**Important Dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRI Benchmark (G6–G12)</td>
<td>11/28 - 12/20</td>
</tr>
<tr>
<td>DIBELS and TRC- MoY (K – G5)</td>
<td>1/9/12 – 2/3/12</td>
</tr>
<tr>
<td>ACUITY (G6 – G8)</td>
<td>1/9/12 – 1/30/12</td>
</tr>
<tr>
<td>District Writing Prompt (give)</td>
<td>Beginning of January</td>
</tr>
</tbody>
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**Comprehension**

Real comprehension has to do with thinking, learning, and expanding a reader’s knowledge and horizons.

1. Create mental images
2. Use background knowledge
3. Ask questions
4. **Make inferences**
5. Determine the most important ideas and themes
6. Synthesize information
7. Use “fix up” strategies

**This week’s focus: Make Inferences**

The ability to infer helps us make solid deductions. When you break it down, inferring is really the process of merging your schema (background knowledge) with an evidence-based (text) guess.

**Background knowledge + text clues = inference**

**Activities for teaching:**

- **“Mama always said you could tell an awful lot about a person by their shoes.” (Forest Gump)**
  Bring in different types of shoes. List student’s inferences as they uncover who might wear the shoe. (a man, some who works in dirt, etc.)

- **Mystery house** – Who lives there? Be spies and go through their garbage (pretend). Bring in a trash bag with items that might give clues as to who lives in the mystery house. From a garbage bag, set out one item at a time and make inferences as to who or what type of family lives there.

- Tear out interesting advertisements from old magazines; pets, families, sports, or entertainment. Cover or cut out the featured item that would force viewer to infer what the ad is for. Students can work in pairs to list evidence on sticky notes.

**Technology**

Nice Power point on inference and prediction:
[https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFile.aspx?lfid=27315](https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFile.aspx?lfid=27315)

Handouts to support Power point
[https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFile.aspx?lfid=27316](https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFile.aspx?lfid=27316)

**Compass Odyssey**

Students should be receiving 1.5 to 2 hours of instruction time weekly.

When can students use Compass Odyssey?

- **Schools should have designated times set for each classroom to visit the computer lab to meet the expected minutes each week.**
- **Students may work on from home, possibly for extra-credit.**
- **Teachers may use this tool for academic remediation in the classroom or lab.**
- **Teachers may use this as an extension for students who have surpassed grade level material.**
- **Teachers may use whole group in the classroom to review common errors or subject areas; Science or Social Studies.**

**K-G2 Collaboration Topics**

- RtI students
- DIBELS Data
- Guided Reading Groups
- progress monitoring

**G3-G8 Collaboration Topics**

- RtI students
- ACUITY matrix reports
- Guided Reading Groups
- progress monitoring