

#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 Orienting 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 I:I 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.