

#1 UURC /Tier I Writing About 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, comprehension and composition for immediate & transfer grade-level texts.

Vehicles to Achieve Goal:

- core program main selections & related text
- other grade-level 'wide-reading' text
- clinical practicum p.d. format
- Fluency-Oriented Reading Instruction (FORI) expertise
- Questioning the Author (QtA) expertise
- Research-based Writing Intervention expertise
- Engagement for Learning expertise

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*.
- Graham & Harris (1985, 1989, 1990, 1994, 2005, 2016) *Writing empirical & applied work*.
- Hattie (2009); Archer (2011) *Engagement & Learning empirical & applied work*.

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

- 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 work more; teachers talk less)
- release responsibility GRADUALLY (and for some-never!)

Review: Weekly Routines/Lesson Plans

- G2-G4
- G4-G6

Model Planning w/ *How to Build an Igloo*

1. Teacher develops **Organizer**.
2. Teacher develops **Theme/Author’s Purpose** on Organizer.
3. Teacher develops **Major Understanding** on LP.
4. Teacher develops **Preview** on LP.
5. Teacher finds stopping points for **Basic Queries** in text.
6. Teacher finds stopping points for **Deep Queries** in text.

Toughest Aspect of Tier I Text: QtA Deep Queries

- Questions need to focus on text content & text structure.
- Questions (and Answers) need to use academic language.
 - Why are we hearing so much about ____ ? = *Explain the importance of* ____.

- How are _____ and _____ the same and different?
How does the author compare and contrast _____ and _____?

Using Backward Design to Develop Deep Queries

1. **Bullet** important **content** relevant to MU.
2. Develop a **Kid-Friendly Query** that targets that content.
3. Translate KF query to an **Academically Rigorous Query**.
4. Model this process for 2 Deep Queries in *Igloo* text.
5. Participants continue process for 2 more Deep Queries.

Model Deep Query Instruction w/ *Igloo*

1. Set-up **Pair-Share** (e.g., Chips & Salsa).
2. Fast forward to 1st Deep Query.
3. Ask Kid-Friendly Query. Ask Academic Query.
4. Assign Chips to ask Academic Query. Assign Salsa an answer stem... Go!
5. Teacher roves & listens.
6. You can summarize (interactively) to save time, or hear from the group.
7. Good time to ask for evidence from text!

Model Kid Organizer for Writing Process w/ *Igloo*

1. Do Day 2 Review on Student Organizer. Students copycat. (6 minutes)
2. May allow students to use template initially; then wean.

3. Use Forced Choice Questions. Require choral responses. Use Echo Spelling. Do morphology mini-lessons as applicable.
4. Repeat process for Day 3 to finish Student Organizer. (6 minutes)

Actual drafting-writing-composing takes place OUTSIDE of FORI/QtA 40 minutes of reading!!!!

Results To-Date (4 years of data)

- Granite, Ogden, Park City, Iron, SLCSO, Murray, Duchesne, Davis Districts
- substantial increases in DIBELS DAZE, CRT & TOSCRF
- good increases in DIBELS ORF
- teacher feedback: EXCELLENT data!!

Practicum Scope & Sequence

- Focus on 1 informational text; then 2 informational texts
- Start with explanatory/informative drafting.
- Move to opinion/argument drafting.
- Which grade/text for next time?

For Next Time, Please...

1. Complete Weekly Routines-Lesson Plans.
2. Implement FORI/QtA routines.

3. Implement Student Organizers with your class on Day 2 & Day 3.
4. Remember: writing occurs OUTSIDE of FORI/QtA!!!

Expectations for Writing About Text Certification

- use routines with whole class **daily** for 40 minutes,
- weekly LPs & Organizers (minimum of 25 each required),
- attend at least 6 half-day clinical trainings,
- be observed 1:1 in classroom at least 5 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 form on 2 self-observation videos (1 Student Organizer video and 1 Drafting video)
- read research articles on writing instruction

Observation Schedule

1. Student Organizer & Echo Reading with Deep Queries
2. Using Organizer to Draft
3. Using Organizer to Draft
4. Using Organizer to Draft

When Your UURC Observer Arrives, Please Have Ready:

- 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”

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 5960-030: Tier I Instruction for Improved Fluency, Comprehension & Composition.

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>