

#1 UURC Tier I Text Clinical Practicum

Goal: to become more effective & efficient at delivering Tier I instruction so that all readers—especially those who struggle--improve fluency and comprehension for immediate & transfer grade-level texts.

Note: to benefit, students must be reading above a GI-Mid level. Discuss why this is the case.

Vehicles to Achieve Goal:

- main selections and related text from core program
- other grade-level 'wide-reading' text
- clinical practicum p.d. format
- Fluency-Oriented Reading Instruction (FORI) expertise
- Questioning the Author (QtA) expertise
- Engaging Instructional Actions

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
- Hattie (2009); Archer (2011) Engagement & Learning empirical and applied work.

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

- use grade-level main selection, related and wide text
- weekly schedule for READING 'miles on the page'

- G2 and up = 40 minutes daily
- consistent routines & prompts
- alternate FORI oral reading with QtA comp work (kids working vs. teacher talking)

Results To-Date

- implemented at Title I elementary schools in Davis, Granite, SLCSD, Duchesne, Ogden, Murray, Park City, North Sanpete, Iron School Districts
- **Edison**, SLCSD 2012-13 ORF & DAZE: *high/average/low kids*
- **Mountain View**, SLCSD 2013-14 ORF: *fidelity effects*
- **TO Smith**, Ogden 2014-15 SAGE ELA: *19.3% → 27.8%*
- **Granger**, Granite 2015-16 DIBELS Composite PoP at the school level: *well-above-average in reducing below benchmark; above-average in increasing at or above benchmark.*
2017-18: Acadiance Composite PoP: *percent of students achieving typical or better progress G2 = 74%, G3 = 58%, G4 = 77%, G5 = 59%, G6 = 94%.*
- **Horizonte**, SLCSD 2017-19: BOY 46% below G6; MOY 19%.
- **Multiple Schools**: Teacher Self-Efficacy 2014-present
- substantial increases on comprehension measures: DIBELS DAZE, CRT & TOSCRF
- good increases fluency measure: DIBELS ORF
- excellent responses from teachers

Trainer Models: FORI/QtA

Preview Organizer; Read-To/Silent + Basic Comprehension

14 Cows → debrief

Review; Echo Read + Deep Comprehension

14 Cows → debrief

Review; Partner Read + QtA Kid Comprehension

14 Cows → debrief

Every Day: Home Reading at night (at least 20 minutes)

40 Minutes: FORI Routines with QtA Comprehension

Preview Organizer → Read-To = Read aloud as students read silently & finger-track.

- Intersperse with *Basic Queries* (see below).
- Be sure to pause at phrase boundaries marked or unmarked by punctuation! This is where your students' comprehension occurs.
- Try “strategic cloze” for important words.

QtA Basic Queries for Read-To = general, open-ended.

What is the author telling us so far?

What does the author want us to learn here?

What's happening now?

What's all this about?

- Call on as many students as possible—especially low readers and students who don't raise their hands.
- Don't follow up—remember you've got Deep Queries coming up. Don't let 1 student tell you everything!
- Allow your ELL students to repeat what's been said.

Echo Read = you read a few lines, students finger-track, then students echo chorally. Repeat.

- Intersperse with *Deep Queries* (see below).
- Break echo into small chunks! Do not model a whole page and then ask them to echo a whole page!
- Start their echo with YOUR strong voice; then fade out. Come back in strong when they fray. Tell them the goal is one voice and to make it sound real---like on TV.

QtA Deep Queries for Echo Read = focus on text content & text structure. Start with kid-friendly language, then **translate** into *academic language*.

- What's going on with _____? = *What does the author want us to know about _____ as a character?*
- How are _____ and _____ the same and different? *How does the author compare and contrast _____ and _____?*
- Can you find some evidence in your text for that?

Partner Read = students face each other on chairs and take turns being the 'leader' on alternating pages.

- Rank students in ability high to low; halfway through the list, pair that student with highest reader and continue.
- Leader uses same prompts as teacher (i.e., Fingers on...)
- **Partners read chorally** and finger-track.
- At the end of each page, the leader asks, "What does the author want us to know from that page?" Stick with this question only! No tricky questions!!

See Bookmark for reminders on what to say and when!

Reasons for Positive Results?

- kids working hard with text (i.e., miles on the page & talking about text content)
- clinical practicum asks for teacher commitment/accountability
- teacher collaboration on prepping QtA comp work
- comprehension deepened with related writing (later)

- better than: trying to do everything in the program and doing nothing well, ditching the program in favor of reading novels, just reading aloud to students & talking, talking, talking to them, playing the stupid tape while they follow along (sleep).

What About My Really Low Readers?

- students whose level is mid-1st and below lack critical sight vocabulary for high frequency words (e.g., they, who, come)
- in addition to core program work, they **must** have extensive instructional level Tier II (e.g., Early Steps, Next Steps)

What About My On-Level & Above-Level Readers?

- a 'first read' = 'surface comp,' even for good readers!
- re-reading allows for enhanced comprehension
- re-reading allows for prosody development
- they make excellent progress as well

Pitfalls

- teachers who can't stop talking (e.g., interminable previews)
- teachers who resist following routines (e.g., Wah! It's confining!)

We Use Real Text from Your Classroom! Always!

- alternate fiction/informational
- site coordinator scan & send
- which grade/text for next time (**Fiction**)?

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;
- submit 2 videos & self-observation forms (one by Training #4 and one by #6);
- view 5 seminars (1 hour each) as a group; and,
- school principal must attend 1st and last trainings.

- (optional) 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 Have Ready:

- your binder with LPs and Organizers
- 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"

For Next Time, Please...

1. Have used Weekly Routines-Lesson Plans.
2. Have implemented FORI routines. Ask site coordinator for help for Day 3 Partner Read start-up!
3. Have implemented QtA Basic queries. Try some Day 2 Deep Queries!!! Yes, the latter will be "rough!"
4. Bring binder of LPs to next training. This will be your "exit ticket!"
5. Bring a student copy of your current text to each training.

University Credit

University Credit is available; not mandatory. Cost: \$450 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.

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>