

#5 UURC Writing About Tier I Text Clinical Practicum Opinion/Argument 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 Opinion/Argument Writing Prompt

Some people believe that animals are defenseless, helpless creatures. Using the passages “Animal Adaptions” and “Spiders,” write a 3 paragraph essay responding to this belief. Your opinion/argument must include evidence from both passages. Be sure to use academic language in your essay!

Sample Opinion/Argument Essay Frame for 2 Informational Texts

Some people consider animals to be defenseless, helpless creatures. For example, the author of _____ stated that _____ and _____ (p. ____).

However, this evidence is not compelling. The author of _____ showed evidence that animals actually have special adaptations for survival that help them live and protect them from danger. For example, _____ and _____ (p. __).

To conclude, animals are not defenseless, helpless creatures. This becomes clear in examining the adaptations in animals from spiders to caribou. Animals do not live forever, but they have special ways to survive.

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 disagreement/controversy in _____. (2) Write a three (3) paragraph essay summarizing the main ideas/argument of ___(text a)___ and (text b)____. (3) Then, identify which text with which you agree and provide at least 2 reasons why you agree.

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

Trainer Models Drafting an Opinion/Argument 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 an Opinion/Argument from a Prompt for 2 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 think of what to write next...so, I’ll re-read what I’ve got so far!”

“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!’”

Before I say, “Done with everything, I need to re-read the prompt and re-read my draft.”

Every Week, From Now On, Your Students Should Produce

- An Organizer
- A Summary
- Bring 3 students’ Organizers & Summaries to next training to show your colleagues (hi, mid, struggling).

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