

#7 UURC Tier I Text Practicum: 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.

Today's Focus: Instruction for 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 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.

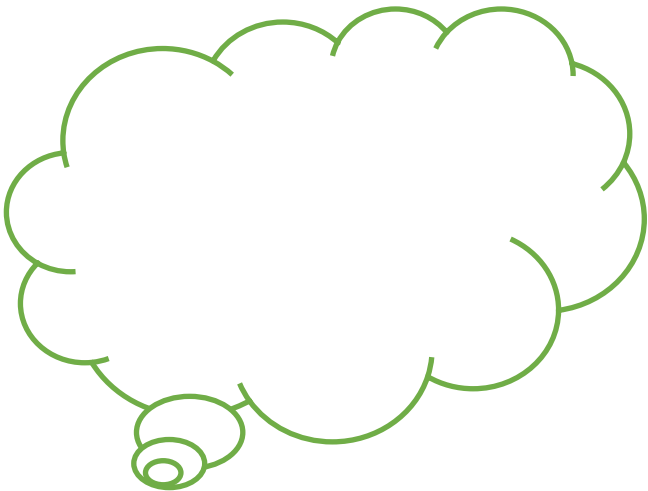
Why did the government regulate fishing?

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:



FORI + QtA for Tier I Planning Process w/Teachers

1. Review Narrative Organizer related to *Yoon & the Jade Bracelet*.
2. Review Theme, then Major Understanding for *Yoon & the Jade Bracelet*.

Trainer Models/Works with Educators or in a Classroom

1. Summarize beginning of text for participants.
2. Lead participants in Echo Reading text section.
3. Project Deep Query and Answer Stems. Echo Read.
4. Participants execute. Trainer roves & trouble-shoots.

“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



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After lunch, when the children ran outside, I found the older girl again.

“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:

Working with Larger Chunks of Text

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

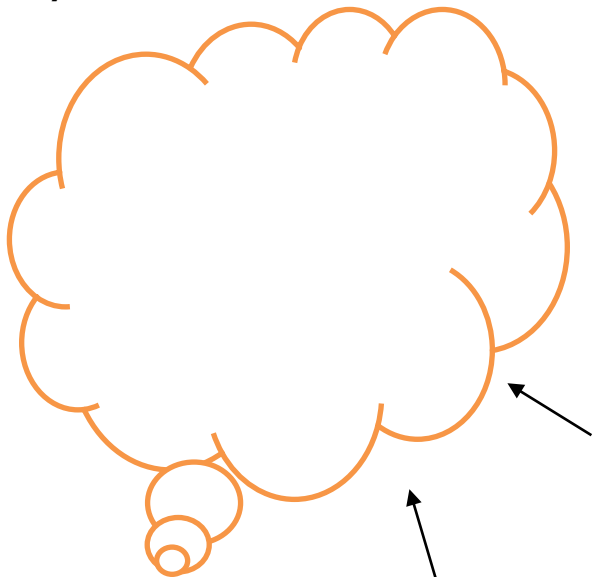
Why did the teacher take the bracelet from the older girl and give it to Yoon?

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:

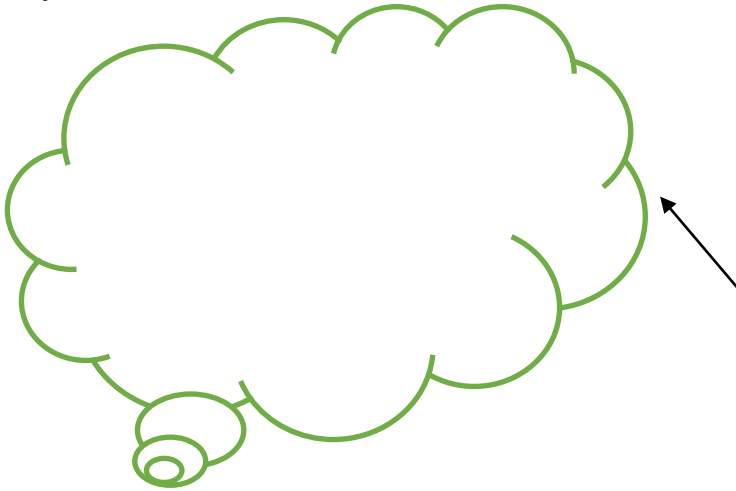
How to Construct Your Own Inference Boxes

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** for 40 minutes;
 - weekly LPs & Organizers (minimum of 25 each required) maintained in binder;
 - attend 8 half-day clinical trainings;
 - be observed I:I in classroom 6 times (20 min. observation followed by 10 min. debrief);
 - earn “satisfactory scores” on at least 2 observations, with 1 earned on last observation;
 - complete observation forms on 2 self-observation videos;
 - view 5 seminars (1 hour each) as a group; and,
 - school principal must attend 1st and last trainings.
- (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>