

#4 UURC Writing About Tier I Text Clinical Practicum Explanatory/Informational Drafting w/ 2 Texts

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 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.

Sample Explanatory/Informational Writing Prompt for 2 Texts

G4 - Christianity and Islam are different religions. Some people think they have nothing in common. However, these two religions have some similarities—now and in the past.

Using the passages “*The Power of the Church*” and “*The Birth of a New Religion*” write an essay describing the commonalities between early Christianity and Islam.

Your essay should be 3 paragraphs.

G6 - Some people believe that their religion has nothing in common with other religions. Over the course of history, these feelings sometimes caused persecution and even war. However, other people believe that the world's most influential religions share a number of striking similarities.

Using the passage set *“The Power of the Church”* and *“The Birth of a New Religion”* write an essay describing the commonalities OR the differences between early Christianity and Islam.

Your essay should be 3 paragraphs. Be sure to cite evidence from both texts!

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

Generate an introductory statement (1) that draws on the Major Understanding of the texts.

The next sentence (2) should set task and topic.

The final sentence (3) sets additional grade-level tasks.

For example:

(1) _____ is an area of interest for _____. (2)

Write a three (3) paragraph essay summarizing the main ideas of (text a)_____and (text b)_____. (3) Use evidence from each text to provide important details.

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

Trainer Models Drafting an Explanatory/Informative Essay for 2 Informational Texts in the Classroom

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?
- *Learning to be a good writer will help you get there!*

Preparing to Write: Prompt, Organizers & Sequencing

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 from a Prompt for 2 Informational Texts

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!”

“I can’t remember what comes next...re-read what I’ve got!”

“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.

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”