

#4 UURC Tier I Text Clinical Practicum **Deep Queries for Narrative Text**

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.

Comprehension “Skill” Instruction Isn’t the Answer

For an excellent review, see Shanahan, T. (2014). How and how not to prepare students for the new tests, *The Reading Teacher*, 68, pp.184-188.

- Specific skills (e.g., finding the main idea, inferencing) do NOT “add up” to reading comprehension. In fact, none of them make even a reasonable proxy.
- Specific skills do NOT explain students’ scores on reading comprehension tests.
- Text complexity explains students’ scores!
- If the text is easy, students execute skills just fine. If the text is hard, they look like they can’t execute the skills.
- The “main idea” part of their brains is not “missing” or “weak,” a low score just means that the text is hard!

Shanahan’s Suggestions To “Prepare for the Tests”

- Students need to read a LOT in and out of school!
- Instructional texts need to be content-rich and challenging.
- Instruction should include: text talk, finding evidence, and writing about text.
- Students need to build independent reading stamina.

Debrief & Review Use of FORI & QtA Routines

Note: importance of 40 minutes a day “miles on the page”
How’s it going? Review expectations as needed.

Whether or not to teach vocab...Representative?

Repeatability? Transportable (needed for discussion or writing?) contrast this with:

Contextual Analysis work? Structural Analysis work?

Today’s Focus: Deep Queries for Narrative Text

- much more specific than Basic Queries
- goal = refine/expand kids’ comprehension
- for **narrative text, DQs target plot (main character, conflict, resolution)**
- for informational text, DQs target main idea + important details
- ask DQs s 2 ways: kid-friendly & academic CCSS rigor (you may want to write the latter on the board)
- If the question/content is dense, PAIR-SHARE, then, summarize with choral responses.
- When kids respond with a quote from the book, and you didn’t ask for a quote, ask them to finish this sentence, “I Think That Means...”

- It's helpful to post Deep Queries (especially complex ones) at the front of the room for partner work.

Deep Query Examples: Narrative Text

What did we find out about _____? Describe how _____ is developing as a character.

Where is this happening? Identify the setting.

What does _____ mean? Let's clarify what the author means when she says _____.

What is happening here with _____? Provide evidence for how the conflict has changed.

Note: Kid-Friendly Deep Queries are just like Basic Queries except that they point students toward specific information.

Basic Query Example: *What's happening here?*

Kid-Friendly Deep Query: *What's happening with Jonas?*

Academic Deep Query: *How is the author developing Jonas as a character?*

Trainer Models/Works with Educators

This is much more efficient when done in grade-level teams!

- I. Access Lesson Plan & Narrative Organizer.

2. With pre-chosen/read narrative text, trainer & participants develop *Narrative Organizer*. Discuss.
3. Deduce *Theme*, then *MU*, then *Preview*. Discuss.
4. Find a few Basic Query stopping points.
5. Post-it them.
6. Write Basic Queries.

What does the author...
~~~~~

7. Go back to 1st Post-It. Need a Deep Query? If not, don't bother. If so, use Backward Design!!!!!!

What does the author...	
~~~~~	
kid	academic
- content	
- content	
- content	

- identify key content in bullets on Post-It,
- develop kid-friendly & academic deep query.

Trainer Modeling in Classroom

Given a text the students have already read, the trainer models:

- Preview→Read-To w/Basic Queries (1-2 pages);
- Review→Echo w/Deep Queries (with above text).

Teachers use observation form as trainer models, then return to the training room to debrief using observation forms.

When Your UURC Observer Arrives, Please Provide:

- your binder
- a hard copy of that day's section of text
- a hard copy of that week's LP & organizer

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with KB or with Linda Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st. No exceptions!

For syllabus, see:

<http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php>

EDU 6651-030: Tier I Instruction for Improved Fluency and Comprehension.