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.


**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 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!!!!!

**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
- 1st 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