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 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!

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 1st 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.