



MiMTSS School-wide Reading Systems Readiness Activity

Elementary



mimtsstac.org

Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Video



- https://youtu.be/nt_e26-Se3E



Activity 1

2-minute partner discussion

What questions or wonderings do you have from the video?

Learning to read is not easy!

As a GROUP, chorally read the poem on the following slides from *Proust and the squid: The story and science of the reading brain* by Maryanne Wolf.

(Trust us, you don't want to read this aloud by yourself!)

Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York, NY: Harper Collins Publishers, pp 121-122

Mark Twain on the English language



I take it you already know,
Of touch and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead; it's said like bed, not bead;
For goodness sake, don't call it deed!
Watch out for meat and great and threat,
(They rhyme with suite and straight and debt).
A moth is not a moth in mother.
Nor both in bother, broth in brother.

Mark Twain on the English language (cont.)

And here is not a match for there,
And dear and fear for bear and pear,
And then there's dose and rose and lose –
Just look them up – and goose and choose,
And cork and work and card and ward,
And font and front and word and sword.
And do and go, then thwart and cart.
Come, come, I've hardly made a start.

A dreadful language? Why, man alive,
I'd learned to talk it when I was five.
And yet to read it, the more I tried,
I hadn't learned it at fifty-five.



Activity 2

2-minute partner discussion

Learning to speak is natural but learning to read is not. Why?

Video: The reading process



- As a reminder on how complicated the reading process is, Dr. Reid Lyon will talk about the steps needed for children to become readers.
- Before watching the video, please read the statements on the following slide with a partner and determine whether you believe the statements are true or false.

True or False

Statement	T or F
1. Phonemic awareness is the understanding that printed words are made up of individual sounds.	
2. Strong phonics skills are critical for being able to decode a word you have never seen before.	
3. Phonics skills are not strongly correlated with reading comprehension.	
4. Reading is a very complex process in which students must integrate several cognitive and linguistic skills simultaneously.	

Dr. Reid Lyon unpacks the Reading Process

YouTube Video

Meet the Experts: G. Reid Lyon

[The Reading Process](https://youtu.be/H1PO7epi3YY)

(<https://youtu.be/H1PO7epi3YY>)





Activity 3

2-minute partner discussion

Review the answers on the next slide. How did you do?

True or False Answers

Statement	T or F
1. Phonemic awareness is the understanding that printed -spoken words are made up of individual sounds.	False
2. Strong phonics skills are critical for being able to decode a word you have never seen before.	True
3. Phonics skills are not strongly correlated with reading comprehension. Phonic skills are part of the equation of Decoding x Language = Reading Comprehension and are strongly correlated with reading comprehension. Effect size for phonics instructions is .54 (Hattie, Fisher, Frey, 2016)	False
4. Reading is a very complex process in which students must integrate several cognitive and linguistic skills simultaneously.	True

Impact is Devastating

- Of the 10-15% of students that drop out, 75% report difficulties in reading
- Struggling with reading skills can have a huge impact on a student's self-esteem and motivation
- A lack of reading skills can deprive students of learning critical content in upper grades
- A lack of reading skills may decrease the chance of succeeding in college and/or earning a family sustaining wage with pathways for advancement

Good News



Reading research indicates that 90-95% of ALL students, including those with learning disabilities, can achieve literacy levels at or approaching grade level

How can this work?

Education continues to rely on the “excellent teacher” myth rather than on the “improved system” approach. Excellent teachers are a gift, and we should admire, learn from and support them.

But the real issue is how to (a) train more “excellent teachers”, (b) give them curricula that really works, and (c) give them a **system** that makes it easier and more likely that excellent teaching happens by design rather than by heroic efforts to overcome the system.

What is this system and how will it help?



Individually read the document titled “School-wide Reading Model and Read by Grade Three Legislation”

- Identify the following:
 - ⑩ One thing you did not know about the Read by Grade Three legislation and how it aligns with the School-wide Reading Model
 - ⑩ One thing you already knew that was reinforced by this reading
 - ⑩ One thing you want to know more about as it relates to the connection between the Read by Grade Three legislation and the School-wide Reading Model



Activity 4

2-minute partner discussion

(just kidding, take 5)

Provide your partner one thing you did not know about the Read by Three legislation and how it aligns with Tier 1 Reading System

Summary

- Learning to read is NOT easy and we must have a **system** in place to make sure all students are readers
- MTSS can assist your school in maximizing your instruction in reading
- Tier 1 Reading System series is designed to walk you through that process

What's Coming This Year?

- Acadience Reading Essential Workshop
- Tier 1 Elementary Reading Systems
- Grade-Level Problem Solving
- Winter Data Review
- Spring Data Review

Pick up the MTSS Professional Learning Overview: Tier 1 Reading Systems handout on your way out to learn more about each session.

Exit Slip

After today's presentation and discussions, describe two things that you are thinking about, wondering about, pondering, questioning, etc.

1.

2.



Thank You!



You have the most important job
in the world.

Thank you for all that you do for
your students!

