

## #2 UURC Tier I Writing About Text Clinical Practicum Drafting a Summary From a Prompt

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

### Debrief & Review Use of FORI & QtA Routines—especially Deep Queries

Note: importance of 40 minutes a day “miles on the page”

Note: importance of weekly Organizer & Drafting

How’s it going? Review expectations as needed.

### Brief History of Research: Writing Instruction in Classrooms

(*Flower & Hayes, 1980, 1981*)

- Writing processes and subprocesses are hierarchical and recursive.

(*Bereiter & Scardamalia, 1982*)

- agree with F&H above

- Recalling data to include in writing doesn’t happen naturally for kids; they need prompting [Write more!] and instruction.

- Kids’ schema for writing = talking, therefore narratives & free writes are easier than argument - handwriting slowness hurts quantity of writing produced.

- No guidance results in a “what next?” strategy for kids → poor quality.
- The ‘existing sentence’ has a lot of power, therefore, younger kids’ revisions are cosmetic and often make their composition WORSE!

(Calkins, 1983, Graves 1991)

- naturalistic method communicated in narrative; no clear presentation of methods/data analysis/no control groups
- Calkins based on 16 students in G1 and G3 over 2 years; researchers sat next to kids and interacted with them

(Hillocks, 1986)

- Meta-analysis: .44 effect size suggests that highly-structured environment with specific objectives achieved via scaffolding is the most effective type of instruction.
- Teaching grammar in isolation does not improve writing.
- Ranked from least effective to most effective (in bold):
  - grammar instruction ( $d = -.30$ )
  - look at this piece of good writing approach ( $d = .21$ )
  - naturalistic, free writing approach ( $d = .16$ )
  - **sentence-combining INSTRUCTION ( $d = .35$ )**
  - **using scales to judge writing INSTRUCTION ( $d = .36$ )**
  - **using inquiry re: topic (data) INSTRUCTION ( $d = .57$ )**
- H. combined extant research into the Focused Practice Instructional Approach (FPIA) aka Environmental Approach

NOTE: Hillocks’ conclusions set the “gold standard” for writing research & are upheld today (e.g., Graham & Harris).

## Trainer Models Teacher Planning for Writing: Task, Topic, Prompts & Frames

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.

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

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

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 a lot will help you get there!*
1. If appropriate, lead brief, interactive review of key content from Organizer (*Forced-Choice* → *Choral Response* for e-z concepts, *Pair-Share* for tough concepts).
  2. Provide students with Prompt Chart. Project and use Tier I Text Routines to read with the class. Model identifying

task, then topic by highlighting key words and translating on Chart.

3. Students access previously-completed Organizer for text, lined paper & pencil.
4. Using the term “sequence,” teacher leads interactive sequencing of Organizer.

### Trainer Models Drafting a Summary of Informational Text from Organizer in a Classroom

1. Use Organizer to model drafting *in front of students*.  
*Suggestion: show students how to “skip lines.”*
2. Be *explicit*, but make your instruction *interactive*. Students “copycat” your writing on paper. This is important scaffolding for those who struggle composing written language.
3. Include the topic and, perhaps, the task from the prompt in your topic sentence.
4. Lead them in chorally reading, re-reading & re-reading what has been written. Model using voice to indicate need for punctuation & error correction.
5. Toward the end of paragraph #2, start asking students to “Pair-Share” an ending to the sentence starter. You rove

& listen. Then, have class read the starter chorally and call on various students to “fill in the blank.”

6. Re-read prompt: “Are we addressing the task and the topic?”

Synonyms for *explained*: described, discussed, concluded, determined, hypothesized, reasoned, thought, noted.

### Every Week...

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 #4 and Drafting video by #6),
  - school principal must attend 1<sup>st</sup> 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!!!!

### 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
- a hard copy of that day's section of text
- a hard copy of that week's LP & organizer
- 1<sup>st</sup> observation will be "feedback only"

### 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>