

#3 UURC Writing About Tier I Text Clinical Practicum Drafting a Plot Summary w/Theme

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.

Debrief & Review Use of Organizer & Drafting Routines

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.

Discussion: How & When Do We Move Kids to Writing Independence? (Gradual Release)

Think about it: independence means they don’t need instruction. If they’re able to be independent, why not just **assign** writing and they do it on their own?

Think about it: challenging text is at or above grade level. Even top kids aren’t writing about challenging text as well as they could be. Even top kids need instruction.

When your class includes writers who span several grade levels, and you want the whole class to write about a challenging text, instruction is *required*.

Over time, you can provide strategic opportunities for independence.

Example: over time, allow students to finish some **sentence stems** on their own, but provide a model on the doc cam for those who need to use your words (i.e., ELs, SPED students). When students reread chorally, they read what they wrote—even though their endings diverge in content.

Example: over time, after you model **drafting** some paragraphs, you can release your most able writers to finish drafting on their own. However, you continue drafting on the doc cam for those who are not independent enough.

Every Week, From Now On, Your Students Should Produce

- An Organizer
- A Draft about Informational or Narrative Text

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.

For example:

(1) _____, the main character, experiences a problem with _____. (2) Write a three (3) paragraph essay summarizing the plot of _____. (3) Be sure to identify the theme of this text!

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

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

Provide a rationale:

- Do you want a good job when you grow up?
 - Do you want to be smarter? A better reader?
 - What if your boss asks you to write a report?
 - *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 Narrative 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?”

Helpful Verbiage

“Not afraid of the empty paper! I’ve got my Organizer!”

“Erasers under _____. Voices together.”

“To tell the reader, ‘new idea’ I indent.

“If I forget how to spell ____, I can look at my Organizer.”

“Did we write about _____? Cross it off and say, ‘I’m done with that!’”

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 #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!!!!

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 5960-030: Tier I Instruction for Improved Fluency, Comprehension & Composition.