#3 UURC Tier I Text - Clinical Practicum
Major Understanding & Author's Purpose

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.

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: Major Understanding & Author's Purpose (Theme)

- *MU* is text-based, specific content info. Not preachy.
- *Author's Purpose* is to persuade, entertain and/or inform.
- For MU, ask yourself: what STUFF do I want my students to know when they finish this text?
- for narrative text, MU = plot (main character, conflict, resolution)
- **for informational text, MU = main idea + important details**
- collapse into a 1 sentence summary

The Major Understanding for a text should drive your comprehension queries (i.e., where you stop, what you want students to understand/learn).

Modeling with Educators

1. Access Lesson Plan & Informational Organizer.
2. With pre-chosen/read informational text, trainer models using key words/phrases to develop an *Informational Organizer*.
3. Trainer models using *Organizer* to deduce *Author's Purpose*; then juxtaposes deduction of *Major Understanding*.
4. Trainer writes *A's Purpose* & *MU* on LP.
5. Trainer models using *Organizer* to develop *Preview* on LP.
6. Trainer models stopping points for *Basic Queries*.
7. Trainer uses MU to model stopping points for *Deep Queries.*

Use Observation Form: Review Key Features of *Preview*

- brief (no > 3-6 minutes or so)
- feed them; but must be interactive (kids talk & write)
- based on MU, target most important names, setting, terms
- use maps, white board, spelling as scaffolding
- use forced-choice questions with choral response

Key Features of *Read-To/Cloze Read*

- work on your own prosody: deliberate phrasing
- use consistent, succinct, precise prompts (see bookmark)
- use "cloze reading" for important words
- all students must track text

Key Features of *Basic Queries*

- open-ended w/ no follow-up

- choose kids; don't wait for hands
- perfect time for your strugglers to participate

Sample Basic Queries:
What is the author telling us?
What does the author want us to know?
What's happening here?
What's going on?

Modeling with Students
1. Educators bring Observation Form, student text, Weekly Routines to classroom.
2. Trainer models *Preview* & 7-10 minutes of *Read-To w/Basic Queries* in classroom.
3. Trainer models Orienteering in text in classroom.
4. Return to training room; debrief. Remind: bookmark!

Orienteering in Text
- model/practice counting down: "paragraph 1, paragraph 2, etc. STOP!"
- then line: "line 1, line 2, line 3, etc. STOP!"
- "slide over & land on" the desired word

Modeling with Educators: Query Development
- model 3-5 Basic Queries in text with post-its
- model 3 Deep Queries with post-its using "backward design"
- have Deep Queries posted at front of room
    ◊ find stopping point based on MU

◊ bullet content for that section
◊ develop query that targets that content
◊ translate (kid-friendly/academic)
◊ move to new stopping point & repeat

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 Provide:

- your binder
- 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"

Observation Schedule

1. Read-To w/Basic Queries (feedback only)
2. Read-To w/Basic Queries
3. Echo Reading w/Deep Queries
4. Partner Reading w/Kid Comp
5. Echo Reading w/ Deep Queries
6. Echo Reading w/ Deep Queries

<u>**University Credit**</u>

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.