

Observer: J. Espinosa

Date: 3.11.15

Room: 13

Grade: 5<sup>th</sup> # of Students: 29 students

## Observation Script Template

**Focus of Observation:**

- Comprehension Strategy Instruction

**Learning Target/Lesson Objective:**

Strategy: Inferring-Making inference about the character. Cite evidence from the text, both picture and text. Quote accurately from the text to support inferences. RL 1.2 and RL 3.2

**Task:** Inferring using the story, *The Tiger Rising*. Lexile 520. Language features are moderately complex. The text purpose is very complex. The knowledge demands on the students are moderately complex.

**Teacher (T),  
Students  
(Ss),  
Student (S)**

**Verbatim or Near Verbatim Quotes**

Going over the vocabulary words with the class: secretive, untrustworthy, sentimental  
Anchor Chart for Making Inferences on the white board as well poster about what good readers do.  
Inference Sentence Starters Poster in the front for student to reference

T: What does it mean to infer?

S: The text doesn't tell you.

T: The words in the text is not clear.

T: The combination like a math problem (BK + TC =I)

S It give you text clues and your have to figure out what they are referring to.

T: You have to infer and visualize. What does this first bullet tell us.

Ss: Read the first bullet

T and Ss: Finish reading the bullet related to inferring.

T: in the book in the *Tiger Rising* by Kate Camillo. We are in Chapter 17 page 61.

T: Begins to read while 26 students follow along

9:07

T: I was actually looking at something a little before that.

S: He was ...

T: That 's ok.

S: He was getting to tell Willie May about the tiger.

T: I 'm going to reread the first two paragraphs. Rereads.

S3: Is it about him tossing and turning and scratching your legs.

S4: Something must be on your mind.

T: Something must be on your mind.

S: It says all night he tossed and turned scratching leg and thinking about the tiger. He was thinking about whether to let go of the tiger.

T: Displays the graphic organizer for sharing with a neighbor about inference. We will use this map to organize our thought. If you getting evidence from the book. My thoughts section is your background and Evidence from

the text is the text clues.

T: If I look at my text. I'm looking at this 2<sup>nd</sup> paragraph. That is where the clues are at.

I'm looking at paragraph #3. Where it says he had tossed I'm going to write "he had tossed and turned , scratching his legs and thinking about the tiger and what Sistine said . . ."

Ss: Copy along as T writes the clues and cites the paragraph or page where it was from.

T: You were saying about when people are worrying about things they can't sleep. That is background knowledge. Writes "when people are upset or worried they sometimes can't sleep" and students copy.

T: Writes so Rob must be nervous or worried about what to do with what in the box and students copy in their graphic organizer.

Ss: with the tiger

T; with the tiger right.

T: Continues to read.

S: what does it mean to crack?

T: When it makes a snap noise.

T: Continues to read.

27 out of 29 following along.

T: In this moment what is Rob trying to lead up to

S5: He is dancing around the question

T: I like that. As far as another example. We know is Rob is looking to Willie May for advice. What is she going to tell him? So we are saying he is looking for advice. What does Rob ask her?

S6: He asked her if you would let it go.

### **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 College and Career Readiness Anchor Reading Standards #1-#3, then students will 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

### **Guiding Question:**

### **Description (What you saw):**

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**Analyze the descriptive evidence (What patterns, trends do you see? How might you group or categorize the data?):**

**Predict what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?:**

**Recommendations (Next Level of Work):**

## Observation Script Template

**Focus of Observation:**

- Comprehension Strategy Instruction

**Learning Target/Lesson Objective:**

How is the book “The Story of Ruby Bridges” connected to our theme of Better Together?. RL 2.3 and 2.7

**Task:** Inferring with the book “The Story of Ruby Bridges” using the gradual release model. C Complex due to its historical setting and themes of civil rights and acceptance.

**Teacher (T),  
Students  
(Ss),  
Student (S)**

**Verbatim or Near Verbatim Quotes**

Ruby Bridges To chart up on the board with Questions (I wonder) and Inferences (I think) on the board on a chart.

Went over anxious, and irritable.

T: mobs are large crowds of people Usually mobs are not very happy. When they use the word mob they are angry or upset. Another word: gradually. It means that it will happen slowly or taking place. Moving along little by little.

S: Like when babies learn to walk

T: Yes like babies. They crawl and stand and eventually walk.

T: Budge. It means that you gave in. You agree. You give in.

T: Summarizes the meaning of the words above.

T; We are going to use our inferring poster, which is on the pocket chart. We can use pictures or illustrations to infer. We infer by using our schema. The chart is color coded.

T: S1

S1: They were infighting inside the school.

T: write I wonder why the people behind the little girl were angry. Let’s begin. Hold that though and let us see if the author will answer our question. The title is the Story of Ruby Bridges. I can infer that the man facing the crowd or mob is trying to keep the people back. Writes this question on the chart.

S2: he is ruby bridges dad.

T: What makes you think that?

T: I can infer the men facing the mob are trying to keep the mob back because they are spreading out their arms. Writes the inference on the chart as her inference.

Tv: Begins to read the story.

S3: I can infer that that is her family.

T: How can you infer that?

S;3 They have the same skin color.

T: Continues to read.

S:4: I think this is like Rosa Parks.

T: Sounds like you are making a text to text to connection.’

S:

T: you are predict that when Ruby grows up she will get arrested for doing something. You think Ruby wants

integration or segregation.

S4: segregation

T: you think ruby want black and whites to be separated.

T: I can infer that life for black people was difficult because the author said black children were not able to receive the same education. Write this inference on the board in the T-Chart under the inferences column.

S: Like when you said that he is going to be like Rosa Parks. That is time when black people and white people couldn't be together.

T: Very good. I'm going agree with you. I believe that this happen first and then Rosa Parks.

S: Is this a fake book.

T: What do you think boys and girls? It is nonfiction

T: Continues to read.

S6: So they are doing to white schools/

T: Continues to read and then says yes.

S: I don't think the people want her to go to their school because she is black.

S8: the people are mad at her and other kids are mean to her.

T: Now you are predicting. Hold onto that thought we are not there yet.

T: Let's continue reading.

T: Continues read.

T: I wonder why Ruby was sent to a different school by herself.

T: Had sticky notes to mark stopping points in the book.

T: So let me go back to Arlenes' inference. She concluded that the people were made because Ruby was doing something wrong. What was Ruby doing to anger the people.

S9:

T: Let's continue reading

T: Going back to this page. What are the people accomplish by calling Ruby names? Turn to your partner and discuss what they are trying to accomplish.

T: Why are they calling her names/ The author didn't explain that to us. I can infer ...

S: because ....

T: Why are they calling her names?

T: What can you infer? Why are they calling her names?

S10: So she can't go to that school because only white kids go to that school.

S11;

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Observer: J. Espinosa

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Room: 14-

Grade: 2nd # of Students:

**Guiding Question:**

**Description (What you saw):**

**Analyze the descriptive evidence (What patterns, trends do you see? How might you group or categorize the data?):**

**Predict what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?:**

**Recommendations (Next Level of Work):**