

**Lucille Roybal-Allard
Instructional Rounds**

Team/ Times	9:00-9:20	9:25-9:45	10:15-10:35	10:40-11:00
Team A Nikki and Angie	Laura Hernandez	Irigoyen	Gutierrez	Perez
Team B Joseph and Martha	Saul Martinez <i>Leser!</i>	Bailon <i>Leser in Spanish</i>	Rendon	Zaragoza
Team C Katie, Juan, and Hang	Claudia Martinez	Cynthia Navarro	Castillo-Gonzalez	
Team D Katie R., Tenille, and Laura	Carrera	Equihua	Maria Navarro	
Team E Patrick, Ruth, and Reina	Robles	Laris	Ruth Navarro	

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*