

Roybal-Allard: Next Steps
Instructional Rounds 10.30.14

Evidence (Team 2)

- Strategy work: 16 mentions/sticky notes of strategy
- Gradual release, heavy teacher, light student
- Differentiation: Charts
- Questions: 1 procedural, 4 yes/no, 2 parte yes/no part open ended, 5 open-ended
- Text complexity: Goggles (K), Each Kindness (4th)

Predictions

- Students can infer and cite basic text evidence (DoK 2/3, comprehension)

Next Level of the Work

- PD: What's the criteria of when to release it to the kids
- Move to explicitly teaching to strategies, to S independently doing it
- Examine text complexity analysis tool

Reflective Questions

- How might you determine criteria for when to release work to students?
- How might students used the strategies independently
- How might you examine text complexity when choosing a book?

Evidence (Team 1)

- Text Complexity: 1st grade book was lexile 570, Weekend with Wendell Upper Grade prologue "My beloved Life," Sonia Sotamayor's Autobiography
- Strategy: Upper Grade, stated task, focus question, used inferring to get to that, 1st grade, activate and connect, use schema
- Objectives stated and charts posted to infer
- No follow-up questions asked (1st grade), 1 question was open-ended
- Questions were not connected to the Standard

Predictions

- Students can make predictions
- Students can make a basic inference with the citing of evidence support

Next Level of the Work

- PD, analyzing text for complexity, grade level application of analyzing a text (done before the next IR)
- For initial read, T have a focused question that connects the strategy to the standard (why are you doing it)
- Revision of criterion chart

Reflective Questions

- What is your rationale for determining the complexity of text?
- Why was this complex text selected for the teaching of this strategy?
- How does this initial read address the organizing element of key ideas and details?
Explicitly how can you record this in a focus question of the initial read?