



Brownsville Independent School District
 Curriculum & Instruction Department
 June 8, 2013



TEXAS LITERACY INITIATIVE
 LINE UP THE FUTURE

Dr. Carl A. Montoya,
 Superintendent of Schools

Hanna High School
 All Conference & Planning Periods

**TEXAS LITERACY INITIATIVE:
 MAKING CONNECTIONS, MAKING INFERENCES & PREDICTIONS, READING WITH
 PURPOSE (RWP), COMPREHENSION PURPOSE QUESTION (CPQ),
 & THINK TURN TALK (TTT)**

A G E N D A

Time	Resource	Description	Presenter(s)
45 minutes	<i>Projector, Laptop, Computer, Handouts</i>	WELCOME/AGENDA Presentation: "Literacy Strategies 6-12" <ul style="list-style-type: none"> • Reading with Purpose (RWP) • Steps for setting a great Comprehension Purpose Question (CPQ) • Think, Turn, Talk (TTT) • Making Connections • Making Inferences & Predictions 	Sonia Villalón – <i>TLI Teacher Specialist Hanna HS</i> Angelica Martinez – <i>ESL Teacher</i>

TEXAS LITERACY INITIATIVE GOALS	REFLECTION
1. Increase the oral language and preliteracy skills of participating preschool children . 2. Improve the performance of participating K-2 students on early reading assessments. 3. Increase the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades 3 through 12 . 4. Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings. 5. Increase the implementation of effective literacy instruction through <i>Literacy Lines</i> .	<ul style="list-style-type: none"> • <i>What are the connections to my work?</i> • <i>Who else in my campus needs this information?</i> • <i>What follow up or actions will be needed?</i>

**Next TLI Training:
 Implementation of *Cognitive Strategy Routine - Lesson Planning Pending***





TEXAS LITERACY INITIATIVE



TLI Literacy Strategies

2012-2013

Hanna HS Summer School Training

June 8, 2013





A Focus on Comprehension

Instructional Routines	Cognitive Strategies
Reading With Purpose	Making Connections
Think-Turn-Talk	Creating Mental Images
Cognitive Strategy Routine	Making Inferences & Predictions
	Asking & Answering Questions
	Determining Importance & Summarizing





Reading with Purpose

BIG IDEAS



Reading With Purpose

Track your thinking



CPQ for each reading



Good to Great!





Setting a CPQ

- Step 1: Record Thinking While Reading
- Step 2: Brainstorm possible CPQs
- Step 3: Integrate With Teacher Resources if Available
- Step 4: Select Great CPQs
- Step 5: Select a CPQ for First, Second, or Third Reading





CPQs: Going from Good to Great!

- A good CPQ:
 - Is answered in the text either directly or indirectly
 - Involves some student thinking
 - Will focus on comprehension
 - Relates to student learning
- A great CPQ:
 - Cannot be completely answered until students have read the entire text
 - Involves higher order thinking, inferences, and text evidence
 - Will deepen and extend comprehension
 - Relates to the comprehension strategy currently being taught





Think-Turn-Talk

BIG IDEAS



Think-Turn-Talk

3-5 seconds



time to process



thoughtful pairs

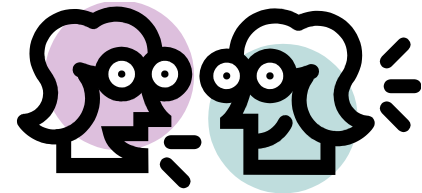
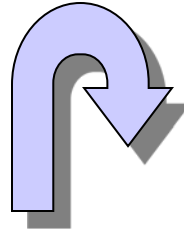


well-planned ?s





The Power of Think-Turn-Talk



- Engagement
- Focus
- Think-time
- Talk-time

- Safe environment
- Application
- Accountability
- Assessment





Cognitive Strategy Routine

Cognitive Strategy Lesson Planning

Title of Text _____

Step 1 Use a real-world example	Anchor lesson:
Step 2 Give the strategy a name.	"Today, we are going to learn a strategy called
Step 3 Define the strategy, how and when it is used, and how it helps with reading.	Strategy definition: How it helps us comprehend:
Step 4 Give students touchstones.	Model hand gesture, explain strategy poster, and refer to anchor lesson.

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Strategy Instruction

Direct – Explicit – Systematic

1. Use a real-world example to create a context (anchor lesson).
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.
5. Think aloud, using the strategy in a variety of contexts.
6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.
7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
8. Provide accountability measures for students while using the strategy independently.

Gradual Release of Responsibility

Ongoing Assessment and Feedback

Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.

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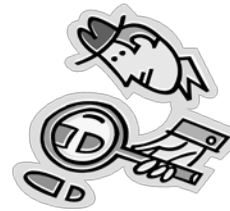




Cognitive Strategies



Making
Connections



Making
Inferences &
Predictions



Asking &
Answering
Questions



Determining
Importance &
Summarizing



Creating
Mental Images



Monitoring &
Clarifying





Making Connections

BIG IDEAS



Making Connections

Activate/build
background knowledge



Making Connections =
foundational strategy



Understand
distracting connections





Build? Or Activate?

Building Background Knowledge

- Students know little or nothing about a topic
- May take place 1-2 weeks before reading
- Takes 3-4 exposures, no more than 2 days apart

Activating Background Knowledge

- Students have some knowledge of a topic
- Takes place directly prior to reading
- Takes 2-10 minutes



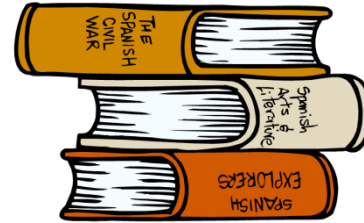


3 Types of Connections

Text-to-Self



Text-to-Text




Text-to-World








Making Inferences and Predictions


BIG IDEAS 

Making Inferences & Predictions

Explicit Instruction 

Scaffold for Success 

Across Content Areas 



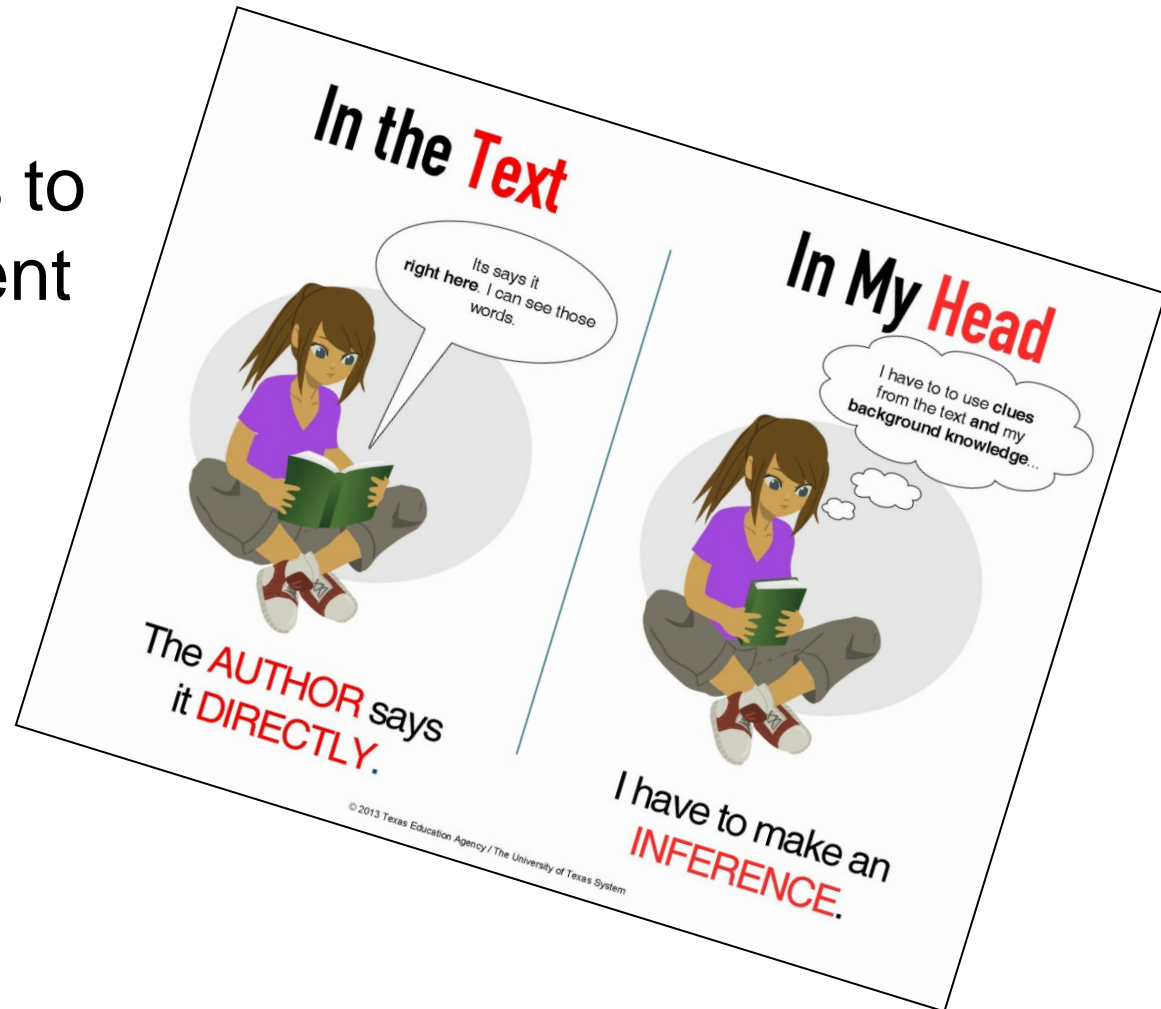
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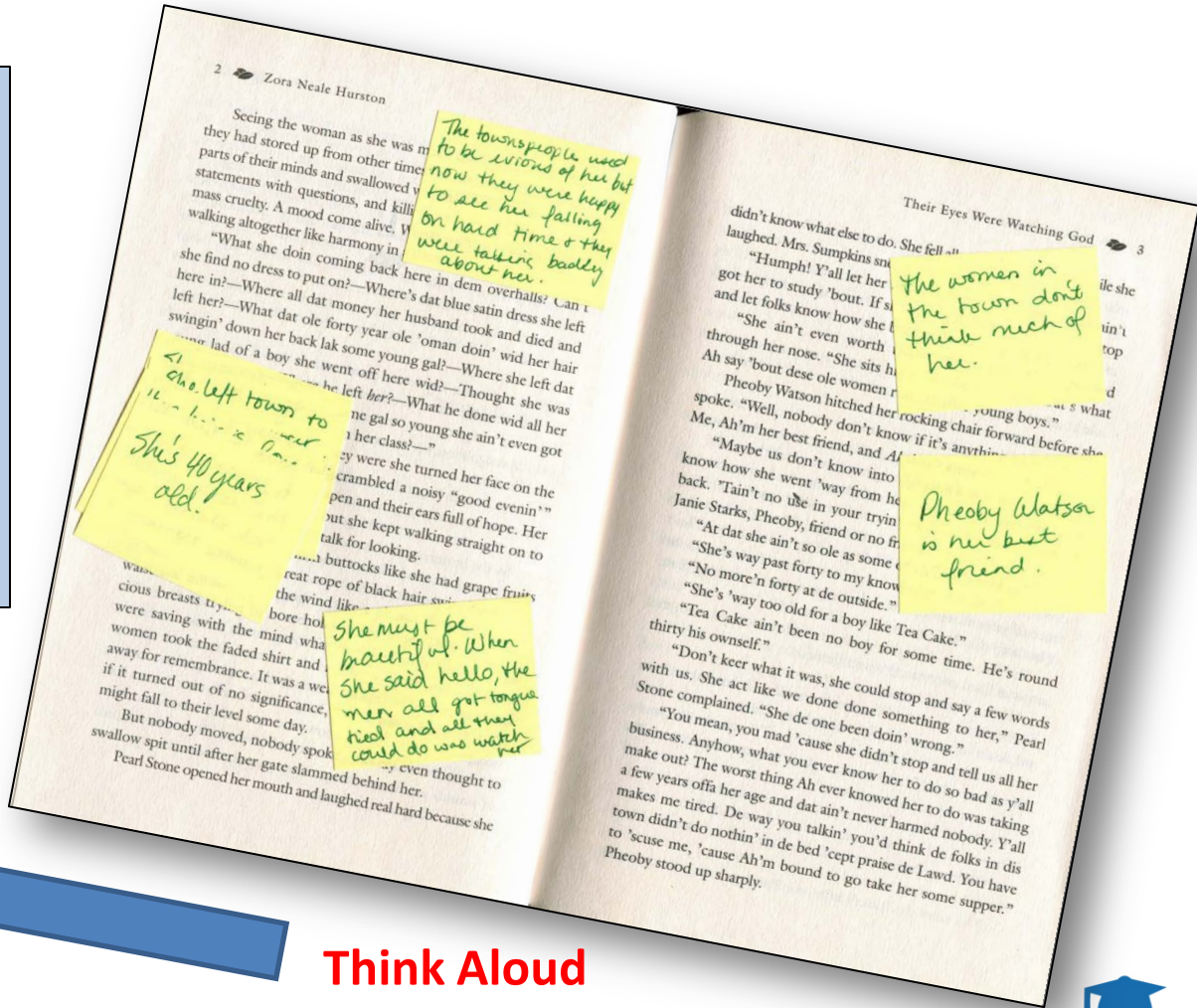
Think-Aloud

Use scaffolds to support student learning





CPQ: What do we learn about the woman coming into town?



CPQ

Step 5 Think-aloud with the strategy in a variety of contexts while reading.

Plan three places to model the strategy through a think-aloud. Write your think-alouds on sticky notes and place them in the text where you will stop to share your thinking. Remember: Think-alouds are not questions for students.

Step 6 Engage students by providing opportunities for them to share their thinking during reading. Practice shared application with planned discussion prompts.

Plan at least one place to engage students with Think-Turn-Talk. Write your question on a sticky note and place it directly on the text.

Step 7-8 To be completed over time as students become familiar with the strategy.

Think Aloud

Think-Turn-Talk





Making Inferences Practice

Making Inferences Graphic Organizer

Handout 3

Title: Their Eyes Were Watching God – pp. 1-3

CPQ: What do we learn about the woman coming into town?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
1	She was coming back from burying the dead - someone who died suddenly.	direct	<ul style="list-style-type: none"> • She had come back from burying the dead ... the sudden dead. 	
2	The townspeople used to be envious of her but now they enjoyed seeing her fall on hard times.	inference	<ul style="list-style-type: none"> • Remember the envy • Swallowed with relish • Burning statements ... laughs • Coming back in dem overalls? • Where's that blue satin dress? • All dat money 	They are remembering the envy so it was in the past. When you relish something and the mood comes alive that means you enjoy it. When people's statements burn and when they laugh at you, they are being mean. She's dressed like she is poor.
2	She's 40 years old.	direct	<ul style="list-style-type: none"> • What dat ole forty year ole 'oman doin' ... 	
2	Her hair is long and she's wearing it down which isn't appropriate for an older woman.	inference	<ul style="list-style-type: none"> • What dat ole forty year ole 'oman doin' wid her hair swingin' down her back like some young gal? 	Most women in their 40s don't wear their hair down (which means long) like young girls. The fact that they are asking what she thinks she's doing wearing her hair like, that tells me they think it's not appropriate.





“Help children access what they already know....

Be genuine.
Laugh.
Love.
Be patient.

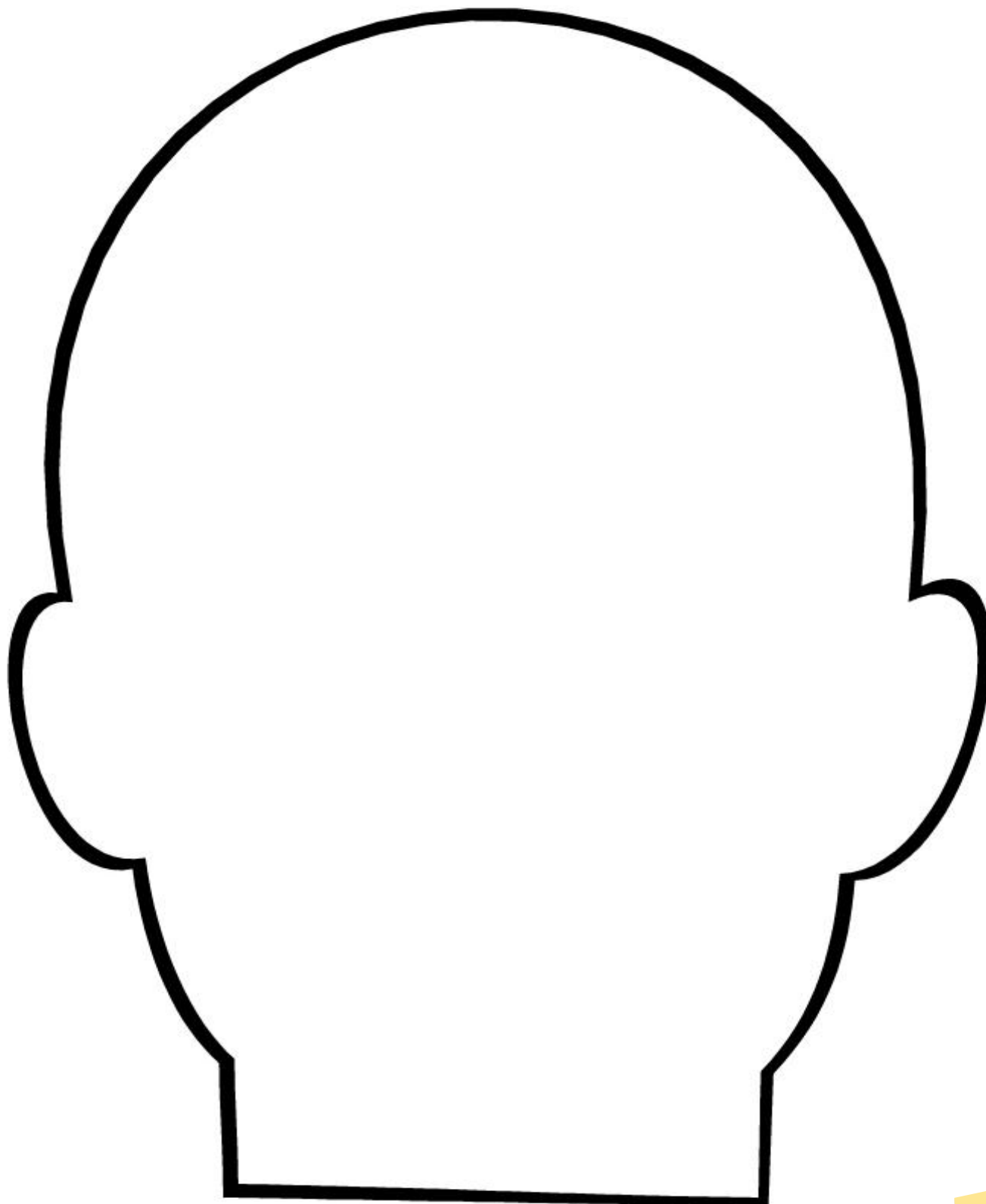
You’re creating a community of readers and thinkers.” (

Miller, 2002, p.26



My Background Knowledge

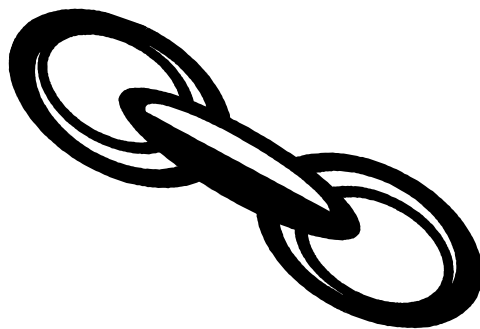
I know a lot about ...



Making Connections

This reminds me...

I remember when...

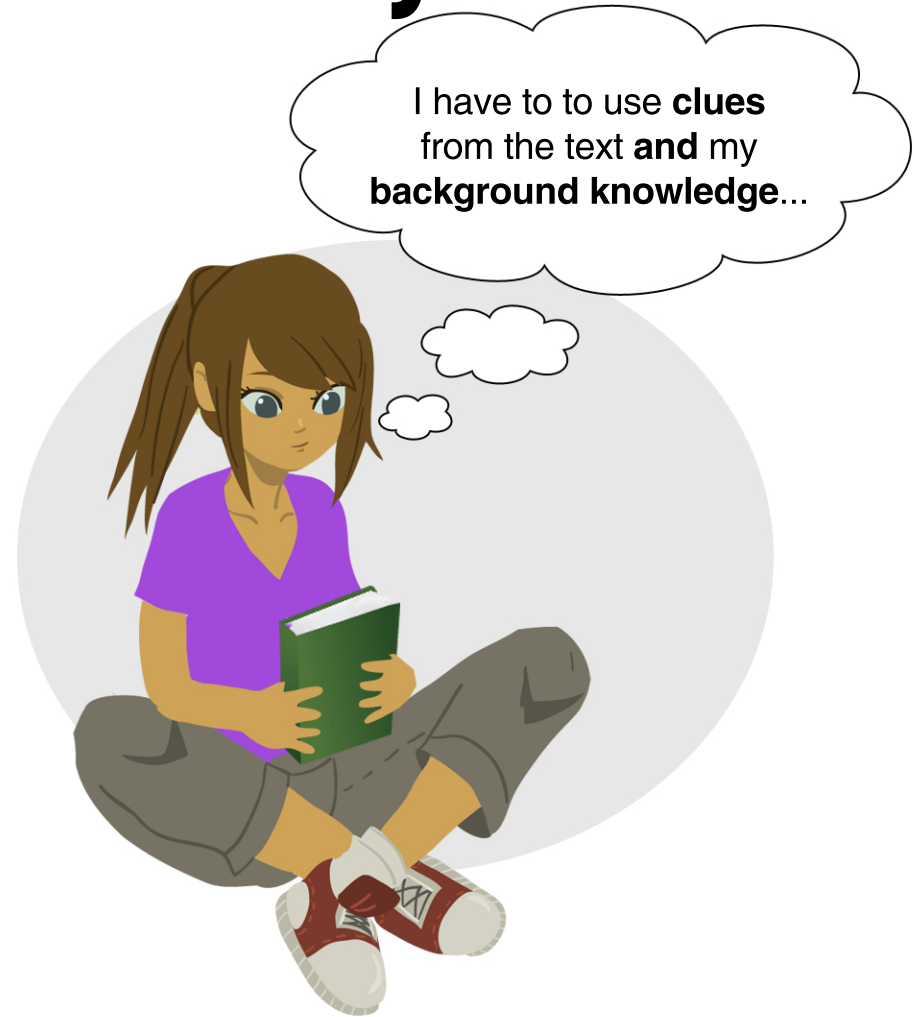


In the **Text**



The **AUTHOR** says
it **DIRECTLY**.

In My **Head**



I have to make an
INFERENCE.

Ships at a distance have every man's wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by Time. That is the life of men.

Now, women forget all those things they don't want to remember, and remember everything they don't want to forget. The dream is the truth. Then they act and do things accordingly.

So the beginning of this was a woman and she had come back from burying the dead. Not the dead of sick and ailing with friends at the pillow and the feet. She had come back from the sodden and the bloated; the sudden dead, their eyes flung wide open in judgment.

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

Seeing the woman as she was made them remember the envy they had stored up from other times. So they chewed up the back parts of their minds and swallowed with relish. They made burning statements with questions, and killing tools out of laughs. It was mass cruelty. A mood come alive. Words walking without masters; walking altogether like harmony in a song.

“What she doin coming back here in dem overhalls? Can’t she find no dress to put on?—Where’s dat blue satin dress she left here in?—Where all dat money her husband took and died and left her?—What dat ole forty year ole ’oman doin’ wid her hair swingin’ down her back lak some young gal?—Where she left dat young lad of a boy she went off here wid?—Thought she was going to marry?—Where he left *her*?—What he done wid all her money?—Betcha he off wid some gal so young she ain’t even got —why she don’t stay in her class?—”

When she got to where they were she turned her face on the bander log and spoke. They scrambled a noisy “good evenin’” and left their mouths setting open and their ears full of hope. Her speech was pleasant enough, but she kept walking straight on to her gate. The porch couldn’t talk for looking.

But nobody moved, nobody spoke, nobody even thought to swallow spit until after her gate slammed behind her.

Pearl Stone opened her mouth and laughed real hard because she

didn't know what else to do. She fell all over Mrs. Sumpkins while she laughed. Mrs. Sumpkins snorted violently and sucked her teeth.

"Humph! Y'all let her worry yuh. You ain't like me. Ah ain't got her to study 'bout. If she ain't got manners enough to stop and let folks know how she been makin' out, let her g'wan!"

"She ain't even worth talkin' after," Lulu Moss drawled through her nose. "She sits high, but she looks low. Dat's what Ah say 'bout dese ole women runnin' after young boys."

Pheoby Watson hitched her rocking chair forward before she spoke. "Well, nobody don't know if it's anything to tell or not. Me, Ah'm her best friend, and *Ah* don't know."

"Maybe us don't know into things lak you do, but we all know how she went 'way from here and us sho seen her come back. 'Tain't no use in your tryin' to cloak no ole woman lak Janie Starks, Pheoby, friend or no friend."

"At dat she ain't so ole as some of y'all dat's talking."

"She's way past forty to my knowledge, Pheoby."

"No more'n forty at de outside."

"She's 'way too old for a boy like Tea Cake."

"Tea Cake ain't been no boy for some time. He's round thirty his ownself."

"Don't keer what it was, she could stop and say a few words with us. She act like we done done something to her," Pearl Stone complained. "She de one been doin' wrong."

Making Inferences Graphic Organizer

Title: _____

CPQ: _____

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)

Making Inferences Graphic Organizer

Title: Their Eyes Were Watching God – pp. 1-3

CPQ: What do we learn about the woman coming into town?

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4 EXAMPLE Real-World Connection

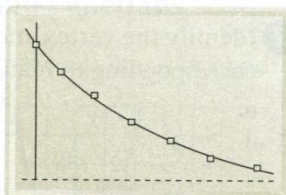


Hydraulics The table at the left shows the height of a column of water as it drains from its container. Model the data with a quadratic function. Graph the data and the function. Use the model to estimate the water level at 35 seconds.

Step 1 Enter the data.
Use **QuadReg**.

```
QuadReg
y = ax2 + bx + c
a = .0091666667
b = -2.103571429
c = 120.3333333
```

Step 2 Graph the data and the function.



Step 3 Use the table feature to find $f(35)$.

X	Y1
29	67.039
30	65.476
31	63.932
32	62.406
33	60.898
34	59.409
35	57.937

Y1 = 57.9375

An approximate model of the quadratic function is $y = 0.009167x^2 - 2.10x + 120$.
At 35 seconds the water level is approximately 58 mm.

Check Understanding

- 4 a. Use the quadratic model to estimate the water level at 25 seconds.
b. Use the quadratic model to predict the water level at 3 minutes.
c. **Critical Thinking** Is your prediction in part (b) reasonable? Explain.

Making Inferences Graphic Organizer

Title: Using Quadratic Models, Chapter 5, p. 236

CPQ: What information from the table helps you to know your prediction for b. is reasonable?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
	As time elapses, the water level decreases.	inference	<ul style="list-style-type: none"> • $0\text{ s} = 120\text{ mm}$. • $60\text{ s} = 28\text{ mm}$. • Water drains from its container (says in the problem). 	When water drains from something, the level decreases like when you drain a bathtub. It takes time for something to drain. It doesn't happen instantly.
	b. The water level at 1 minute is 28 mm, my prediction of 39 mm at 3 minutes is unreasonable.	inference	<ul style="list-style-type: none"> • $60\text{ s} = 28\text{ mm}$. 	At the start of the second minute, there are only 28 mm left. My prediction of 39 mm is higher than the level at the 1 minute mark. It's not possible for the container to refill itself because it is draining. My answer is unreasonable.

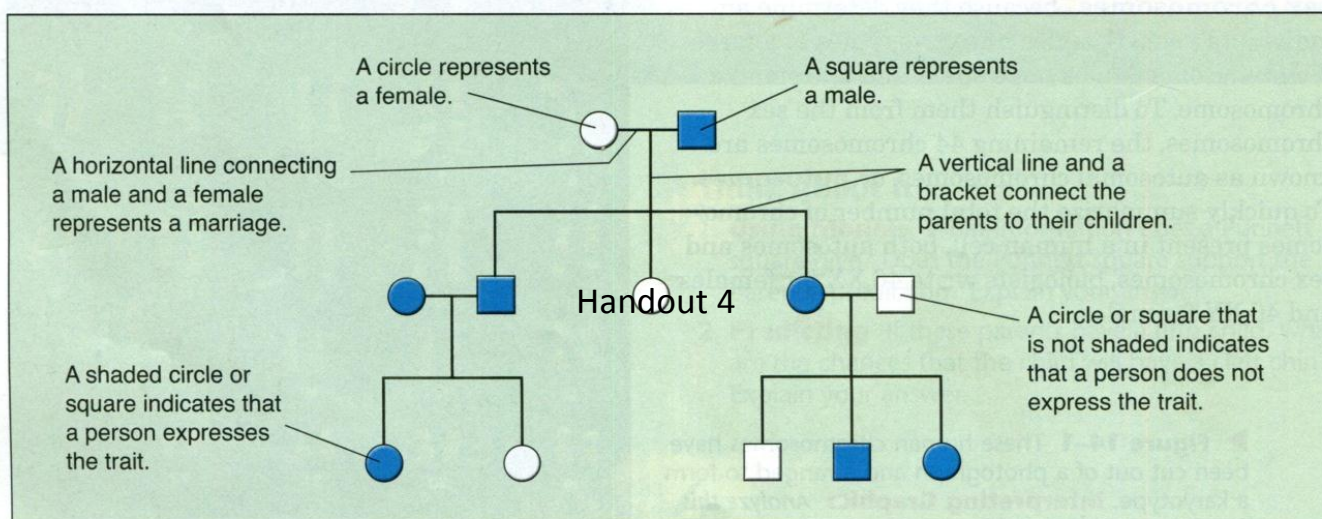
Go **Online**
active art

For: Pedigree activity
Visit: PHSchool.com
Web Code: cbp-4141

▼ **Figure 14-3** This drawing shows what the symbols in a pedigree represent. **Interpreting Graphics** What are the genotypes of both parents on the left in the second row? How do you know?

Pedigree Charts A **pedigree** chart, which shows the relationships within a family, can be used to help with this task. The pedigree in **Figure 14-3** shows how an interesting human trait, a white lock of hair just above the forehead, is transmitted through three generations of a family. The allele for the white forelock trait is dominant. At the top of the chart is a grandfather who had the white forelock trait. Two of his three children inherited the trait, although one child did not. Three grandchildren have the trait, and two do not.

Genetic counselors analyze pedigree charts to infer the genotypes of family members. For example, since the white forelock trait is dominant, all the family members that lack the trait must have homozygous recessive alleles. Since one of the grandfather's children lacks the white forelock trait, the grandfather must be heterozygous for the trait.



Making Inferences Graphic Organizer

Title: Pedigree Charts, Chapter 14, p. 342

CPQ: What are the genotypes of both parents on the left in the second row? How do you know?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
Text	At the top of the chart is a grandfather. Grandfather has the heterozygous trait.	direct	<ul style="list-style-type: none"> • At the top of the chart is a grandfather ... • The grandfather must be heterozygous for the trait. 	
Figure 14-3	Square represents a male; circle a female. Shaded shape indicates the trait. Horizontal line = marriage. Vertical line = children.	direct	<ul style="list-style-type: none"> • Square represents male; circle female. • Shaded...expresses the trait; not shaded does not express trait. • Horizontal line reps marriage. • Vertical line reps children. 	
Figure 14-3	Both parents have the heterozygous genotype for the white forelock.	inference	<ul style="list-style-type: none"> • Circle (mom) and square (dad) are shaded. • The grandfather of the male has the trait. • They are linked to two circles (children). • Only one circle is shaded. 	Dad must be heterozygous, because only one of his parents has the trait and he has the trait. We don't know about mom's parents, but since only one of their kids has the trait, mom has to be heterozygous. If she was homozygous, then both kids would have the trait.

Making Inferences & Predictions

The clues tell me...
I think...

