

## **#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.

## **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
- 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?*

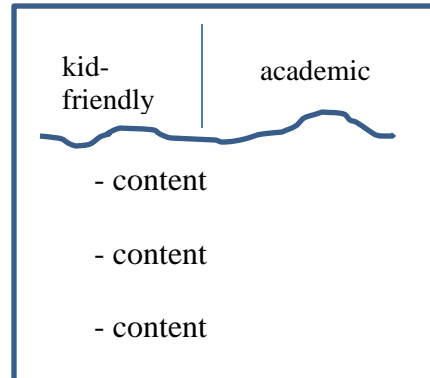
Academic Deep Query: *How is the author developing Jonas as a character?*

## **Trainer Models/Works with Educators**

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

1. 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 and note a few Basic Query stopping points.

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



- first, identify key content in bullets on Post-It,
- second, 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.

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.