

**EDU 5652-030/040 or 6652-030/040****(Year-long) Tier I Instruction for Writing about Challenging Text**

(Tier I Instruction for Writing About Challenging Text School-Year Practicum (whole class))

**Professor:** Dr. Kelly C. Patrick, Director  
University of Utah Reading Clinic (UURC)  
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**Instructors:** Contact information will be disseminated at or prior to first class.

**Logistics:**

- on location in schools
- register fall semester/tutor all year/grade posts summer semester
- implementation in classroom; minimum 2 hours weekly
- 3 credit hours CR/NC = \$450 or Letter Grade = \$550
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USBE earns 54 professional learning credits

**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 Multi-Language Learner (MLL) 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.

**Working with Minors: Your Background Check & Youth Protection Training**

You are reminded that you should be a positive role model for minors and conduct yourself in a respectful, honest, and caring manner. You may not engage in abusive conduct or speech toward a minor or any conduct or speech of a sexual nature.

All persons working with **students from the UURC** are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. **START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!**

- a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE CACTUS system. Visit the following website to view your records and obtain documentation: <https://www.uen.org/cactus/logon.do>. If the CACTUS system states that you that you do not need a background check at this time, please provide the UURC with that CACTUS message, and a copy of your current Utah educator license.
- b. If you are a **University of Utah student**, you should use the USBE Online License System because USBE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs). Instructions are provided at <https://uite.utah.edu/students/background-check/>.
- c. If you are neither a practicing educator, nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI). Please check the following websites for the application and directions to complete this process: <https://bci.utah.gov/criminal-records/criminal-records-forms/>

All persons working with **students from the UURC** are also required to complete the U of U Youth Protection Training prior to working with students. This training may be completed on-line: contact [youthprotection@utah.edu](mailto:youthprotection@utah.edu) and you will be directed as to how to proceed.

**Persons who have not completed these requirements by the first day of clinic will not be allowed to register for this course and will not receive credit for the course.**

### **Textbooks & Materials**

Material requirements will be communicated to you by your instructor prior to the first training.

#### **\*\*Recommended References\*\***

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.

Clinical Rounds: 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.

#### Optional 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.

Clinical Rounds: 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.

Optional Readings: MacArthur& Graham (pp. 24-40), Hillocks (pp 71-82), Graham, Harris & Chambers 9pp. 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.

Clinical Rounds: 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.

Optional 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.

Clinical Rounds: 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.

Optional 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.

Clinical Rounds: 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.

Optional 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.

Clinical Rounds: 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.

Optional Reading: Bruning & Kauffman (2016)

## University Credit Requirements & Criteria

### Impact on the Future

Use your tutoring experience to understand how reading develops and how instruction leads to that development—even when students struggle. What you learn will help you be a better reading teacher in the future. And remember—even 20 or so tutoring sessions can make a significant difference in a student’s reading ability. YOU can be the person who makes that difference for the child YOU tutor!

### Professionalism

All participants are asked to conduct themselves in a professional manner. Professionalism for this course/practicum includes, but is not limited to:

- punctuality
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities
- refraining from abusive conduct toward a student or any conduct of a sexual nature,
- demonstrating an openness to feedback and using such to improve performance,
- seeking advice when needed
- exchanging contact information with site supervisor (i.e., cell and/or home phone, email address)
- communicating with site supervisor regarding any potential conflicts in the schedule (e.g., school vacation days)
- if absence results in a missed session, consult with site supervisor to arrange a make-up session that may be scheduled at the discretion of the school supervisor
- maintaining [Fitness to Teach criteria](#)

Significant and/or repeated failure to maintain professionalism may result in removal of the educator from the practicum and ‘no credit/failing grade’ for the course.

### Course Credit Criteria (EDU 5652/6652-030)

To earn university credit (i.e. no letter grade), 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)
- read research articles on writing instruction

### **Letter Grade Course Criteria (EDU 5652/6652-040)**

To earn letter-grade credit for the course, participants must satisfactorily meet each criterion outlined below:

- 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)
- read research articles on writing instruction

### **Tutoring Execution:**

Tutoring during the practicum will earn Satisfactory-strong, Moderate-less as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

- Satisfactory-Strong, 100% = Satisfactory to strong tutoring execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory to strong preparation and management of tutoring materials. Satisfactory to strong ability to integrate trainer feedback into tutoring performance. Satisfactory to strong contribution to training and debriefing sessions.
- Moderate-less 70% = Moderate-less than satisfactory tutoring execution for most of practicum. Moderate-less than satisfactory ability to analyze and respond to student performance. Moderate-less than satisfactory preparation and management of tutoring materials. Moderate-less than satisfactory ability to integrate trainer feedback into tutoring performance. Moderate-less than satisfactory contribution to training and debriefing sessions. It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

**Participants who register for EDU 5652/6652-040 must complete a written assignment, in addition to other practicum requirements. Choose one intermediate reader from your class as the subject for a written case study.**

### **The case study should include:**

1. **Summary and analysis of the student's foundation for reading success at baseline.** This is more than simply "reporting the data." In addition to describing the student's baseline instructional level in passage reading, you must discuss his/her reading level in relation to chronological grade level in terms of oral reading accuracy, oral reading rate, and comprehension. Specifically, at baseline, where is this child in

relation to where s/he should be?

2. **Summary and analysis of the intervention.** Describe the intervention you provided for this child. Briefly describe each component and its purpose. Did any component seem to offer more difficulty or ease than others? Why? What, if any, adjustments did you make in the intervention?
3. **Summary and analysis of the student's reading abilities at posttest.** After administering the posttest and analyzing the data, describe your student's reading abilities at the close of the intervention. Discuss your student's instructional level in passage reading and word recognition in relation to chronological grade level. If indicated, make specific recommendations for future instruction/intervention.
4. **Summary and analysis of your own teaching practices.** As an educator, what have you learned about reading development and instruction/intervention from your practicum experience? How has this learning informed your practice? Provide specific examples.

**Please keep a copy of your case study on file or hard drive until you receive your final grade.**

Course grade = 25% (/31 points) case study grade and 75% (/93 points) practicum grade.

The criteria for grading are as follows:

93-100% = Exceptionally strong summary and analysis of baseline results, intervention, and posttest results.

Exceptional analysis of practicum's impact on own teaching. Superior academic writing style. No mechanical errors.

73-92% = Satisfactory summary and analysis of baseline results, intervention, and posttest results. Satisfactory analysis of practicum's impact on own teaching. Satisfactory academic writing style. Very few, if any, mechanical errors.

60-72% = Less than satisfactory summary and analysis of baseline results, intervention, and posttest results. Less than satisfactory analysis of practicum's impact on own teaching. Flawed academic writing style. Numerous mechanical errors. It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting the first three criteria but evidences numerous mechanical errors may earn "Not Passing."

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APP (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

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## Case Study Rubric

	Below expectations (0)	Approaching expectations (1)	Meets expectations (2)	Exceeds expectations (3)	Notes/Resources	
<b>1. Summary and analysis of the student's foundation for reading success at baseline.</b>						
Description of student's baseline instructional level in passage reading.					<a href="#">APA Guidelines</a>	
Discuss baseline oral reading accuracy, oral reading rate, and comprehension performance in relation to chronological grade level expectations.						
<b>2. Summary and analysis of the intervention.</b>						
Brief description of each component (assisted reading, advanced word study and fluency work)						
Explain the purpose of each component						
Did any component seem to offer more difficulty or ease than others? Why?						
What, if any, adjustments did you make in the intervention?						
<b>3. Summary and analysis of students' reading abilities at posttest.</b>						
Discusses student's instructional level in passage reading and word recognition in relation to chronological grade level.						
If indicated, specific recommendations for future instruction/intervention are made.						
<b>4. Summary and analysis of your own teaching practices.</b>						
New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided.						
<b>5. Mechanics</b>						
APA standards (style, grammar, spelling, etc.)						
5 pgs or less						
<b>Case Study</b>						
Case Study total points (/31)						
Case Study percentage						
<b>Case Study grade</b>						

<b>Course</b>	
Tutoring total points (/93)	
Tutoring percentage	
Case Study percentage	
Course percentage	
<b>Course grade</b>	

### Evaluation Procedures:

75% Tutoring 93 points

25% Case Study 31 points

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124 points

### Grading Scale:

A = 94-100%

A- = 90-93%

B = 84-86%

B+ = 87-89%

B- = 80-83%

C = 74-76%

C+ = 77-79%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63%

F = 59% and below

### University Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 65 Student Services Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
  - a. Given the nature of this course, attendance is required, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.
2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>
3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to

the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

- 4. Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
- 5. Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
- 6. Student Code:** <http://regulations.utah.edu/academics/6-400.php>
- 7. Accommodation Policy:** <http://regulations.utah.edu/academics/6-100.php>
- 8. Supports for Students:** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.
- 9. Basic Needs Student Support Statement.** Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.