

GLPS Day 1 Pre-work Guide

SLT will use this Guide and embedded guided notes to navigate GLPS Day 1 Pre-work. SLT members will have a binder with slides and resources that will be used throughout Day 1 and Day 2.

Module 1: Tier 1 Elementary Reading Systems Review

View the [Opening Intro and Tier 1 Elementary Reading Systems Review](#) Video

Activity 1.1: Tier 1 Reading Systems Guided Notes

Pause the video as needed and complete the following guided notes while watching the video.

Tier 1 Reading Components of an MTSS Framework

Multi-tiered structures encompassing:

1. _____
2. _____
3. _____

Data Use and Analysis

What should this look like within your school at Tier 1?

- Collection of Acadience Reading as a _____ measure and as progress monitoring measures
- Monthly _____ meetings monitoring the school-level MTSS implementation plan and reviewing the universal screening data _____ a year
- Collection of _____ – Elementary-Level Edition (R-TFI) by SLT
- Grade-level _____ meetings that examine universal screening and progress monitoring data

Systems to Address the Continuum of Reading Needs Across the Student Body

- Team _____
- School-wide Reading Plan (The _____ of an MTSS Framework)
- Reading Assessment System organizing decisions around data _____
- Reading _____ for all grade levels for core instruction and additional time for intervention
- Intervention Grid with _____, _____, and exit _____
- Intervention System

Evidence-Based Practice Focused on the Big Ideas of Reading

- Explicit and _____ reading instruction
- Focus core instruction and intervention on the _____ (phonemic awareness, phonics, fluency, comprehension, & vocabulary) for _____ students
- Defined process for the _____ of reading _____ and intervention programs and materials (at the district level)

Why a System?

“Put a good person in a bad system and the bad system wins, no contest.”

Activity 1.2: Reflection

Find your SLT’s description of the MTSS Framework Components and answer the following questions

1. How are we doing with implementing the Reading Components of an MTSS Framework (formally known as the School-Wide Reading Model)?
2. What are our next steps in moving forward?

Module 2: Foundations for Grade Level Problem Solving

View the [The Foundation for Grade Level Problem Solving](#) Video

Activity 2.1: GLPS Guide pgs. 3-5

Review pages. 3-5 of the GLPS Guide

Write down any notes for future SLT meetings:

Module 3 Critical Beliefs for Problem Solving

View the [Critical Beliefs for Problem Solving](#) Video

Activity 3.1: Assessing Critical Beliefs notes

Add any notes of ideas in ways you can use this activity with your staff when introducing Critical Beliefs

Activity 3.2: Eight Essential Evidence Based Classroom Instructional Practices

Watch the video [Effective Classroom Practices Introduction](#)

Write down each evidenced based effective classroom practice

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Circle the four that impact instructional time.

When these four are implemented with _____, _____ and _____ it will increase the amount of time teachers get to do what they love best which is teach.

Activity 3.3: GLPS Guide Notes

1. Review pgs. 5-7 of the GLPS Guide under the heading “The Foundations of Classroom PBIS and Effective Instruction”
2. Write a 2-3 sentence rationale below as to why Classroom PBIS is included in Grade-Level Problem Solving

Here is space to write down any action items you need to do with SLT post work.

Preview the Simple View of Reading Terminology

The Simple View of Reading Terminology below gives definitions and examples of the terms used in the Simple View of Reading slides that will be presented on GLPS Day 2. The Simple View of Reading states that reading comprehension is the product of word recognition (decoding) and language comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019).

Reading Comprehension, Language Comprehension and Word Recognition

Table 1. The three components of the Simple View of Reading as defined by Tunmer and Hoover (2019)

Term	Definition	In Lay Terms
Reading Comprehension	The ability to extract and construct linguistically based meaning, both literal and inferred, from written text.	What our brains are doing to make sense of the text when we read
Language Comprehension	The ability to extract and construct literal and inferred meaning from linguistic discourse represented in speech.	What our brains are doing to make sense of what is being said when we hear someone speak
Word Recognition	The ability to derive accurately and quickly a representation from printed input that allows access to the appropriate word meaning contained in the internal mental lexicon.	What our brains are doing when we match print on a page to a word we know in our heads

Language Comprehension Subcomponents

Table 2. Language Comprehension subcomponents as defined by Tunmer and Hoover (2019)

Term	Definition	Example
Background knowledge and inference skills	A set of knowledge (i.e., knowledge of the preceding discourse, prior knowledge activated by the developing meaning of the discourse, and knowledge of the situational context) and skills that helps a listener to understand the intended meaning of what is said	I say to my child “The floor is a mess.” My child is able to figure out what I really mean – “You need to pick up your toys.”
Linguistic Knowledge: <ul style="list-style-type: none"> • Phonological Knowledge • Syntactic Knowledge • Semantic Knowledge 	A set of three types of knowledge that helps the listener determine the literal meaning of what is being said <ul style="list-style-type: none"> • Phonological Knowledge: knowledge of the different speech sounds (abstract phonemic units) that make up our language • Syntactic Knowledge: implicit knowledge of how words can be combined in meaningful ways in our language • Semantic Knowledge: knowledge of the meaning of words and phrases 	Demonstrating phonological knowledge: When I hear the word cat, I am able to hear three unique speech sounds, /c/ /a/ and /t/, and I can hear the difference in the word /p/ /a/ /t/. Demonstrating syntactic knowledge: When I hear someone say, “The boy slept the bed” I know this does not sound right because I have an implicit understanding of the rules of English and recognize that the word “in” is missing. Demonstrating semantic knowledge: When I hear someone say, “Go lie down” I know that in this case “lie” means to be in a flat position on a surface not to say something that is untrue.

Word Recognition (Decoding) Subcomponents

Table 3. Word Recognition subcomponents as defined by Tunmer and Hoover (2019)

Term(s)	Definition(s)	Example(s)
Alphabetic Coding Skills	A set of skills that allows the reader to map letters and letter patterns onto phonological forms	When I see the made-up word <i>fruice</i> , I know that the letters u and i are going to make the /oo/ sound like in the word moon and the letters c and e are going to make the /s/ sound.
Concepts about Print	The conventions used in print to represent linguistic discourse (i.e., printed text carries a linguistic meaning, there is a correspondence between printed and spoken words, spaces mark word boundaries, words in sentences are arranged left-to-right, and top-to-bottom on a page, and book pages are ordered left-to-right and turned right-to-left.)	When I pick up a book, I know which way to orient the book and which way to turn the pages. I can point to the first word in the first sentence on the first page.
<p>Knowledge of the alphabetic principle</p> <ul style="list-style-type: none"> • Letter Knowledge • Phonemic Awareness 	<p>The conscious awareness that letters and letter combinations are used to represent the phonemes of spoken words. Depends on two additional knowledge sets:</p> <ul style="list-style-type: none"> • Letter Knowledge: The ability to recognize a manipulate the letters of the alphabet. • Phonemic awareness: The conscious ability to recognize and manipulate the phonemic units of spoken words. 	<p>Demonstrating knowledge of the alphabetic principle: I know my letter sounds and when I see letters in print, I can quickly match the sounds to the letters and blend the sounds together to read a word. Pretty soon I won't have to blend the sounds because I will know the word by sight.</p> <p>Demonstrating letter knowledge: I see a book and I see the letters c, a, t in the book. I can see a letter in upper- and lower-case format and tell my teacher the name of the letter.</p> <p>Demonstrating phonemic awareness: Say all the sounds in flat - "/f/ /l/ /a/ /t/" Say flat without the l - "fat"</p>

URLs Used in Document

[Opening Intro and Tier 1 Elementary Reading Systems Review](https://youtu.be/yCqG8OJnMx8)

(<https://youtu.be/yCqG8OJnMx8>)

[The Foundation for Grade Level Problem Solving](https://youtu.be/uYq_PZi-NGg)

(https://youtu.be/uYq_PZi-NGg)

[Critical Beliefs for Problem Solving](https://www.youtube.com/watch?v=sxObyw8Mur8&feature=youtu.be)

(<https://www.youtube.com/watch?v=sxObyw8Mur8&feature=youtu.be>)

[Effective Classroom Practices Video 1: Introduction](https://www.youtube.com/watch?v=RIRYx8tWX3c)

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