

## #2 UURC Tier I Writing About Text Clinical Practicum Drafting a Summary From a Prompt

**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.

### Debrief & Review Use of FORI & QtA Routines—especially Deep Queries

Note: importance of 40 minutes a day “miles on the page”

Note: importance of weekly Organizer & Drafting

How’s it going? Review expectations as needed.

### Brief History of Research: Writing Instruction in Classrooms

(Bereiter & Scardamalia, 1982)

- kids’ schema for writing = talking, therefore narratives & free writes are easier than argument - handwriting slowness hurts quantity of writing produced

- the ‘existing sentence’ has a lot of power, therefore, younger kids’ revisions are cosmetic and often make their composition WORSE!

(Calkins, 1987, Graves 1991)

- naturalistic method communicated in narrative; no clear presentation of methods/data analysis/no control groups

- Calkins based on 8 students in G1 and G3 over 2 years

- researchers sat next to kids and interacted with them

(Hillocks, 1986)

- meta-analysis: .44 effect size
- highly-structured environment with specific objectives achieved via scaffolding

### Trainer Models Drafting a Summary of 1 Informational Text in the Classroom

Provide a rationale:

- Do you want a good job when you grow up?
- Do you want to be smarter?
- Do you want to be a better reader?
- *Writing will help you get there!*

### Writing Prompt for Summary of an Informational Text

For example:

Using the informational passage “\_\_\_\_\_,” write a 3 paragraph essay summarizing the main ideas about \_\_\_\_\_. Be sure to use academic language in your essay!

### Preparing to Write: Prompt, Organizers & Sequencing

1. Teacher projects Writing Prompt and uses Tier I Text Routines to read with the class. Teacher models identifying **task** and **topic** by highlighting key words.
2. Students access previously-completed Organizer for each text, lined paper & pencil.

3. Teacher leads brief, interactive review of key content from Organizer (*Forced-Choice* → *Choral Response* for e-z concepts, *Pair-Share* for tough concepts), referencing Writing Prompt & adding task/topic content as needed.
4. Using the term “sequence,” teacher leads interactive sequencing of Organizer.

### Drafting a Summary of an Informational Text from an Organizer

1. Use a document camera & Informational Text Summary Frame (see below) to model drafting *in front of students*.

Note: the frame is just an example; feel free to change, add-to, subtract-from, etc. with your grade level in mind.

*Suggestion: show students how to “skip lines.”*

2. Be *explicit*, but make your instruction *interactive*. Students “copycat” your writing on paper. This is important scaffolding for those who struggle composing written language.
3. Include the **topic** and, perhaps, the **task** from the prompt in your topic sentence.
4. Lead them in chorally reading, re-reading & re-reading what has been written. Model using voice to indicate need for punctuation & error correction.

5. Toward the end of paragraph #2, start asking students to “Pair-Share” an ending to the sentence starter. You rove & listen. Then, have class read the starter chorally and call on various students to “fill in the blank.”
6. Re-read prompt: “Are we addressing the task and the topic?”

### Informational Text Summary Frame:

*This informational text is about topic. The author told us main idea + detail.*

*In addition, the author explained main idea + detail.*

*It was interesting to learn that student choice.*

*In conclusion, the author uses this text to inform us about                     . The author was successful/not successful because I                     .*

Synonyms for *explained*: described, discussed, concluded, determined, hypothesized, reasoned, thought, noted.

### Every Week, From Now On, Your Students Should Produce

- An Organizer
- A Draft about Informational Text from using a Prompt

- Bring 3 students' Organizers & Summaries to next training to show your colleagues (hi, mid, struggling).

### Requirements for Writing About Tier I 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 theory/instruction

### Observation Schedule

1. Student Organizer & Echo Reading with Deep Queries
2. Using a Writing Prompt & Organizer to Draft
3. Using a Writing Prompt & Organizer to Draft
4. Using a Writing Prompt & 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
- 1<sup>st</sup> 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>