

## **EDU 5652/6652-030: Tier I Instruction for Writing about Challenging Text**

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**Logistics:**

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- implementation in classroom; minimum 2 hours weekly
- university transcript specifies credit/no credit
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

### **Course Description and Expectations**

This credit/no credit continuing education course builds on theoretical and practical knowledge acquired from a pre-requisite course: EDU 5651/6651: Tier I Instruction for Improved Fluency and Comprehension and expands that knowledge to Tier I writing instruction for students from diverse backgrounds. Educators will learn to execute effective, efficient research-based writing instruction for challenging Tier I text in a whole class setting. The course follows a “practicum model,” in which participants build a conceptual framework for writing development and effective writing instruction through a year-long, mentored experience.

The course is open to any educator who has completed the pre-requisite course, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and English-Learner (EL) personnel.

Through application, observations, and participation, educators will be expected to extend their knowledge of the following topics: writing process, writing fluency, text structure, scaffolding, gradual release of responsibility, oral language development, academic language, writing skills (i.e., grammar, punctuation, spelling) building/activating background knowledge, instructional planning, self-regulation, and motivation.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing instruction for students in whole class and small group formats.

### **Recommended Readings**

Graham, S., & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

Ferretti, R.P., & Lewis, W.E. (2013). Best practices in teaching argumentative writing. In Graham, S., MacArthur, C.A. & Fitzgerald, J. (Eds.), *Best practices in writing instruction* (pp. 113-140). NY: Guilford.

Bruning, R.H., & Kauffman, D.F. (2016). Self-efficacy beliefs and motivation in writing development. In C. MacArthur, Graham, S., & Fitzgerald. J (Eds.), *Handbook of writing research* (pp. 160-173). NY: Guilford.

Graham, S., Harris, K.R., & Chambers, A.B. (2016). Evidence-based practice and writing instruction: A review of reviews. In C. MacArthur, Graham, S., & Fitzgerald. J (Eds.), *Handbook of writing research* (pp. 211-226). NY: Guilford.

Hillocks, G. (1987). Synthesis of research on teaching writing. *Educational Leadership*, pp. 71-82. Retrieved from [www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_198705\\_hillocks.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf).

MacArthur, C.A., & Graham, S. (2016). Writing research from a cognitive perspective. In C. MacArthur, Graham, S., & Fitzgerald. J (Eds.), *Handbook of writing research* (pp. 24-40). NY: Guilford.

Santangelo, T., & Harris, K.R., & Graham, S. (2016). Self-regulation and writing: Meta-analysis of the self-regulation processes in Zimmerman and Risemberg's model. In C. MacArthur, Graham, S., & Fitzgerald. J (Eds.), *Handbook of writing research* (pp. 174-193). NY: Guilford.

Saddler, B. (2013). Best practices in sentence construction. In Graham, S., MacArthur, C.A. & Fitzgerald, J. (Eds.), *Best practices in writing instruction* (pp. 238-256). NY: Guilford.

## **Course Schedule**

### **Clinical Sessions: Topics and Readings**

#### **Session 1**

Review of Tier I Text Routines, Introduction of Tier I Writing Routines: review of Fluency-Oriented Reading Instruction (FORI) and Questioning the Author (QtA) routines—especially Deep Queries, issues in Tier I writing instruction, empirical research base, overview of practicum expectations, and overview of university credit options.

Clinic: instructor reviews Tier I Text routines and introduces Tier I Writing About Challenging Text routines, including prompt development, prompt analysis and using organizers to prepare for composing.

#### **Reading:**

Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

- Section 1 – The Power of Writing, pp. 1-20.

- Section 2 – Strategies for Teaching Planning, Writing and Revising, pp. 21-38.

## Session 2

Writing about Informational Text: brief review of research on writing instruction, prompt development and analysis, review of informational text structure with organizer, motivation for organizer use & fluent writing, sequencing for paragraphs, use of an informational summary frame with sentence starters, use of academic language, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinic: instructor models drafting a summary of challenging informational text with whole class. Clinic is followed by discussion of relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development) and opportunities for questions, remodeling, and clarification.

Readings: MacArthur & Graham (pp. 24-40), Hillocks (pp 71-82), Graham, Harris & Chambers (pp. 211-226)

## Session 3

Writing about Narrative Text: prompt development and analysis, review of narrative text structure with organizer, motivation for organizer use & fluent writing, sequencing for paragraphs, use of a narrative summary frame with sentence starters, use of academic language, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinic: instructor models drafting a summary of challenging narrative text with whole class. Clinic is followed by discussion of relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development) and opportunities for questions, remodeling, and clarification.

### Reading:

Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

- Section 3 – Writing Strategies That Can Be Applied Broadly, pp. 39-80.

- Section 4 – Writing Strategies That Are Genre Specific, pp. 81-132.

## Session 4

Using 2 Texts for an Explanatory/Informative Essay: prompt development and analysis, adding info from multiple texts to organizer, gradual release through use of pair-share to finish sentence starters within an informational summary frame, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinic: instructor models adding info from 2 texts to organizer and use of pair-share to reduce scaffolding for writing about informational text with a whole class. Clinic is followed by discussion of possible timelines for writing instruction for the remainder of

the school year, relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development) and opportunities for questions, remodeling, and clarification.

Reading:

Graham, S. & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

- Section 5 – Strategies for Self-Regulating and the Writing Process, pp. 133-154.

**Session 5**

Using 2 Texts for an Opinion/Argument Essay: prompt development and analysis, adding info from multiple texts to organizer, gradual release through use of pair-share to finish sentence starters within an opinion/argument frame, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinic: instructor models adding info from 2 texts to organizer and use of pair-share to reduce scaffolding for writing an opinion/argument with a whole class. Clinic is followed by discussion of possible timelines for writing instruction for the remainder of the school year, relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development) and opportunities for questions, remodeling, and clarification.

Reading: Ferretti & Lewis (2013), Saddler (2103). Santangelo, Harris & Graham (2016).

**Session 6**

Using 2 Texts for an Opinion/Argument Essay: prompt development and analysis, adding info from multiple texts to organizer, gradual release through use of pair-share to finish sentence starters within an opinion/argument frame, engagement techniques for whole class drafting and choral re-reading to edit/move forward.

Clinic: instructor models adding info from 2 texts to organizer and use of pair-share to reduce scaffolding for writing an opinion/argument with a whole class. Clinic is followed by discussion of possible timelines for writing instruction for the remainder of the school year, gradual release of responsibility, relevant instructional issues (e.g., pacing, engagement, scaffolding, gradual release of responsibility, oral language diversity and development) and opportunities for questions, remodeling, and clarification.

Reading: Bruning & Kauffman (2016)

**Course Credit Criteria**

To earn university credit, participants must satisfactorily meet each of the following criteria:

- use Tier I Text Routines with whole class daily for 40 minutes,
- complete and use weekly at least 25 prompts, LPs and organizers
- attend 6 half-day clinical trainings, conducted by a Licensed Tier I Writing About Text Trainer,
- complete at least 5 observations conducted by a Licensed Tier I Writing About Text Trainer or a certified Tier I Writing About Text Educator working in a support capacity under a Licensed Tier I Writing About Text Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned on the final observation,
- conduct at least 2 self-observations of writing instruction (1 organizer video & 1 drafting video), and,
- read research articles on writing instruction.