

## LUCILLE ROYBAL-ALLARD ELEMENTARY INSTRUCTIONAL ROUNDS

TEAMS for March 11, 2015	9:00-9:20	9:25-9:45
<i>Team A</i> <i>A. Draghi</i> , V.Carbino, A. Maxon, J.Chaikittirattana, M.Gonzales, G.Zamora	<b>L. Rosales</b> Kinder/ Room K2	<b>A. Irigoyen</b> 2 <sup>nd</sup> / Room 15
<i>Team B</i> <i>K.McGrath, J.Espinosa</i> , P.Woods, S. Zuniga, Lorena Davis	<b>S. Martinez</b> 5 <sup>th</sup> / Room 13	<b>M. Bailon</b> 2 <sup>nd</sup> / Room 14
<i>Team C</i> <i>E.Leyva</i> , G.Berhitoe, E.Cuevas, A.Draghi, M.Navarro	<b>C. Martinez</b> 1 <sup>st</sup> / Room 23	<b>F. Zaragoza</b> 4 <sup>th</sup> / Room 10
<i>Team D</i> <i>T.Miller</i> , J.Rodriguez, K.Boswell, L.Machuca, Lisa Davis	<b>J. Carrera</b> 1 <sup>st</sup> / Room 21	<b>M. Perez</b> 3 <sup>rd</sup> / Room 18
<i>Team E</i> <i>C.Felch</i> , L.Raphael, H.Carlos, M.Barker, E.Solorio	<b>L. Robles</b> 4 <sup>th</sup> / Room 8	<b>A. Laris</b> 1 <sup>st</sup> / Room 20
<i>Team F</i> <b>B.Lucas</b> , <i>C.Katayama</i> , C.McKnight, C.Gonzalez, C.Sims	<b>E. Cavitt</b> 1 <sup>st</sup> / Room 19	<b>M. Rendon</b> 3 <sup>rd</sup> / Room 6
<i>Team G</i> <i>H.Nguyen</i> , A.Fuentes, T.Welch, J.Gage, Laura Hernandez	<b>R. Gutierrez</b> Kinder/ Room K3	<b>M. Alcaraz</b> 5 <sup>th</sup> -6 <sup>th</sup> / Room 31
<i>Team H</i> <i>D.Pandullo</i> , A.Rivera, D.Lowe, F. Lara, Parent	<b>C. Navarro</b> SLD K-3/ Room 22	<b>C. Equihua</b> TK-Kinder/ Room K5
<i>Team I</i> <i>N.Grakal</i> , J. Gonzalez, M.Dean, D.Gettinger	<b>T. Rivas</b> Kinder/ Room K4	<b>P. Castillo- Gonzalez</b> 2 <sup>nd</sup> / Room 17
<i>Team J</i> <i>R.Schaffer</i> , R.Casarez, W.Lupejkis, Lupe Hernandez, M.Beiersdorf	<b>R. Navarro</b> 2 <sup>nd</sup> / Room 16	<b>J. Menchaca</b> 6 <sup>th</sup> / Room 28

Note: *Italics* note group facilitator.

### Problem of Practice:

1. Effective implementation of Comprehension Strategy Instruction (CSI) is not systemic. The focus was on teaching the strategy, as opposed to using the reading strategy to address the Common Core State Standards to deepen student comprehension of text.

2. In addition, there is a need to establish a uniform understanding of how CSI lessons are to be delivered.

### Theory of Action:

If teachers *effectively*\* deliver a Comprehension Strategy lesson\* based on the Common Core Anchor and Grade Level Standards, *then* students demonstrate deep comprehension of the text as evidenced by student talk, student work, and other assessment data.

\**effectively* is defined as:

- gradual release is achieved*
- complex text is purposeful and appropriate for students;*
- strategy selection and delivery is intentional*