synthesizing all the information they had gotten Connecting pictures to things they knew Teacher going back and forth, looking for very specific responses. Looking to find larger umbrella pieces. Bringing in previous knowledge: racism and other vocabulary from Words listed on wall Pointing out students should/could use multiple strategies student made predictions of hard life based on what was in the story. Student predicted that the white guy was going to help Jackie Robinson, teacher notes that he's already predicting. Mentioned that she had many questions, but didn't explicitly state them. Menchaca Talked a lot about what inference was, used many synonymous descriptions of what inference was. The author doesn't directly tell us this, he's left clues. Teacher underlines and circles words that supports the inference, using mark-up strategy so that students could easily go back If you make an inference and can't find the evidence to support it, than maybe your inference is wrong. I know that there is some hidden information, what can you infer? I infer the kids felt awkward... You see, he pulled vocabulary from another lesson See what Marisol did ? She reached back to an earlier paragraph. Reached all the way back to the beginning of the article. Talked about cranial facial disease, connected lesson to why everyone matters guiding principle. All of us have background knowledge, I see it when I go to the cafeteria

Room 23 ACTIVITIES -Read aloud (prosody, intonation, time for students to see illustrations) -Provided wait time -Provided opportunities to share thinking with a partner -Reinforced classroom norms: Strategies to redirect and reinforce norms for reading strategies -Asks questions to clarify; students would also ask questions to clarify -included students' input on poster -students used the vocabulary sentence stems and encouraged classmates to say, "I infer..." -Student ownership of the words "schema" "inference" "clues" -actively modeled inference strategy with visual aid, purposeful statements, and purposeful affirmation of student input RESOURCES -Provides a color-coded poster to assist students to understand what an inference is and how to make one -graphic organizer (schema+evidence=inference) -prepared notes for "I do" portion of the lesson Room 10 -T fills in chart for "What I Already Know", "What I Learned," "Why I think this is important" -Poster for "Determining Importance" strategy background (What & How) -Some students not on task (observations: looking around, playing w/ pencil and toy, looking through binder, three students with heads down) -Poster and writing not readable from the middle to the back of the classroom; printing is small -Some students lacked close proximity to the text; T standing in the middle front of the classroom (tables arranged in 2 long rows and 1 small group on the observer's right side) -T modeled for students in the "I do" portion of the lesson -During the "We do" portion of the lesson, students did not contribute to "Why I Think This Is Important". (T asked student. S did not respond. T answered and completed the chart.)

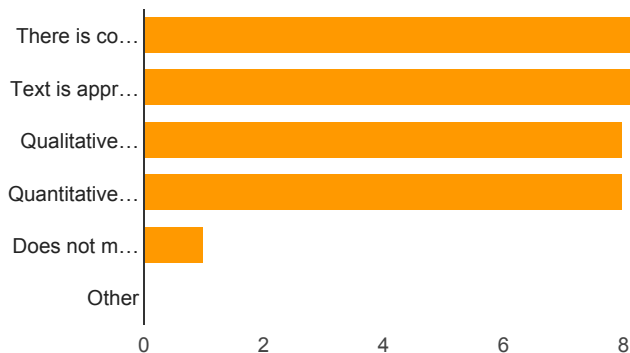
Observation #1 #1: T: If you've highlighted 3 things, I want you to select one of the things you highlighted

and write it down on your index card. #2: T: (To another student) Ladies did you have any commonalities with what you highlighted? T: (To another student) So you put your text and select. T: I see Angel has already chosen a quote and is putting it down on an index card. #3: T: Choose your text. Write why is it significant. Significant means important. T: So why is Alice afraid? T: So this is significant... S-I-G-N-I-F.... #4: T: It is really important to the story. They can determine what is important. What are the themes? I will go down to bullet #5. What is important and what is the author trying to tell. Constructing the main ideas from details. What to determine sparingly. The most important parts. We will only highlight 3. Observation 2 #1: T: So I can infer Hush likes being invisible. T: And we know invisible means you can't be seen. T: So did I think about the clues the author gave me to make an inference? #2: T: This is our second clue... because she couldn't be seen she was safe from snakes. T: This is why she was made invisible in the first place. T: This is why I know Grandma wants Hush to feel safe. #3: T: I can infer Hush likes being invisible. Why? S: Happy. T: Because it makes her happy. S: Excited. #4: T: I want you to think about we just read. What do you think Grandma might be thinking? Let me give you the clue. She looked in to that book but the magic she was looking for was not there.

Both classrooms stated what the strategy was going to be, and there were anchor charts posted for the students. In the upper grade classroom, the strategy did not deepen the understanding of the text because it was not observed during the time frame. Teachers referred students back to the text to cite evidence for how they know. In the lower grade classroom, students had a tendency to summarize, which might be an indication of prior instruction as a scaffold towards asking questions leading to inferring. In the upper grade, teachers directs conversation more towards addressing the focus question as a lens to address the article. Lessons plans indicate strategy selection was intentional and purposeful.

t - that is your inference, we need evidence. I can infer that Alexander was unhappy. My schema that I already know that if I am smushed I will be unhappy. So let's see what else happened. t - he sang too loud and at counting time he left out 16. That is our evidence. I can infer that he feels like he is not doing anything right. My schema - what I already know - I know that if people tell me that they don't like my drawing or say I left out 16, I will feel bad. If people point out the wrong things I am doing, I will feel bad. Let's keep going with our story and see where it goes. Inference poster - student-friendly language version of what inference is t - the main reason why we are going to go over summarizing is that when we do our assessments, some of you give me some of what is happening. Summarizing is telling the main events of the story in my own words.. s- read definition with teacher t - when do we summarize, good readers summarize during or after reading a story s- read aloud definition with teacher t - I stop and summarize to help me remember details. Somebody wanted but so then. Those are the words we are going to use to help us remember and summarize. This is the flow chart that is going to help us. We have phrases that help us when we read. Remember inferences? In the story, (t and s read aloud sentence frames for summarizing) Let's read.

Analyze the Evidence for Text Complexity, Criteria #2



Evidence Aligned with Text Complexity, Criteria #2

Navarro Quantitative:930 (4-5 grade) Qualitative: stated there were many long sentences Reader and

Task: Motivated, interested Menchaca Quantitative: Lexile 1020 (7th grade text in 6th grade class)

Qualitative: Reader and Task: Motivated and interested

Teachers selected texts that were comprehensive, but required students to infer meaning.They also selected texts that were an appropriate length for the lesson and were culturally appropriate.

T1 Lexile level AD410L DRA 20 grade 3.5 Guided reading level L T2, Lexile level is 120L DRA 18 grade

1, guided reading K Scaffolding for teacher 1, preteaching the vocabulary, checking for understanding.

Implements many visuals for English Language development. Visual Chart to CSI chart was easy to understand and included pictures and lexical phrases. teacher prompting using academic language such as evidence, character actions, feelings, motives. Teachers had planned stops to model, guide, and share student thinking- via pair share and whole group.

The story in kindergarten was complex because of the theme about friendship and communication The article in the upper grade classroom helped the student make a connection to the real-world. It was engaging and there was the theme of changing society's idea of beauty. We can infer that thought was put into the lessons because it is not based on Treasures. There were post it notes on the text, which is evidence of planning. The qualitative and quantitative aspects of the text were appropriate for the students because the lesson plans show a consideration for both the lexile measures and reader and task aspects of text selection. To help students access the text, teachers used scaffolding strategies, such as the use of lexical phrases, pair shares, and other routines that show a consistency of practice. In the kindergarten classroom, one student stated, "We're going to infer." This is an indication that these practices build on previous instruction, and that teachers hold students to high expectations.

Observation #1: The mole and the baby bird Lexile Level AD120L Observation #2: Jackie Robinson Lexile Level 930L

Room 23 "Those Shoes" by Maribeth Boelts Lexile: AD 680L Grade Level: 2nd-3rd grade Room 10 "Miss Alaineus" by Debra Fraiser Lexile: 690L Grade Level: 4th-5th grade

Use of grade-level texts

The kids could engage in the reading because of the puppet and personal references. 2nd grade text was important. Both had the students working through the reading. Intentional choice of readings for the purpose of the lesson on the inference strategy.

1st Room Evidence: Cited the three components of text complexity in his lesson plan for The Tiger Rising with rationale for why it met each part of the criteria for text complexity. Qualities of the text that were qualitative had layers of meaning that were complex. Author was asking the reading to grapple with an ethical dilemma of doing the right thing and freedom. Along with the teacher's comments about the text.

Quantitative: The book that he was reading with Lexile 520 and Level T is at the fifth grade level. 2nd

Room Evidence: Quantitatively Speaking: Ruby Bridges is at the 3rd grade level. Independent Reading

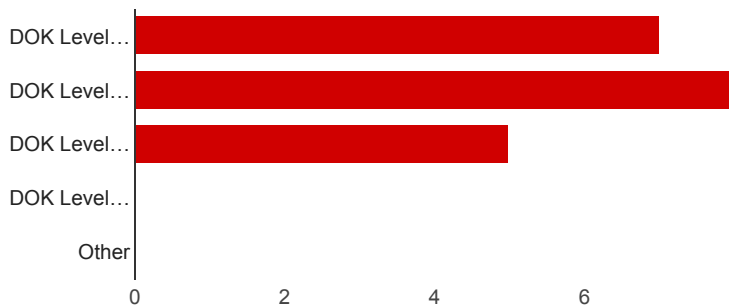
Level 0/34 both at third grade Qualitatively: Civil rights and historical setting and acceptance.

Observation #1: Students were asked to follow as the teacher read the passage. Observation #2: Teacher read the book to students as they sat on the carpet.

Text Complexity Criteria

Predict Student Learning

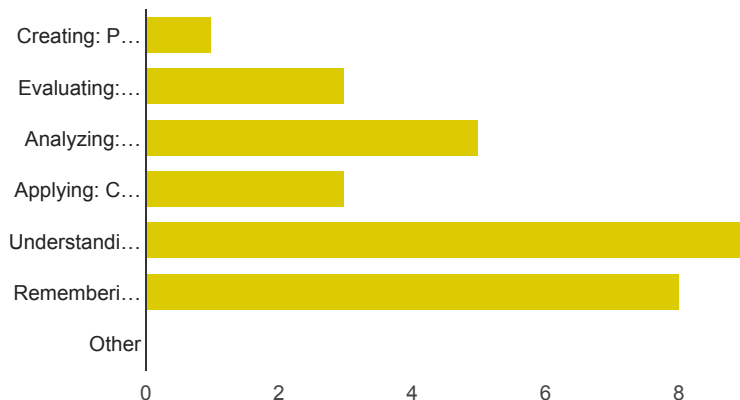
DOK Level



DOK Level 1 - Recall/Reproduction	7	70%
DOK Level 2 - Skill/Concept/Understanding	8	80%
DOK Level 3 - Strategic Thinking/Reasoning/Non-routine problems	5	50%
DOK Level 4 - Extended Thinking/Independent Research	0	0%
Other	0	0%

Webb's Depth of Knowledge

Level of Thinking on Blooms' Taxonomy



Evaluating: Judging the value of ideas, materials and methods by developing and applying standards and criteria	3	30%
Analyzing: Breaking information down into its component elements	5	50%
Applying: Carrying out, executing, implementing, using	3	30%
Understanding: Understanding of given information	9	90%
Remembering: Recall or recognition of specific information	8	80%
Other	0	0%

Bloom's Taxonomy Revised Version

Evidence to Support Your Claim

T, infer on the little girl or woman? S, are the woman dead? S, we can infer that the lady and the girl are homeless? What can you tell me about being homeless? What evidence is the author using to inform you that they are homeless. T, David has another inference. S, she might feel bad because she doesn't have a home, no shoes. T, what is your schema about that David. S, HP T, In case you don't know HP means Huntington Park. T, began reading..... T, infer again referring to the chart and think pair share, apples go first. S, students's sharing. I think she got lost. T, What do you think? What do you infer? S, I infer trixy is sad. T, why? S. her face is sad. S. I think he got lost and he is going to start crying. S. Dad is going to keep on looking. T, why? T, do you think daddy wants her to be sad and have her cry? S, No. T, reading..... T, Today we were practicing our inferring. What the character might be saying, talking. T, I infer, I think, So I am going to give you your beanie baggies and practice inferring.

Students were asked to cite evidence to support inferences about the story, which supports DOK 1 and 2. Lesson plans show evidence of moving towards DOK 3. Students in both classes worked to cite evidence from the texts and evaluate and analyze that evidence.

The intention of each lesson was for students to gain an understanding and apply a concept, but we did not observe that in our 20 minute observation.

T I'm makes me wonder S3 I want to know why T: what's the name of the table S4 I think the baby bird is a more,... T is they anything more S4: I want to know if they are playing together? T: it makes me ask are they friends S5 what know about their house T :so is it their question

T: "What happened in the story?" T: "What did the character want to do?" T: "Give me your evidence for that." T: "Any predictions?" Students writing summary statements Students citing evidence from text Students completing Thinking Map on inference Students inferring character feelings based on text evidence and schema.

Students reached DOK 3 because they were thinking in abstract terms as they were analyzing the pictures and the text in each grade level for inference. They were supporting their claims of inference with evidence which moved them toward the defense of their reasoning.

Room 23 #1 T I can look for words and the pictures. Before she sat down heavy, she looked at the price. S (Diego) So maybe it was the price that made her sit down heavy? T Maybe it was...I can look at her face S Her face has a frown... S Or maybe she is worried that she doesn't have enough money...because on the other page she said that she only has a little bit of money and maybe the shoes are too expensive. #2 S Her eyes are wide open. T Yes, like when you're surprised, your eyes are wide open. Remember, we also use our schema to make an inference. I remember one time when I wanted to buy a gift for my mom...so I went to the store...I checked the price and I saw that it was too much money and when I checked my money, I realized that it didn't match. S Was your face shocked? T Yes! I was like, "huh!" That would be my schema. So when I put my evidence and my schema together, maybe I am ready to

infer. The grandma sits down heavy because why? S She feels bad because she cannot... #3 T (writing) I can infer grandma sits down heavy because she is surprised that it... S ...costs too much T I like that that. It's too expensive...and like how Eduardo said she is worried that she cannot pay for them. Room 10 #1 T We are trying to determine the importance of the story. #2 T So Sage thinks that misc is a box of pasta and puts that as her definition. T What I want you to understand is that we are writing down and we have three columns, but what we are determining is what is important...so if we were to write a summary, "blank is important because..." you would have to fill it out. T states what strategy they will use.

In both classrooms, students were asked to cite evidence from the text. in the kinder classroom, they were asked to look at picture and text clues that they heard. In the upper grade classroom, the focus question was a DoK 3 that was complex and engaging and required students to defend their reasoning. For Bloom's under Evaluate, students in the second classroom were told that tomorrow they were going to write about their reading. Students have to explain concepts orally or in writing. In the kindergarten classroom, students had to Analyze how the letter was lost by citing evidence from the text. It is evident that Remember, Understand, and Apply are scaffolds to accomplish the rigor of the other tasks required under Bloom's.

DOK 1 and DOK 2 noted, elements of DOK 3 Blooms: students got up to applying but the teacher was analyzing

We observed the I Do in both classes and in the 2nd room the We do with both classes having students making basic inferences and locate information to support explicit-implicit central ideas.

Next Level of the Work

The Next Level of the Work

Prescription

The group would like to see students practice the reading strategy with more immediacy. We would also like to see greater focus on the release of the strategy and increased student-to-student engagement. The group would also like to see how teachers plan to incorporate higher levels of DOK.

Incorporate these best practices into other content areas, such as math, social studies, and science, etc. For example, use infer in math or create common anchor charts. Develop a library of CSI Lessons per grade level.

1. Be more explicit when strategies are being used 2. Teachers speak aloud their thinking and show more metacognition 3. Teachers follow-up student responses with requests for students response. 4. Norming the strategies to match grade level expectations of the rigor of the strategies.

1. More "Turn and Talk"/cooperative learning strategies 2. Physical movement of both student & teacher 3. Increased student voice—opportunities for students to respond, deliberate posed question, share aloud 4. Gradual release of strategies and guidance by teacher 5. Use of technology and use of document reader 6. Increased use of intentional grouping of students with specific jobs/responsibilities for students 7. Use of sentence strips and sentence starters for manipulation of language and textual evidence.

1) Teacher modeling in the "I do" stage is minimized and the "we do" is provided more substantial time. More emphasis on the "we do" stage to provide for more student engagement through student to student interactions with teacher feedback. 2) During all the gradual release stages provide intentional structured

talk opportunities. For example accountable talk moves will be used.

1) More student voice Continue practices such as the one seen in K classroom where students are to speak to partner and then share what partner stated. Allow time for students to speak and share their understanding in between the modeling of strategies. 2) Increase the wait time 3) Capturing what students are saying and making the language visible to the students.

Observation #1: The teacher might want to consider asking questions that allow students to construct deeper understanding of characters? The teacher might want to consider student accountable talk log to monitor individual student participation and understanding. The teacher might want to consider providing students with academic question stems. Observation #2: The teacher might want to considering revisiting classroom systems and routines to ensure full student participation, for example, utilizing positive reinforcement. The teacher might want to consider utilizing a monitoring system to check for student understanding.

1. Students could read the text. 2. Students could justify the reasoning behind their text selection. 3. Students could construct an argument/image in their own words.

1. Use of student work and determine baseline using rubrics. 2. Use of more interaction among students with students cooperative learning 3. Grasp more of the teachable moments where students' can participate 4. Implement Kagan Strategies.

- Releasing earlier. Strong teacher modeling ("I do") was evident, but often was a substantial period of time. When appropriate, try to release earlier. - More whole-group participation during teacher modeling portion. - Consider more extended thinking questions to elicit

Cite Analysis

2 of 2 teachers utilized and intentional reading strategy from DUCK 2 of 2 teachers utilized appropriate text

We noted that potentially many strategies were being used but that aside from inference, it was harder to know what strategies were also being used. We noted that students weren't often asked to defend their thinking or another student's thinking, but that the teacher would often analyze the "correctness" of the responses. We noted that the 2nd grade and 6th grade class used the same strategy and that the strategy looked very similar in both classes.

1. Very heavily teacher-directed, very little student voice. 2. Little to no evidence of student discussion.

In the problem of practice, it states that practices are not systemic, and that the focus was on teaching the strategy. It seems like the PoP needs to be revised based on the current work and PD teachers have received.

The teachers are using inference as the strategy to increase comprehension and effect access to text.

The two main concerns, too little student voice and not enough wait time, relate back to the importance of gradual release.

20 minutes of teacher input/modeling Questioning and discussion techniques mainly relied on student / teacher Q & A Students appeared ready to engage in independent practice earlier.

1. Students in extended receptive & observational mode 2. Teacher talk fills majority of instructional time 2. More "We do" and "You do" activities

We observed 1 of 2 teachers use direct instruction for the entire observation. There was only one example of student-to-student engagement in 1 of 2 classes. We observed the "I do" section of the lesson in one class and the "We do" section in another. We observed teachers asking students to recall evidence to support the main idea and infer ideas based on the evidence.

1) Noticed the "I do" portions of the lesson took at good portion of the first 20 minutes with little in way of

student to student interaction. 2) Out of 40 minutes of observation out of 2 classes in 1 we observed 1 pair share. 1/2 classes had 1 pair share. 3) In one classroom the same group of students were dominating the responses and all of the interactions were teacher-student ping pong style.

Still seeing the focus is on teaching the strategy of CSI and not seeing the student's implement it in practice. Still not seeing the gradual release of teaching the strategy to the students. Did see complex text is purposeful and appropriate and strategy selection and delivery is intentional.

Reflective Questions

1) How might gradual release throughout the year result in students driving more of the comprehension strategy work? 2) How might you increase student to student interaction and thus increasing student engagement in all stages of the gradual release of responsibility model?

Observation #1: How might the teacher ask questions that allow students to construct deeper understanding of characters? How might the teacher monitor individual student participation and understanding? How strategies could the teacher utilize to prompt student questioning? Observation #2: What systems and routines might the teacher develop systems to ensure full student participation? What strategies might the teacher utilize to check for student understanding? How might the teacher connect student inference to evidence from the text?

How might essential questions be used to support differentiated DOK 3 & 4 tasks?

How might you differentiate PD to increase teacher pedagogy and raise the quality of teacher practice?

How will school systemically increase student voice and wait time to further the fidelity of gradual release.

How might you extend students' thinking in explaining their knowledge and how might you do it throughout the entire lesson? (Sidenote: This was a great walk! The team here at Roybal-Allard is focused and doing some very strong coordinated instruction on high-leverage strategies. We were impressed!)

How could teachers increase the student voice/perspective?

How might the school work together to develop not only a common understanding of the strategies and their implementation, but also a common understanding of how the strategies progress in rigor vertically K-6?

How long have teachers used the reading strategy? How might you incorporate greater student-to-student interaction, even during the "I do" portion of the lesson? What culminating assignments or activities might increase the level of DOK and help students apply their learning?

Number of daily responses

