#3 UURC Tier I Text - Clinical Practicum
Major Understanding & 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 and comprehension for immediate & transfer texts.

**Debrief & Review Use of FORI & QtA Routines**
Note: importance of 40 minutes a day “miles on the page”
How’s it going? Review expectations as needed.

**Orienteering in Text**
- model/practice counting down: “paragraph 1, paragraph 2, etc. STOP!”
- then line: “line 1, line 2, line 3, etc. STOP!”
- “slide over & land on” the desired word
- or, for disposable text, have students number ¶s on each page

**Today’s Focus: Major Understanding & Author’s Purpose**
- **MU** is text-based, specific content info. Not preachy.
- **Author’s Purpose** is to persuade, entertain and/or inform.
- For MU, ask yourself: what STUFF do I want my students to know when they finish this text?
- For narrative text, MU = plot (main character, conflict, resolution).
- For informational text, MU = main idea + important details.
- Collapse into a 1 sentence summary.

The Major Understanding for a text should drive your comprehension queries (i.e., where you stop, what you want students to understand/learn).

**Trainer Models Text Planning with Educators**

1. Access Lesson Plan & Informational Organizer.
2. With pre-chosen/read informational text, use key words/phrases to develop an Organizer/Preview.
3. Explain Teacher & Kid Separate Organizers vs Teacher/Kid Combined Organizer options. Key features: no full sentences, use key words, sketches, symbols; don’t give away the farm!!!
4. Use Organizer to deduce Author’s Purpose; then juxtapose deduction of Major Understanding.
5. Trainer writes A’s Purpose & MU on LP.
6. Trainer models stopping points for Basic Queries.
7. Trainer uses MU to model 2-3 Deep Queries stopping points.

**Trainer Models with Students in Classroom**

1. Educators bring Observation Form & student text to classroom.
2. Model Preview/Organizer & 7 or so minutes of Read-To w/Basic Queries,
3. Tell students: “It’s tomorrow!” Depending on grade level and text length, model brief Review, then brief Preview, then Echo w/Deep.
4. Trainer models Orienteering in text in classroom.
5. Return to training room; debrief. Remind: bookmark!

**Key Features of Basic Queries**
- open-ended w/ no follow-up
- choose kids; don’t always wait for hands
- perfect time for your strugglers to participate

**Sample Basic Queries:**
What is the author telling us?
What does the author want us to know?
What’s happening here?
What’s going on?

**Trainer Models with Educators: Query Development**
- model 3-5 Basic Queries in text with post-its
- model 3 Deep Queries with post-its using “backward design”
  ◊ find stopping point based on MU
  ◊ bullet content for that section
  ◊ develop query that targets that content (kid-friendly/academic)
  ◊ move to new stopping point & repeat
- project/post Deep Queries & Sentence Starters at front of room.

**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;
- complete observation forms on 2 self-observation videos;
- view 5 seminars (1 hour each) as a group; and,
- 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 Provide:
- your binder
- 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”

Observation Schedule
1. Read-To w/Basic Queries (feedback only)
2. Read-To w/Basic Queries
3. Echo Reading w/Deep Queries
4. Partner Reading w/Kid Comp
5. Echo Reading w/ Deep Queries
6. Echo Reading w/ Deep Queries
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.