# 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 G1-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
- 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
For Next Time, Please…
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/Botswanalnternship.php