

### #3 UURC Writing About Tier I Text Clinical Practicum Drafting a Summary w/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, comprehension and composition for immediate & transfer grade-level texts.

#### Debrief & Review Use of Organizer & Drafting Routines

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.

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

- An Organizer
- A Draft about Informational Text
- Bring 3 students' Organizers & Summaries to next training to show your colleagues (hi, mid, struggling).

#### Trainer Models Drafting Writing about Author's Purpose for Informational Text in the Classroom

Provide a rationale:

- Do you want a good job when you grow up?
- Do you want to be smarter? A better reader?
- What if your boss asks you to write a report?
- *Writing will help you get there!*

### Writing Prompt

*Authors have a specific purpose for writing the texts that we read. Some may want to inform, others to entertain or persuade. Write 3-5 paragraphs describing the author's purpose in writing the passage entitled*  
“ \_\_\_\_\_.”

*Provide evidence that the author achieved that purpose. 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?”

## Sample Frame for 1 Informational Text re: Author's Purpose

This informational text is about describe topic. The author's purpose was to inform/persuade/entertain us about \_\_\_\_\_.

The author explained that main idea + detail. In addition, the author described main idea + detail. Finally, the author discussed main idea + detail.

In conclusion, I believe that the author achieved his/her purpose because \_\_\_\_\_.

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

### Helpful Verbiage

“Not afraid of the empty paper! I’ve got my Organizer!”

“Erasers under \_\_\_\_\_. Voices together.”

“To tell the reader, ‘new idea’ I indent.

“If I forget how to spell \_\_\_\_, I can look at my Organizer.”

“Did we write about \_\_\_\_? Cross it off and say, ‘I’m done with that!’”

### 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

### **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.