#5 UURC Tier I Text Clinical Practicum
Deep Queries for Informational 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.

Develop review for partner read day to bring it up a level.

Fluency Instruction for Older Kids, Really? Sunday, October 25, 2015.
http://www.shanahanonliteracy.com/search/label/Oral%20Reading%20Fluency

Since our kids are going to be tested on their silent reading comprehension, why should we bother to have them practice oral reading? The purpose quite simply is that oral reading practice has been found to have a positive impact on students' silent reading comprehension. The National Reading Panel reviewed 16 experimental studies in which students practiced their oral reading with a partner (e.g., parents, teachers, other students, and in one case, a computer), with rereading (they should be reading texts that are relatively hard, not ones they can read fluently on a first attempt), and with feedback (someone who helps them when they make mistakes). In 15 or the 16 studies, the kids who were engaged in this kind of activity ended up outperforming the control students in silent reading comprehension. There have been many additional studies since that time—across a variety of ages, with similar results.

Although oral reading practice improves oral reading that isn't the reason we do it. We want students to practice making the text sound meaningful—which means reading the authors' words accurately, reading with sufficient speed (the speed of language—not hurrying or racing through a text), and with proper expression or prosody (putting the pauses in the right places, making the text understandable to English speakers). As they learn to do that with increasingly complex texts, their ability to do that with silent reading improves.

Teachers are often told to stop this in the primary grades, and the Common Core standards only include fluency teaching through grade 5, but by 8thgrade, oral reading fluency differences still explain 25% of the variance in reading comprehension. In other words, if you could make all the 13-year-olds equal in

fluency, you'd reduce the comprehension differences by 25%.

It's not an either/or, of course, I prescribe both fluency instruction and comprehension instruction and the latter would definitely include silent reading of the texts. You could also argue for additional silent reading comprehension practice in social studies and science reading. However, if you only have kids practicing their silent reading, then you are slowing kids' progress and sacrificing achievement points.

Debrief & Review Use of FORI & QtA Routines

Miles on the page! How's it going? Review expectations as needed.

- When routines are solid, occasionally ask individual students to lead the echo routine for a few paragraphs.
- Re-model Partner Reading routines (both students read aloud together with one voice, leader tasks = prompts and comprehension question)

Today's Focus: Deep Queries for Informational 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, + text structure**

- 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: Informational Text

Tell me about _____? How does the author explain _____.

So, the author talks about _____ and _____ . How are they connected? What is their relationship to each other?

How are _____ and _____ different? Contrast _____ and ___.

What happened first? What was the first step in the sequence? What was the next step in the sequence?

What does the author want us to think about _____. What is she trying to persuade us about _____. What evidence does she provide?

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

Basic Query Example: *What are we learning here?*

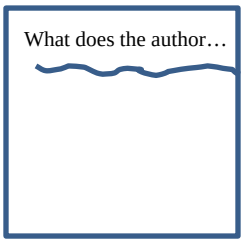
Kid-Friendly Deep Query: *Why is salt so important?*
Academic Deep Query: *Describe how the use of salt changed civilization.*

Trainer Models/Works with Educators

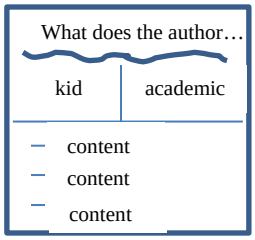
Planning is much more efficient when done in grade-level teams!

1. Access Lesson Plan & Informational Organizer.
2. With pre-chosen/read informational text, trainer & participants develop *Informational Organizer.* Discuss.
3. Deduce *Author's Purpose,* then *MU,* then *Preview.* Discuss.
4. Find a few Basic Query stopping points. Post-it them.

5. Write Basic Queries.



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



- 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 Questions (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.

How can you improve These Deep Queries?

- What would you do if you were Wilbur?
- What are the 3 characteristics of sedimentary rock?
- What does the author want us to know here?

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