

#8 UURC Tier I Text: Writing

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.

Tasks:

- complete educator data chart
- review certification expectations
- complete on-line questionnaire

Debrief & Review Use of FORI & QtA Routines

Miles on the page! How's it going? Review expectations for certification.

Trainer Models Organizing for Writing About Informational Text in the Classroom

- need a text that is recent, but has been through all of the routines

Provide a rationale:

- Do you want a good job when you grow up?
- Do you want to be smarter?
- Do you want to be a better reader
- ***Writing will help you get there!***

Getting Organized to Write

1. Access Text, blank Organizer & Pencil.
2. Provide rationale for Organizer.
3. Review Organizer content interactively (*Forced-Choice* → *Choral Response* for e-z concepts, *Pair-Share* for tough concepts).
4. Use term “sequence” to describe deciding what to write 1st, 2nd, 3rd etc. & number Organizer accordingly.

Using an Organizer to Write About Informational Text

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

Note: the frame is just an example; feel free to change, add-to, subtract-from, etc. with your grade level in mind.

1. Interactively, generate phrases/sentences. Students “copycat” your writing on their papers. This is important scaffolding for those who struggle composing written language. Be explicit, but be sure to be interactive!
2. Lead students in chorally reading & re-reading what has been written.

Example:

This 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 text to my friends!

Team Planning: FORI + QtA for an Upcoming Text (approx. 45 minutes)

This is much more effective & efficient when done in teams!

1. Read or review text. Fiction or Non-fiction?
2. Complete Fiction or Non-Fiction Organizer.
3. Construct Theme, then Major Understanding.
4. Develop Preview.
5. Find a few Basic Queries stopping points. Post-it.
6. Go back to 1st Basic Query. Need a Deep Query? Evaluate in light of the MU/Theme. If so, scan section for key content. Write bullets for content under line on post-it.
7. NOW use content to develop Deep Query using kid-friendly & academic language. Write each version on different sides of post-it.

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 & submit observation forms on 2 self-observation videos;
 - 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

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>