UURC WRITING ABOUT TIER I TEXT

2016-17
TEST YOUR KNOWLEDGE 😊:
UTAH CORE STANDARDS READING COMPREHENSION

- Challenging Text
- Finding • Evidence
- Craft & • Structure
- Comparing • 2 Texts
- Academic • Vocabulary
LAYING THE GROUNDWORK FOR WRITING

Opinions, Arguments,
Intertextual Connections

Inferences

Author's Purpose

Vocab & CRAFT/TEXT STRUCTURE

Key Details

General Understandings

Across texts
Entire text
Segments
Paragraph
Sentence
Word

UT Core Standards
8 & 9
1
6
4, 5 & 6
2
1 & 2

Adapted from http://fisherandfrey.com/resources/
HOW ARE YOUR TEACHERS DOING TEACHING WRITING?
WRITING ABOUT TIER I TEXT: **WHY**

- Explicit instruction
- Students get organized for composition
- Reinforces/supports comprehension
CCSS.WRITING

• Informational
• Opinion/Argument
• Narrative

6th grade+ Use “Strategies”: Comparison/Contrast, Description, Sequence, Cause/Effect etc.

Explicitly teach about these during Tier I Text Reading—Deep Queries
<table>
<thead>
<tr>
<th></th>
<th>6, [7], 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Write arguments to support claims with clear reasons and relevant evidence.</strong></td>
</tr>
<tr>
<td></td>
<td>a. Introduce claim(s) [acknowledge alternate or opposing claims], and organize the reasons and evidence clearly <strong>[logically]</strong>.</td>
</tr>
<tr>
<td></td>
<td>b. Support claim(s) with clear <strong>[logical]</strong> reasons and relevant evidence, using <strong>[accurate]</strong>, credible sources and demonstrating an understanding of the topic or text.</td>
</tr>
<tr>
<td></td>
<td>c. Use words, phrases, and clauses to <strong>[create cohesion and]</strong> clarify the relationships among claim(s), <strong>counterclaims</strong>, and reasons <strong>[and evidence]</strong>.</td>
</tr>
<tr>
<td></td>
<td>d. Establish and maintain a formal style.</td>
</tr>
<tr>
<td></td>
<td>e. <strong>Provide a concluding statement or section that follows from [and supports]</strong> the argument presented.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3, [4], 5</th>
<th><strong>Write opinion pieces on topics or texts, supporting a point of view with reasons [and information].</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons, [and in which related ideas are <strong>logically grouped</strong> to support the writer’s purpose].</td>
</tr>
<tr>
<td>b.</td>
<td><strong>Provide logically ordered reasons</strong> that are supported by opinion [facts and details].</td>
</tr>
<tr>
<td>c.</td>
<td>Use linking words and phrases (e.g., <strong>because, therefore, since, for example</strong>) to connect opinion and reasons. [Link opinions and reasons using words and phrases (e.g., <strong>for instance, in order to, in addition</strong>), and clauses (e.g., <strong>consequently, specifically</strong>).</td>
</tr>
<tr>
<td>d.</td>
<td><strong>Provide a concluding statement or section [related to the opinion presented]</strong>.</td>
</tr>
</tbody>
</table>

| 2 | **Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., **because, and, also**) to connect opinion and reasons, and provide a concluding statement or section.** |
| 6, [7], 8 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
   a. Introduce a topic [clearly, previewing what is to follow]; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; into broader categories include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
   b. Develop the topic with relevant, well-chosen facts, definition, concrete details, quotations, or other information and examples.  
   c. Use appropriate and varied transition to [create cohesion] and clarify relationships among ideas and concepts.  
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
   e. Establish and maintain a formal style.  
   f. Provide a concluding statement or section that follows from [and supports the] information or explanation presented. |
| 3, [4], 5 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
   a. Introduce a topic [clearly] and provide a general observation and focus, and group related information together logically; [in paragraphs and sections, include formatting (e.g., headings)]; include illustrations when useful to aiding comprehension, [and multimedia when useful to aiding comprehension].  
   b. Develop the topic with facts, definitions, and [concrete] details, [quotations, or other information and examples related to the topic].  
   c. Using linking words [Link ideas] and phrases (e.g., also, another, and, more, but) to connect ideas within [and across] categories of information [using words and phrases (e.g., another, for example, also, because)] and clauses (e.g., in contrast, especially).  
   d. Provide a concluding statement or section [related to the information or explanation presented]. |
<p>| 1, [2] | Write informative/explanatory texts in which they name [introduce] a topic, supply some facts [use facts and definitions to develop points] about the topic, and provide some sense of closure [a concluding statement or section]. |</p>
<table>
<thead>
<tr>
<th>Statements of Purpose/Focus and Organization</th>
<th>Evidence/Elaboration</th>
<th>Conventions/Editing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight: 40%</td>
<td>Weight: 40%</td>
<td>Weight: 20%</td>
</tr>
<tr>
<td>The response is fully sustained and consistently and purposefully focused:</td>
<td>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:</td>
<td>The response displays adequate command of all grade level and preceding level conventions of writing:</td>
</tr>
<tr>
<td></td>
<td>• opinion is clearly stated, focused, and strongly maintained</td>
<td>• use of evidence from sources is smoothly integrated, comprehensive, and relevant</td>
</tr>
<tr>
<td></td>
<td>• opinion is communicated clearly within the purpose, audience, and task</td>
<td>• effective use of a variety of elaborative techniques</td>
</tr>
<tr>
<td></td>
<td>The response has a clear and effective organizational structure creating unity and completeness:</td>
<td>The response clearly and effectively expresses ideas, using precise language:</td>
</tr>
<tr>
<td></td>
<td>• a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas</td>
<td>• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>• logical progression of ideas from beginning to end</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effective introduction and conclusion for audience and purpose</td>
<td>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of punctuation, capitalization, and spelling is adequate</td>
</tr>
<tr>
<td><strong>Statement of Purpose/Focus and Organization</strong>&lt;br&gt;<strong>Weight: 40%</strong></td>
<td><strong>Evidence/Elaboration</strong>&lt;br&gt;<strong>Weight: 40%</strong></td>
<td><strong>Conventions/Editing</strong>&lt;br&gt;<strong>Weight: 20%</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| The response is fully sustained and consistently and purposefully focused:  
- controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
- controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task  
The response has a clear and effective organizational structure creating unity and completeness:  
- use of a variety of transitional strategies to clarify the relationships between and among ideas  
- logical progression of ideas from beginning to end  
- effective introduction and conclusion for audience and purpose | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:  
- use of evidence from sources is smoothly integrated, comprehensive, and relevant  
- effective use of a variety of elaborative techniques  
The response clearly and effectively expresses ideas, using precise language:  
- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response displays adequate command of all grade level and preceding level conventions of writing:  
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
- use of punctuation, capitalization, and spelling is adequate |
WRITING ABOUT TIER I TEXT: HOW

1. Guided organizer development
2. Guided drafting from organizer

Gradually reduce scaffolding to promote independence and automaticity.
FORI/QtA Text

Scaffolding/Drafting/Writing
- Model organization tools
- Model drafting
- Model text referencing to verify ideas
- Scaffold responses/oral language
- Efficient instruction (routines and prompts)

Writing

Engagement
WRITING ABOUT TIER I TEXT: **WHEN**

• In general...
  • OUTSIDE of FORI 40 minutes of reading!!!!!
  • After Day 1—in the afternoon

• Organizer
  • Part 1: Review on Echo/Deep Day
  • Part 2: Review on Partner/Kid Comp Day
<table>
<thead>
<tr>
<th>Day 1: 40 min</th>
<th>Day 2: 40 min</th>
<th>Day 3: 40 min</th>
<th>Day 4: 40 min</th>
<th>Day 5: 40 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHOLE CLASS</strong></td>
<td><strong>WHOLE CLASS</strong></td>
<td><strong>WHOLE CLASS</strong></td>
<td><strong>WHOLE CLASS</strong></td>
<td><strong>WHOLE CLASS</strong></td>
</tr>
<tr>
<td>Main Selection</td>
<td>Main Selection</td>
<td>Main Selection</td>
<td>Wide or Related Text</td>
<td>Wide or Related Text</td>
</tr>
<tr>
<td>Preview</td>
<td>Organizer (partial)</td>
<td>Organizer (finish)</td>
<td>Read-To/Echo Read</td>
<td>Echo Read/Partner Read</td>
</tr>
<tr>
<td>Read-To</td>
<td>Echo Read</td>
<td>Partner Read</td>
<td>Basic Queries</td>
<td>Deep Queries &amp; Kid Comp</td>
</tr>
<tr>
<td>Basic Queries</td>
<td>Deep Queries</td>
<td>Kid Comp Q &amp; A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preview:**

Title: 

Major Understanding: 

Theme: 

↑ Narrative or Informational? Narrative or Informational? →
<table>
<thead>
<tr>
<th>Day 1: 40 min</th>
<th>Day 2: 40 min</th>
<th>Day 3: 40 min</th>
<th>Day 4: 40 min</th>
<th>Day 5: 40 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Class</strong></td>
<td><strong>Whole Class</strong></td>
<td><strong>Whole Class</strong></td>
<td><strong>Whole Class</strong></td>
<td><strong>Whole Class</strong></td>
</tr>
<tr>
<td>Main Selection (partial)</td>
<td>Main Selection (partial)</td>
<td>Main Selection (finish)</td>
<td>Main Selection (all)</td>
<td>Wide or Related Text (all routines, if possible)</td>
</tr>
<tr>
<td>Preview</td>
<td>Organizer (partial)</td>
<td>Organizer (partial)</td>
<td>Review</td>
<td>Partner Read</td>
</tr>
<tr>
<td>Read-To &amp; Basic (20min)</td>
<td>Read-To &amp; Basic (20min)</td>
<td>Read-To &amp; Basic (20min)</td>
<td>Kid Comp Q &amp; A</td>
<td></td>
</tr>
<tr>
<td>Echo &amp; Deep (20min)</td>
<td>Echo &amp; Deep (20min)</td>
<td>Echo &amp; Deep (20min)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preview:**

Title: ____________________________

Major Understanding: ____________________________

Theme: ____________________________

↑ Narrative or Informational?  Narrative or Informational? →
THE NEXT STEP...modeling drafting
USING AN ORGANIZER TO WRITE ABOUT INFORMATIONAL TEXT

1. Use a document camera, the Organizer & Frame (see examples below) to model drafting in front of students.

2. Follow “frame” format
   • Note: the frame is just an example; feel free to change, add-to, subtract-from, etc. with your grade level in mind.
3. Interactively, generate phrases. Students “copycat” your writing on their papers.
   • *This is important scaffolding for those who struggle composing written language.*

4. Be explicit, but be sure to be interactive!

5. Lead students in chorally reading & re-reading what has been written.
NARRATIVE SUMMARY FRAME

Example:

This ___genre/story is about... ________________(main character) and takes place in...____(time/place). The conflict (is/begins)........

But, ____ (turning point)_____. The story ends with ____ (resolution)____.

The author uses this story to tell us that ____ (theme)____. In my opinion, the author is correct/not correct, because.....
INFORMATIONAL FRAME...

Example:

This non-fiction text is about ______ topic _______. The author wants us to know that ______ author’s purpose _______.

First, the author told us ______ main idea ______ + ______ detail _______.

Next, we learned that ______ main idea ______ + ______ detail _______.

Lastly, the author explained ______ main idea ______ + ______ detail _______.

I agree/don’t agree with the author about ______ author’s purpose ______ because.... In fact, I would/would not recommend this
2016-17 DEVELOPMENTS & REFINEMENTS
**Training (Text type focus)**

1. **Overview** SAGE State core Review Tier I Text routines Intro Kid **Organizer**

2. **Explanatory/Informative** Draft on Topic w/ Intro, Development, Conclusion based on 1 text *(heaviest scaffolding)*

   1 paragraph

3. **Explanatory/Informative** Draft on Topic, Development, Conclusion based on 1 text *(moderate scaffolding)*

   2-3 paragraphs

4. **Explanatory/Informative Compare/Contrast**, Development, Conclusion based on 2 texts *(moderate scaffolding)*

   Gradual Release of Organizer Sequencing & Drafting

   2-3 paragraphs
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong></td>
<td><strong>Explanatory/Informative Draft on Topic, Development, Conclusion based on 1 text</strong>&lt;br&gt;<em>(moderate scaffolding)</em>&lt;br&gt;2-3 paragraphs</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td><strong>Explanatory/Informative Compare/Contrast, Development, Conclusion based on 2 texts</strong>&lt;br&gt;<em>(moderate scaffolding)</em>&lt;br&gt;Gradual Release of Organizer Sequencing &amp; Drafting&lt;br&gt;2-3 paragraphs</td>
</tr>
</tbody>
</table>
# Writing About Tier I Text

**Educator:**

**Grade:**

**School:**

**District:**

**Lesson Plan #**

**Observer:**

**Observation #:**

## Text Title:

### Pre-Writing
- Interactive prompt deconstruction
- Identify topic and task
- Sequence organizer

### Drafting
- Teacher leaves echo writing
- Prompt modeled in tape sentence
- Teacher uses sentence frames in drafting
- Students using own organizer
- Students writing draft
- Students recoding own draft
- Test evidence

### Location/Action Prompts
- Read
- Write
- Share
- Hear
- Look
- Think

### Response Supports
- Pair share - closure
- Bondable grade - whole class response
- Choral class responses
- Complete sentence response
- Extension started
- Teacher moves to monitor student work

### Lesson Planning/Planning
- Teacher leaves inefficient transitions
- Appropriate major transitions
- Complete student - input organizer
- drill form
- Test prep and drill form
- Test prep
- Test grade (need 25 to pass)
- Test grade (need 25 to certify)

## Expectations

*Certification: Must meet expectations on 2 observations, one of which must occur on the last observation*

Today's organizational compliance completed

Observation criterion: 70% (Meeting 1st Tier: Drafting + 58%)

Meets Expectations

Does Not Meet Expectations

---

University of Utah Reading Clinic: KPI 5/4/19