

#1 UURC Tier I Text Clinical Practicum

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 grade-level texts.

Vehicles to Achieve Goal:

- main selections and related text from core program
- other grade-level 'wide-reading' text
- clinical practicum p.d. format
- Fluency-Oriented Reading Instruction (FORI) expertise
- Questioning the Author (QtA) expertise
- Engaging Instructional Actions

Research Base

- Logan (1997) automaticity theory
- Stahl, Kuhn, & Schwanenflugel (2003, 2005, 2006, 2008) FORI empirical & applied work
- Beck & McKeown (1996, 2004, 2006, 2010) QtA empirical & applied work
- Hattie (2009); Archer (2011) *Engagement & Learning empirical work.*

Make Grade-Level Text Accessible by Providing Support & Building Stamina

- use grade-level main selection, related and wide text
- weekly schedule for READING 'miles on the page'
- G2 → G6 = 40 minutes daily

- consistent routines & prompts
- alternate FORI oral reading with QtA comp work (kids working vs. teacher talking)

Results To-Date (4 years of data)

- implemented at Title I elementary schools in Davis, Granite, SLCSO, Duchesne, Ogden, Murray, Park City
- Edison, SLCSO 2012-13 ORF & DAZE: *high/average/low kids*
- Mountain View, SLCSO 2013-14 ORF: *fidelity effects*
- Granger, Granite 2015-16 DIBELS Composite PoP: *well-above-average in reducing below benchmark; above-average in increasing at or above benchmark*
- TO Smith, Ogden 2014-15 SAGE ELA: 19.3% → 27.8%
- Fremont, Davis 2014-2015 SAGE ELA: 43% → 44.3%
- Duchesne 2014-15 SAGE ELA: 24.2% → 27.6%
- Granger, Granite 2014-15 SAGE ELA: 14.6% → 16.9%
- Self-Efficacy 2014-16: multiple schools
- substantial increases on comprehension measures: DIBELS DAZE, CRT & TOSCRF
- good increases fluency measure: DIBELS ORF
- excellent responses from teachers

Brief Summary of FORI & QtA Routines

- Read-To/Silent Read w/ Basic Queries
- Echo Read w/Deep Queries
- Partner Read with Kid Comp Q&A
- Show Weekly Routines Lesson Plan for *14 Cows for America*

Model: FORI/QtA

Preview; Read-To/Silent Read + Basic Comprehension

14 Cows → debrief

Review; Echo Read + Deep Comprehension

14 Cows → debrief

Review; Partner Read + QtA Kid Comprehension

14 Cows → debrief

Every Day: Home Reading at night (at least 20 minutes)

40 Minutes: FORI Routines with QtA Comprehension

Preview → Read-To = Read entire selection aloud as students read silently & finger-track.

- Intersperse with *Basic Queries* (see below).
- Be sure to pause at phrase boundaries marked or unmarked by punctuation! This is where your students' comprehension occurs.
- Try “cloze reading” for important words.

QtA Basic Queries for Read-To = general, open-ended.

What is the author telling us so far?

What does the author want us to learn here?

What's happening now?

What's all this about?

- Call on as many students as possible—especially low readers and students who don't raise their hands.
- Don't follow up—remember you've got Deep Queries tomorrow. Don't let 1 student tell you everything! Move on!
- Allow your ELL students to repeat what's been said.

- If students read from the book, ask “Tell me that in **your** words.”

Review; Echo Read = you read a few lines, students finger-track, then students echo chorally. Repeat until you finish the selection.

- Intersperse with *Deep Queries* (see below).
- Break echo into small chunks! Do not model a whole page and then ask them to echo a whole page!
- Start their echo with YOUR strong voice; then fade out. Come back in strong when they fray. Tell them the goal is one voice and to make it sound real---like on TV.

QtA Deep Queries for Echo Read = focus on text content & text structure. Start with kid-friendly language, then **translate** into *academic language*.

- What’s going on with _____? = *What does the author want us to know about _____ as a character?*
- How are _____ and _____ the same and different? *How does the author compare and contrast _____ and _____?*
- Can you find some evidence in your text for that?

Review; Partner Read = students face each other on chairs and take turns being the ‘leader’ on alternating pages.

- Rank students in ability high to low; halfway through the list, pair that student with highest reader and continue.
- Leader uses same prompts as teacher (i.e., Fingers on...)
- **Partners read chorally** and finger-track.

- At the end of each page, the leader asks, “*What does the author want us to know from that page?*”

See Bookmark for reminders on what to say and when!

Reasons for Positive Result

- kids working hard with text (i.e., miles on the page & talking about text content)
 - clinical practicum asks for teacher commitment/accountability
 - teacher collaboration on prepping QtA comp work
 - comprehension deepened with related writing (later)
- better than: trying to do everything in the program and doing nothing well, ditching the program in favor of reading novels, just reading aloud to students & talking, talking, talking to them, playing the stupid tape while they follow along (sleep).

What About My Really Low Readers?

- students whose level is mid-Ist and below lack critical sight vocabulary for high frequency words (e.g., they, who, come)
- in addition to core program work, they **must** have extensive instructional level Tier II (e.g., Early Steps, Next Steps)

What About My On-Level & Above-Level Readers?

- a ‘first read’ = ‘surface comp,’ even for good readers!
- re-reading allows for enhanced comprehension
- re-reading allows for prosody development

- they make excellent progress as well

Pitfalls

- teachers who can't stop talking (e.g., interminable previews)
- teachers who resist following routines (e.g., Wah! It's confining!)

We Use Real Text from Your Classroom! Always!

- alternate fiction/informational
- site coordinator scan & send
- which grade/text for next time (**Fiction**)?

Requirements for Tier I Text Certification

- use routines with whole class **daily** for 40 minutes;
- weekly LPs & Organizers (minimum of 25 each required) maintained in binder;
- attend 8 half-day clinical trainings;
- be observed 1:1 in classroom 6 times (20 min. observation followed by 10 min. debrief);
- earn “satisfactory scores” on at least 2 observations, with 1 earned on last observation;
- complete observation forms on 2 self-observation videos;
- view 5 seminars (1 hour each) as a group; and,
- read research articles on comprehension theory/instruction.

Note: literacy coaches/Title I facilitators are **strongly encouraged** to “substitute” and be observed!

When Your UURC Observer Arrives, Please Have Ready:

- your binder with LPs and Organizers
- a hard copy of that day's section of text
- a hard copy of that week's LP & Organizer
- 1st observation will be "feedback only"

For Next Time, Please...

1. Have used Weekly Routines-Lesson Plans.
2. Have implemented FORI routines. Ask site coordinator for help for Day 3 Partner Read start-up!
3. Have implemented at least QtA Basic queries. Try some Day 2 Deep Queries!!! Yes, the latter will be "rough!"
4. Bring binder of LPs to next training. This will be your "exit ticket!"
5. Bring a student copy of your current text to each training.

University Credit

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st.

For syllabus, see:

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

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

Fabulous UURC International Opportunity!

English-Speaking Internships in Botswana with ***Stepping Stones International*** providing orphaned & vulnerable youth with UURC intervention and/or coaching educators.

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!

<http://www.uurc.utah.edu/Educators/BotswanaInternship.php>