



Tier 1 Text

Scaffolding Content Reading
to Engage Every Student

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What are
some **strategies**
used to help
students access
content area
reading?

What is your position?

If in the classroom, what grades
and subjects do you teach?

How much explicit reading instruction
and/or practice do your students
get in class?

Agenda

Understanding Tier 1 Text

- What is Tier 1 Text?
- How it scaffolds reading for every student

Modeling Instructional Routines

- Practical examples & demonstrations

Discussion & Reflection

- Share thoughts along with Q& A

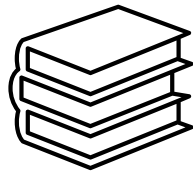
Exploring Additional Supports

- Overview of our Tier1, Tier 2, and Tier 3 offerings

Reading in Content Areas

By grade 3, students are expected to learn from reading. However, some students *have not mastered foundational reading skills* and are not equipped to:

- Access grade level text
- Independently learn from grade level text



So, what do we do?

Challenging Text: What does the research say?

- ✓ Students should **reread** the same passage a total of 3–4 times, each time with a different purpose.

- ✓ If the purpose is to **answer questions**:
 - begin with questions that are easy to find in the passage (Basic Queries)

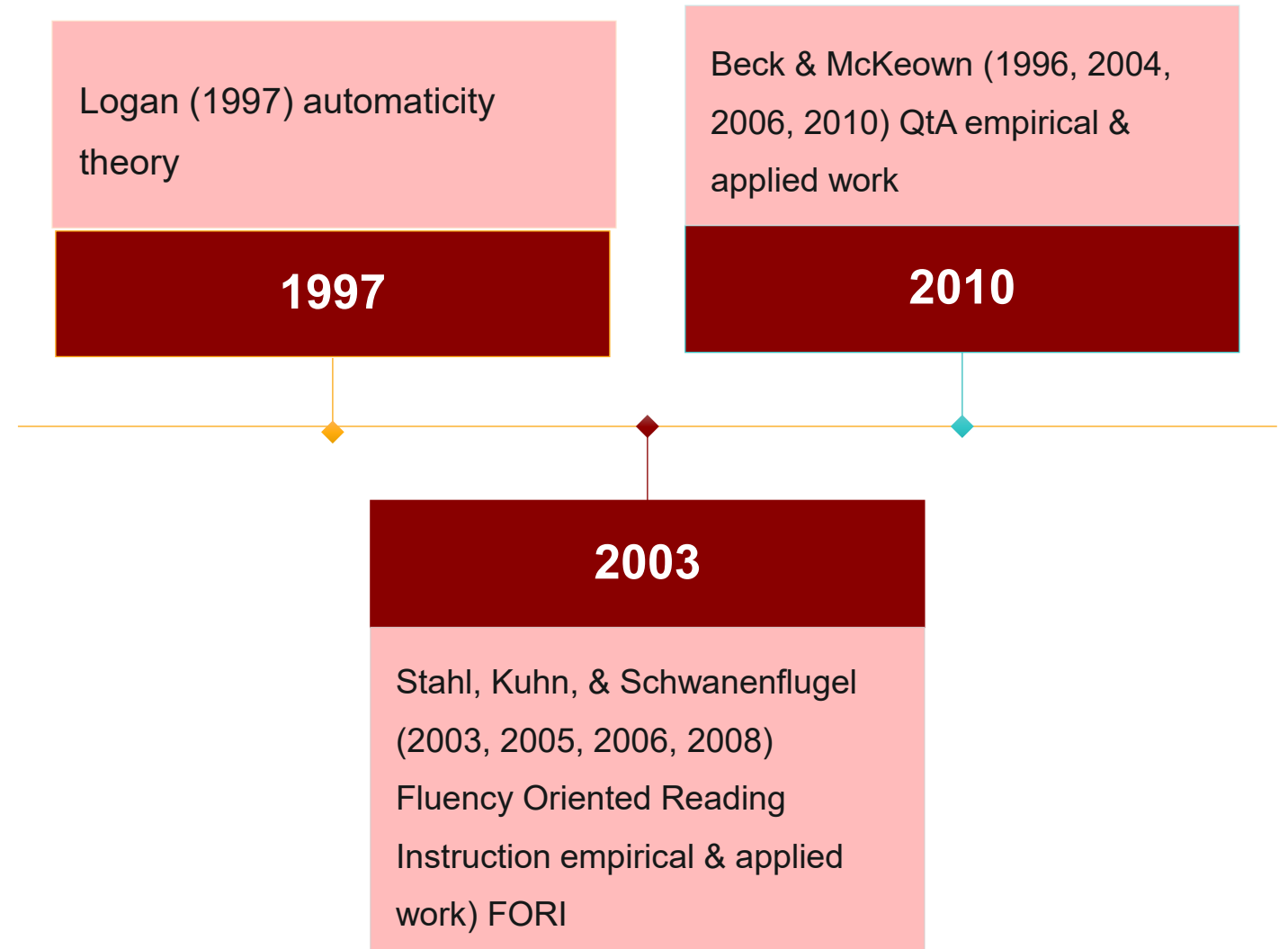
 - continue by asking more difficult questions that require students to make connections with information in the text (Deep Queries)

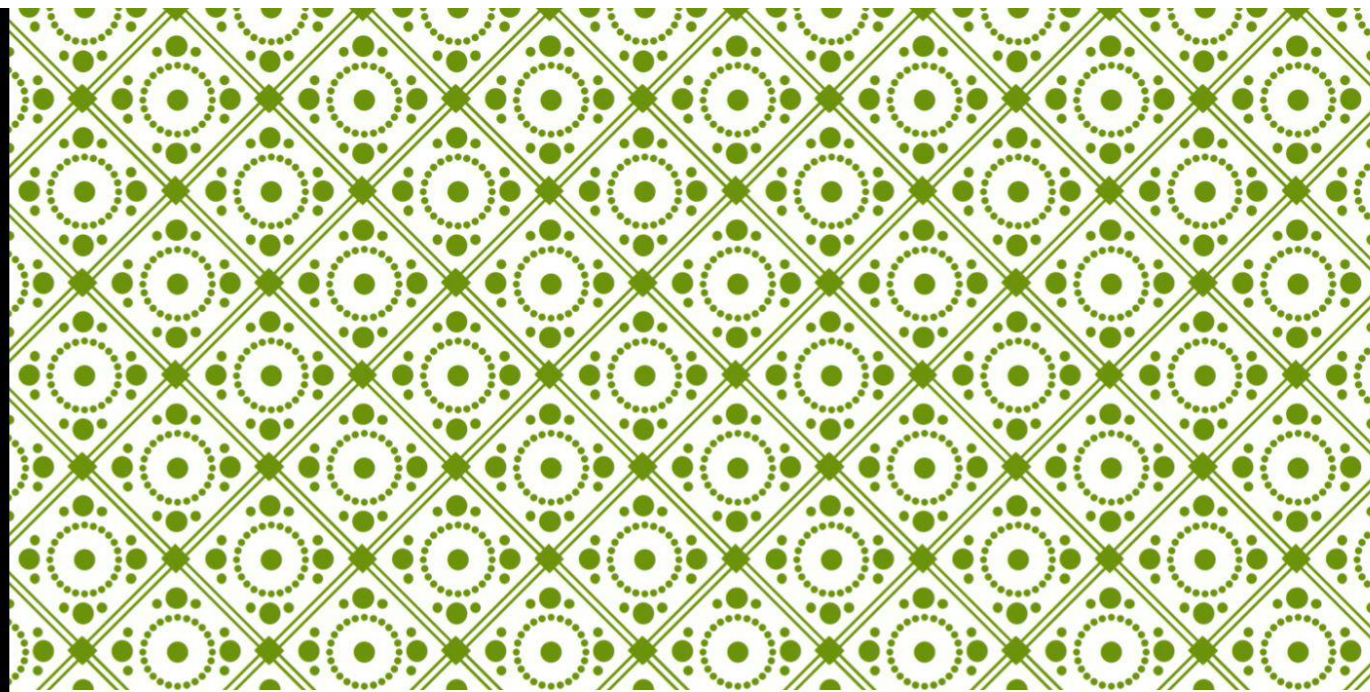
<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=19>

Challenging Text: What does the research say?

- ✓ Routinely use a set of **comprehension-building practices** to help students make sense of the text
 - Build students' **background and word knowledge** so they can make sense of the text
 - Consistently provide students with opportunities to **ask and answer questions** to better understand the text they read
 - Teach students a **routine** for determining the gist of a short section of text
 - Teach students to **monitor their comprehension** as they read

Research: Instructional methods





Secondary Tier 1 Text: FORI & QtA



Full-screen Snip

Tier 1 Text

Instructional Routines for Challenging Text

- Preview topic and initial main ideas on **graphic organizer** (*teacher led*) or Review and track *new* ideas on graphic organizer (*teacher guided*)
- 1st Read: Read-to with **basic queries** (*teacher reads while class tracks the text; students chorally fill in "cloze" words. Teacher follows up with basic query*)
- 2nd Read: Echo-read with **deep queries** (*teacher reads chunk of text, whole class chorally echo reads the same chunk of text immediately after. Teacher follows up with deep query*)
- 3rd Read: Partner-read with **basic queries** (*partners read text together in unison while tracking text; partners follow up with basic query*)
- Document *new* ideas on **graphic organizer** (teacher guided)
- Use completed **graphic organizer** as support for **writing summary**

Lesson # _____ PRIMARY INFORMATIONAL TEXT

Name: _____ Title: _____

Pattern of Organization (circle applicable options): description compare-contrast problem-solution sequence cause-effect

Topic: _____

Main Idea 1	Main Idea 2	Main Idea 3

Details	Details	Details
● _____ ▲ _____	● _____ ▲ _____	● _____ ▲ _____

Author's Purpose: persuade inform entertain about _____

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Informational Text Graphic Organizer

Lesson #: _____ LATE FOUNDATIONAL NARRATIVE TEXT

Name: _____ Title: _____

Genre (circle one): realistic fiction fantasy science fiction mystery _____

Main Character(s) _____

Setting _____

1. <u>beginning</u> (conflict)	2. <u>middle</u> (turning point)	3. <u>end</u> (resolution)

Theme _____

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Narrative Text Graphic Organizer

Teacher Prompts

T. Reads 5-6 lines:

Fingers under __. My turn. You point.

S. echo-read the same “chunk” of text:

Fingers under __. Voices together.

Effective prompts tell S. where to be & what to do.

Model 1st Read:

Read-to with Basic Queries

This is what you will see:

- Preview
- Read-to
- Basic Query
- Engagement strategies
- Monitoring



Preview

✓ Brief Preview

- Preview pertinent vocabulary & content
- Keep it brief / 5-7 minutes

Read-to

- ✓ Purpose of **Read-to** = supporting S. to access grade level, complex text.
 - S. Point while T. reads
 - T. incorporates pre-selected **cloze** words
 - Intersperse with **Basic Queries**

Basic Query

- ✓ Intersperse with **Basic Queries**
 - Question should be basic
 - *“What have we learned so far?”*
 - *“What does the author want us to know?”*
 - Resist the urge to “build” on what students say
 - Multiple students responding

Engagement Strategies/Monitoring

- ✓ Use engagement strategies
 - “Cold call” on all students, including low readers and those who don’t raise their hands.
 - Encourage complete sentence responses
 - Allow ELL students to repeat what’s been said or give sentence stem
 - If students read verbatim from text, ask “Tell me that in your words.” (*“I Think That Means” – ITTM*)

Lesson # _____

PRIMARY INFORMATIONAL TEXT

Name: _____ Title: _____

Pattern of Organization (circle applicable options): description compare-contrast problem-solution sequence cause-effect

Topic: _____

Main Idea 1	Main Idea 2	Main Idea 3

Details	Details	Details
● _____ _____	● _____ _____	● _____ _____
▲ _____ _____	▲ _____ _____	▲ _____ _____

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Surprises Inside a Rock



Have you ever broken a rock open? What did you see? The inside of your rock probably looked like the outside. That's not the case with geodes, though. On the outside, geodes look like ordinary rocks. However, on the inside, geodes display sparkling crystals.

The crystals inside geodes are usually quartz, and they can be found in many different colors, including pink, purple,

blue, and green. Their color depends on the minerals that were present when the crystals formed.

Geodes form in a few ways. Some form inside volcanic rock. Others form inside the remains of animal burrows, tree roots, or rocks that were hollowed out by water. They start with a bubble of gas trapped inside the rock. As water and steam slowly seep through the bubble, they leave behind the minerals they carried with them. These minerals then turn into crystals. Over millions of years, the crystals grow and build on each other. Because they form in the earth, the word *geode*

contains the Greek prefix *ge-*, which means "earth."

Some kinds of geodes are called thunder eggs. Native Americans in Oregon created the name thunder egg because they believed that two gods stood on the tops of mountains and threw these rocks at each other during storms.

Geodes can be found around the world, often in areas called geode beds. Many beautiful geodes have been found in Brazil and Mexico. In the United States, California, Iowa, and Utah have many geode beds. Geodes are even the state rock of Iowa and Oregon.

How can you tell if a rock is a geode? There are no clear signs. Geodes are usually round and about the size of a baseball. The only way to tell if you have a geode is to break it open. Then you might find beautiful crystals that show you that Earth has many surprises.



volume 2
issue 17
FYI
for
Kids!

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Model 1st Read

Model 2nd Read:

Echo-read with Deep Queries

This is what you will see:

- Review
- Echo-read
- Deep Query
- Engagement strategies
- Monitoring



Review

- ✓ Brief review
 - Using graphic organizer, review content & vocabulary from 1st Read
 - Keep it brief / 5-7 minutes

Echo Read

- ✓ Purpose of **Echo Read** = supporting students to access grade level, complex text.
 - Students echo chorally after teacher reads sections of text
 - Echo reading should be done in small chunks
 - Teacher starts echo with strong voice, then fades out. Come back in strong when students fray.
 - Intersperse with **Deep Queries**

Deep Query

- ✓ Intersperse with **Deep Queries**
 - Question should be previously planned and specific
 - *“What have we learned about the habitat or home of wolves?” (Informational text)*
 - *“What is the conflict or problem?” (Narrative text)*
 - Multiple students responding

Engagement Strategies/Monitoring

- ✓ Deep Query options to maximize student engagement:
 - Ask the Deep Query and offer “think time”. Call on individual students to answer.
 - Ask the Deep Query and have students “**pair-share**”; then call on “pairs” to “share” what they talked about.
 - More complex Deep Queries may benefit from **annotation**.

Model 2nd Read

Model 3rd Read:

Partner Read with Basic Queries

This is what you will see:

- Review (as a class)
- Choral Read (in partnerships)
- Basic Queries (in partnerships)
- Engagement Strategies/Monitoring

Set students up for success!



Review

- ✓ Brief review (this is done before partners start working together)
 - Using graphic organizer, review content & vocabulary from 1st and 2nd Read
 - Keep it brief / 5-7 minutes

Choral Partner Read

- ✓ Purpose of **Partner Read** = choral practice with a reading partner.
 - Students sit in designated spots, side-by-side or facing each other
 - Partners read chorally, entire text, while tracking
 - Partners intersperse with Basic Queries
 - Students alternate being the “teacher” = they are the student leader for their assigned page or paragraph

Student Leader:

*prompts, *Fingers under _____.*

Voices together.

*asks basic query – *“What happened?” or “What have we learned so far?”*

**Alternate student leaders each page or paragraph(s).*

Basic Query

- ✓ Partners ask **Basic Queries** after each page
 - Question should be basic
 - *“What have we learned so far?”*
 - *“What does the author want us to know?”*

Engagement Strategies/Monitoring

- ✓ Partner read engagement strategies
 - Students switch off being the student leader; this can be on every page, or alternating paragraphs.
 - Student leader ensures that the partnership is reading chorally, in unison.
 - Student leader asks Basic Queries after section of text is read.
 - Partnership can start over at the beginning of the text if time is left over.

Model 3rd Read

**abbreviated*

What about “below grade level” readers?

Reaching Every Student!

- Students whose level is mid-1st grade and below lack critical **sight vocabulary** for high **frequency words** (e.g., they, who, come)
- *In addition to core program work* (Tier I), students must have extensive **Tier II or Tier III** intervention

What about
“on grade
level &
above”
readers?

Reaching Every Student!

- Initial read provides **surface level comprehension**, even for good readers!
- Re-reading allows **enhanced comprehension**
- Re-reading increases **vocabulary**
- Re-reading allows **prosody** development
- Tracking allows word exposure for all readers

**With Tier 1 Text routines, on-level and above grade level readers make excellent progress as well*

Debrief

✓ What were your observations?

- Preview / review
- 1st, 2nd, 3rd Read Routines
- Queries (Basic or Deep)
- Engagement strategies
- Monitoring
- Demographic of readers

University of Utah Reading Clinic

Tier 1 Text: Scaffolding Content Reading to Engage Every Student

Model Specific Questions	Class/ Student Questions	Other Questions

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UURC Professional Development Opportunities

Tier I Models



Tier I Text

Tier I Writing About Text

Tier I Word Study

Surprises Inside a Rock

Have you ever broken a rock open? What did you see? The inside of your rock probably looked like the outside. That's not the case with geodes, though. On the outside, geodes look like ordinary rocks. However, on the inside, geodes display sparkling crystals. The crystals inside geodes are usually quartz, and they can be found in many different colors, including pink, purple, blue, and green. Their color depends on the minerals that were present when the crystals formed. Geodes form in a few ways. Some form inside volcanic rock. Others form inside the remains of animal burrows, tree roots, or rocks that were hollowed out by water. They start with a bubble of gas trapped inside the rock. As water and steam slowly seep through the bubble, they leave behind the minerals they carried with them.

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Volume 2 Issue 17 **FTI** for kids!

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 Topic: _____

Main Idea 1	Main Idea 2	Main Idea 3
● _____	● _____	● _____
▲ _____	▲ _____	▲ _____

Author's Purpose: persuade inform entertain about _____

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The Great Smog of London Romeo 5/18/21

- × The Great Smog of London lasted 5 days. It killed thousands of people and left even more people very sick. The smog was made by an antipope, and then the clean air act was passed years ago.
- × The author told us that smog got its name from a kindener. It was named smog because of its smoke mixed with fog and chemical fumes. The phrase "thick as pea soup" became a common way to describe the yellow and green smog. It was interesting to learn that smog began with coal. London had more than eight million people, almost all of them used

The Great Smog of London Romeo

- × cool for heat. Air pollution from coal burning factories didn't help matters. Smoke poured nonstop into the sky above London and fouled the air. The antipope practically wiped out its fertility.
- × The author wants us to know that the clean air act started in 1956. The sea stands for the clean air act. It was the first environmental law.
- × In conclusion the author explained that the Great Smog of London was a catastrophe. The clean air act saved a lot of people. 8,000 people died before the law was put in place.

hat	cake	farm
snap	brave	bark
	rake	car
	state	

Name: Romeo Date: 5/17/21

Text: The Great Smog of London Structure: cause-effect

Prompt: The Great Smog of London lasted 5 days, killed thousands of people and left even more people very sick. Write a five-paragraph essay and explain how smog got its name, how the Great Smog of London began, and the Clean Air Act. Be sure to cite evidence from the text to support your opinion!

Task: 4-5 cite evidence

Topic: 1. Explain how smog got its name 2. How the Great Smog of London began 3. explain the clean air act.

University of Utah Reading Clinic
 Spelling & Sentence Stem Book

(Student Name) _____

Tier II Reading Intervention Models

Early StepsSM

Next StepsSM

Higher StepsSM

Assisted Reading

(Morris, Shaw, & Perney, 1990; Brown, Morris & Fields, 2005)

Goals:

- Comprehension
- Advancing Instructional Level
- Application of Skills

Word Study

(Foorman et al., 1998)

Goals:

- Improve Word Recognition Automaticity
- Phonemic Awareness
- Decoding
- Spelling

Repeated Readings

(Kuhn & Stahl, 2003; Stahl & Heubach, 2005)

Goal:

- Reading Fluency

Overview - Early StepsSM

Early Intervention Model for at-risk, beginning readers

- ✓ Students who read at or below Grade 1 March
 - Research based
 - Comprehensive
 - 1-on-1 for 45 minutes
 - 4 days per week



Overview - Next StepsSM

Basic Intervention Model for improving fluency

- ✓ Students whose reading level is Grade 1-March to Grade 2-End
 - Research based
 - Comprehensive
 - 1-on-1 for 45 minutes
 - Twice weekly



Overview – Higher StepsSM

Basic Intervention Model for improving comprehension

- ✓ Students whose reading level is Grade 2-End and up
 - Research based
 - Comprehensive
 - 1-on-1 for 45 minutes
 - Twice weekly





**The UURC is a
credentialed
Wilson Training Provider**

Wilson Reading System®

Programs for Educators



Three-day

WRS
Introductory
Course

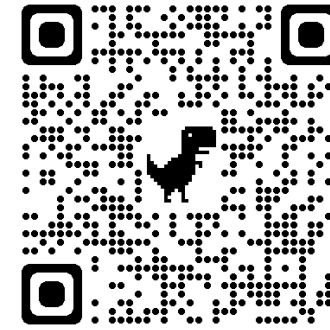
Year-long practicum

WRS
Level I
Certification
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By invitation only

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Level II
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Program

Assessment Services



UNIVERSITY OF UTAH READING CLINIC
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THE UNIVERSITY OF UTAH
READING CLINIC (UURC)

The University of Utah Reading Clinic was created by the 1999 Utah Legislature to provide specific "direct services" to Utah educators and parents. The goals of the clinic include:

- serving as a resource for parents by offering assessment and intervention to struggling readers.
- providing professional development to educators

Contact Information
The University Of Utah Reading clinic (UURC) is located at:
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Like us on our [Facebook](#) page to receive updates about our services.

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- Botswana
- UURC Coursework
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Scheduling Student Assessments

Student Assessments

Note: Dates in square brackets represent the last update date.

Assessments

- [UURC RLA \(Reading Level Assessment\)](#) [9/12/22]
- [RLA \(Reading Level Assessment\) for Deaf Students](#) [8/15/16]
- [Spelling](#) [4/24/07]
- [UURC ERI \(Early Reading Inventory\)](#) [9/12/22]
- [PRI \(Pre-Reading Inventory\)](#) [12/27/16]
- [Manual Flash Assessment](#) [11/29/13]
- [Flash Assessment for the iPad®](#)

Note that educators downloading UURC assessments should have training in their administration.

Also note that some educators have reported problems printing directly from the online version.
It is recommended that you print from a downloaded copy of the file.

Tracking Student Data

- [Excel Spreadsheet for Tracking Intervention Data](#) [12/9/15]

Videos

- [ERI \(Early Reading Inventory\) Videos](#)
- [G1-October Passage \(Baby Bear Goes Fishing®\) Videos](#)
- [RLA \(Reading Level Assessment\) Videos](#)

Student Assessments for Educators

The UURC provides support
for both parents and educators

*Check out:
Parent resources &
University of Utah Phonics
Readers!*

All Books in the Short Vowel "a" Collection:



All Books in the Short Vowel "o" Collection:



All Books in the Short Vowel "i" Collection:



All Books in the Short Vowel "e" Collection:



All Books in the Short Vowel "u" Collection:



Questions and Further Discussion



Resources

- What Works Clearinghouse
 - <https://ies.ed.gov/ncee/wwc/PracticeGuide/29>
 - <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=19>
- Logan (1997) automaticity theory
- Stahl, Kuhn, & Schwanenflugel (2003, 2005, 2006, 2008) Fluency Oriented Reading Instruction empirical & applied work)
- Beck & McKeown (1996, 2004, 2006, 2010) QtA empirical & applied work

Resources

- Beck, I.L., McKeown, M.G., Sandora, C., Kucan, L., & Worthy, J. (1996). Questioning the Author: A Yearlong Classroom Implementation to Engage Students with Text. *Elementary School Journal*, 96 (4), 385-414. <https://doi.org/10.1086/461835>.
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- Stahl, S.A. & Heubach, K. M. (2005). Fluency-oriented reading instruction. *Journal of Literacy Research*, 37 (1), 25-60. https://doi.org/10.1207/s15548430jlr3701_2.

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