

#1 UURC /Tier I Writing About Text Clinical Practicum

Goal: to become more effective & efficient at delivering Tier I instruction so that all G2+ readers—especially those who struggle--improve fluency, comprehension and coherent composition for immediate & transfer grade-level texts.

Vehicles to Achieve Goal:

- core program main selections & related text
- other grade-level ‘wide-reading’ text
- clinical practicum p.d. format
- Fluency-Oriented Reading Instruction (FORI) expertise
- Questioning the Author (QtA) expertise
- Research-based Writing Intervention expertise
- Engagement for Learning expertise

Review Tier I Text Basics: Make Grade-Level Text Accessible by Providing Support & Building Stamina

- weekly schedule for READING ‘miles on the page’
- all grades: 40 minutes daily
 - consistent routines & prompts
 - alternate FORI oral reading with QtA comp work (kids work more; teachers talk less)
 - release responsibility GRADUALLY (and for some-never!)

Trainer Models Planning w/ *How to Build an Igloo* (move through 1-3 QUICKLY but interactively while participants copycat)

1. Choose Organizer (narrative or expository).

2. Develop Theme/Author's Purpose on Organizer.
3. Develop Major Understanding on LP.
4. NEW! Develop a Writing Prompt from MU.

Trainer Models Developing a Writing Prompt

Generate an introductory statement that draws on the Major Understanding of the text.

The next sentence should set task and topic.

The final sentence sets additional grade-level tasks.

For example:

(1) Igloos must be constructed a certain way to be a safe form of housing. (2) Write a paragraph summarizing the sequence Inuits use to build their igloos. (3) Be sure to cite reasons/evidence from the text in your writing!

NOTE: Writing Prompt should be presented to students anytime after Read-To w/Basic Query routines.

5. NEW! Develop Preview on Organizer (model 2 options: "just one" or "yellow highlights") keeping Writing Prompt in mind.
6. Find stopping points for Basic Queries in text.
7. Find stopping points for Deep Queries in text.

Toughest Aspect of Tier I Text: QtA Deep Queries

- Questions need to focus on text content & text structure.
- Questions (and Answers) need to use academic language.
 - Why are we hearing so much about _____? = *Explain the importance of _____.*
 - How are _____ and _____ the same and different? *How does the author compare and contrast _____ and _____?*

Trainer Models Backward Design to Develop Deep Queries

1. Bullet important content relevant to MU from *Igloo*.
2. Develop a Kid-Friendly Query that targets that content.
3. Translate KF Query to an Academically Rigorous Query.
4. Participants use process for 2 more Deep Queries in *Igloo*.

Trainer models Deep Query Instruction w/ *Igloo* Text

1. Set-up Pair-Share (e.g., Chips & Salsa).
2. Fast forward to 1st Deep Query in *Igloo* text.
3. Ask Kid-Friendly Query. Ask displayed Academic Query.
4. Assign Chips to ask Academic Query. Assign Salsa an answer stem... Go!
5. Rove & listen.
6. You can summarize (interactively) to save time, or hear from the group.
7. Good time to ask for evidence from text!

Shift to Writing Time (OUTSIDE of 40 minutes for text!)

Trainer Models Rationale for Becoming a Good Writer

- 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 a lot will help you get there!

Trainer Models Helping Students Prepare to Write: Prompt, Organizer & Sequencing

1. Provide students with Prompt Chart w/Igloo Prompt. Project and use Tier I Text Routines to read with educators. Model identifying **task** then **topic** by highlighting key words and translating on Chart.
2. Everyone accesses previously-completed Organizer.
3. May Use Forced Choice Questions. Require choral responses. Use Echo Spelling. Do morphology & grammar mini-lessons as applicable.
4. Repeat process on subsequent days as needed.
5. If time allows, using the term **sequence**, lead interactive sequencing of Organizer.

Every Week, From Now On...

1. You should produce a Writing Prompt to share with your students. Bring 1 Prompt to share at the next training.
2. Your students should produce an Organizer and a Draft.

Requirements for Writing About Tier I Text Certification

- use Text Routines with whole class **daily** for 40 minutes,
 - weekly Prompts, LPs, & Organizers (minimum of 25 each required),
 - attend 6 half-day clinical trainings,
 - be observed 1:1 in classroom 5 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 & 2 self-observation forms (Student Organizer video by Training #3 and Drafting video by #6),
 - school principal must attend 1st and last trainings.
- (optional) read research articles on writing theory/instruction

Actual drafting-writing-composing takes place OUTSIDE of FORI/QtA 40 minutes of reading!!!!

Writing Practicum Scope & Sequence

- Focus on 1 Informational or Narrative text.
- Start with explanatory/informative drafting.
- Move to opinion/argument drafting.
- Move to 2 Informational texts.
- Which grade/text for next time?

Observation Schedule

1. Prewriting (a.k.a. Developing the Student Organizer & Analyzing Prompt)
2. Using Organizer to Draft
3. Using Organizer to Draft

4. Using Organizer to Draft
5. Using Organizer to Draft

When Your UURC Observer Arrives, Please Have Ready:

- your binder
- hard copy of that day's section of text
- hard copy of that week's Writing Prompt, LP & Organizer

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 6652-030 Tier I Instruction for Writing About Challenging Text.

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>