

#6 UURC Writing About Tier I Text Clinical Practicum

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.

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

Keep in mind: 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?

Keep in mind: 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, did you 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, did they read what they wrote—even though their endings diverged in content.

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

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 (continued)

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.

Opinion/Argument Writing Prompt

The authors of the passage set below describe...

Write a 3 paragraph opinion/argument responding to these passages.

Your opinion/argument must include evidence from both passages.

Be sure to use academic language in your essay!

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.
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, Your Students Should Produce

- An Organizer
- A Summary

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.

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