#7 UURC Tier I Text Practicum: Close Reading to Assist with Inferencing

Goal: to become more effective & efficient at delivering Tier I instruction so that all G2+ readers—especially those who struggle--improve fluency and comprehension for immediate & transfer texts.

Debrief & Review Use of FORI & QtA Routines

Miles on the page! How's it going? Review expectations as needed.
- For extremely low students, rather than Partner Reading, you can pull them to a table with you and do a mix of Echo and Choral Routines.
- Another motivating option = putting the text on the doc camera and asking a student to track with a pointer in case some students get lost. You run the routines as usual.
- When routines are solid, occasionally ask individual students to lead the echo routine for a paragraph.

Instruction Related Inferencing

Strong research base over 4 decades
(e.g., Elbro & Buch-Iversen, 2013, SSSR - moderate to large effects found on immediate and transfer texts after 8 lessons)

Moses received the tablets. He needed a glass of water to swallow them.

Try to describe both the automatic and the metacognitive thinking that went on your mind as you read this text.

- automatically filled gap: he = Moses; them = tablets

- surprise! tablets are pills and we use water to swallow pills

- replace Old Testament schema with Medical schema

- most inferences are completed ___automatically___, unless you lack b.k. or get taken by surprise

- you may have correct b.k. but not use it because the text is too dense

- these 'gaps' provide opportunities for 'close reading' to provide clarification & evidence

So, let's look at possibilities for Deep Queries or after Partner Reading.

Example:

During the 20th century, fishing boats became so efficient so that it was possible to catch large quantities of fish in a short time. Towards the end of the century it became necessary to regulate fishing by setting limits (quotas) on the catches of each fisherman or boat.

Why did the government regulate fishing?

Where does it say that in the text?
The text doesn't say that exactly, but I can infer that…

My Inference: Evidence: Text & My Background
                                                 Knowledge:

Practice: FORI + QtA for Tier I Planning Process

1. Review Fiction text.
2. Review Fiction Organizer.
3. Construct Theme, then Major Understanding.

"A jade bracelet, Yoon," my mother said, "When I was a young girl, my own mother gave me this very bracelet. Now I am giving it to you."
"It is a wonderful present," I said. It was so wonderful I felt afraid to take it from her.

How does Yoon's mother feel about the bracelet?

Where does it say that in the text?
The text doesn't say that exactly, but I can infer that…

My Inference   Evidence: Text & My Background
                                      Knowledge

After lunch, when the children ran
"You have my bracelet and I want it back," I said.

"Stop bothering me!"
She pushed me away and laughed. I was just like the silly girl in my
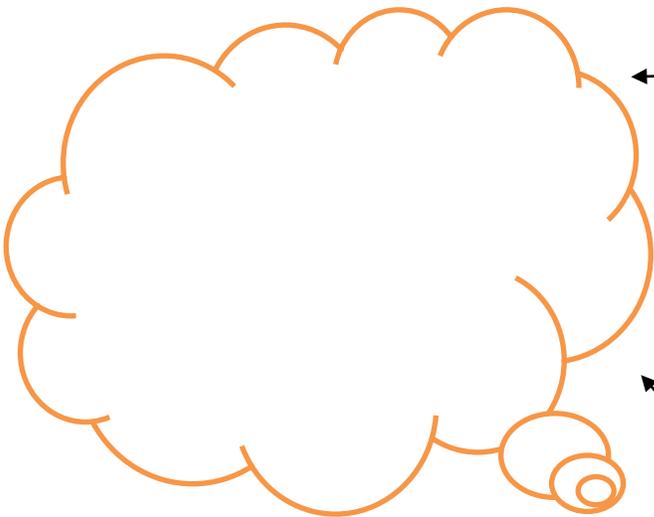*storybook; I had been tricked.*

Who has the bracelet at the end of this section?

Where does it say that in the text?
The text doesn't say that exactly, but I can infer that…

My Inference   Evidence: Text & My B.K.

Older Girl:

Yoon:

<u>Working with Larger Chunks of Text</u>

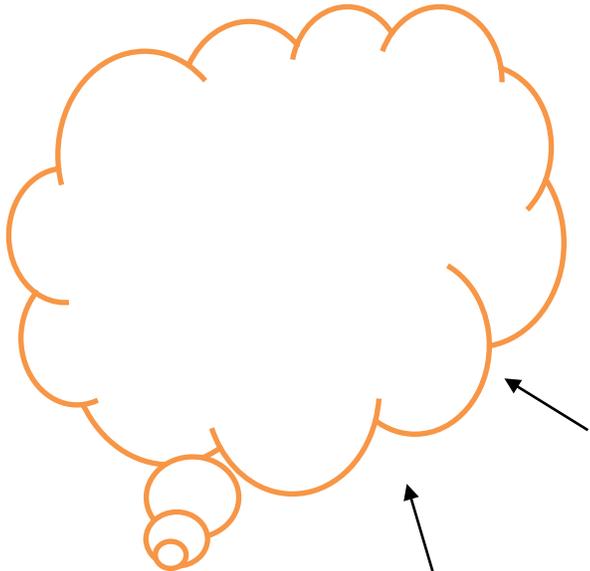Read pp. 48 & 49 from Yoon & the Jade Bracelet.

Why did the teacher take the bracelet from the older girl and give it to Yoon?

Where does it say that in the text?
The text doesn't say that exactly, but I can infer that…

My Inference   Evidence: Text & My B.K.

Yoon:

Older girl:

## <u>How to Construct Your Own Inference Boxes</u>

1. Find & re-read a section where you Deep Queried because it is central to the M.U.

2. Ask yourself: Is this a place where students need to make an important inference?

3. If so, turn that inference into a question.

4. Ask students to turn to that section in the text. Read "Voices together…"

5. Pose the question that requires an inference. Write it on the board. Ask students to repeat the question.

6. PAIR SHARE to answer question. Model writing inference in bubble. Students write yours/theirs in bubble.

7. Ask, "Where does it say that in the text?" Students respond, "The text doesn't say that exactly, but I can infer that…"

8. Ask students to write evidence (key words and phrases) that back up their inferences.

Text Title: _____ Page & Paragraph: _____

Question that Requires Inference_____

_____
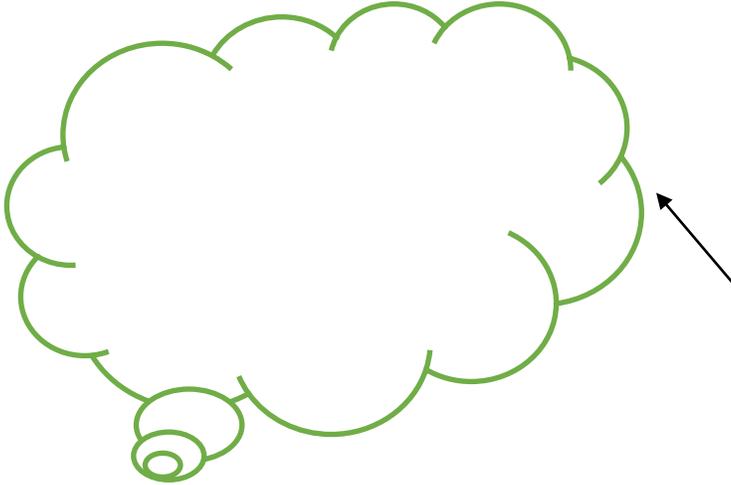
My Inference

Evidence from Text &
My Background Knowledge

Page & Paragraph: _____
Question that Requires Inference_____

_____

My Inference

Evidence from Text &
My Background Knowledge

Taking It to Your Grade-Level Text

In grade-level teams, use a Major Understanding you have already developed for a main selection.

Find 2 places where you believe your students may have difficulty making important inferences. Develop 2 inference boxes with a guiding question for each.

Requirements for Tier I Text Certification

- use routines with whole class **daily** (get to 40 minutes)
- fill out weekly LPs (minimum of 25 required)
- plan with grade-level team to apply QtA to text
- attend at least 7 of 8 half-day group clinical trainings
- be observed 1:1 in classroom at least 4 of 6 times (20 min. observation followed by 10 min. debrief)
- **complete 2 self-observations while viewing videotape**
- **view 5 seminars (1 hour each) as a group**

- (optional) read research articles on comprehension theory/instruction

For Next Time

1. Each educator should pick a text & come to training with a completed Organizer, MU, and Theme/Author's Purpose.
2. You will then work as a team to develop Deep Queries for at least one text.

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-req for UURC Botswana Internship!
http://www.uurc.utah.edu/Educators/BotswanaInternship.php