
Michigan's Multi-Tiered System of Supports Technical Assistance Center
April 2025 – Version 1.0

Supporting Older Children with Reading Needs Guided Notes

The purpose of this document is to provide guided notes for today's session with opportunities to add reflections, fill in the blank, circle a response, etc.

Guided Notes

Reflection

Directions: **Circle** the statement that best describes how you are feeling.

- Life is good. I can handle life. I'm focused and ready. I can do this.
- Just a little hiccup, nothing I can't handle.
- Okay, sometimes my road is tough. Sometimes I am confident.
- What am I going to do? I'm frustrated.
- I can't take it anymore. I am overwhelmed and stressed.

Directions: **Circle** the strategy you will use to help.

- Acknowledge the fact you are feeling good.
- Take a minute to figure out what you need.
- Grounding exercise: Name three things you can see, feel, hear, smell, or touch.
- Positive self-talk: I am okay. I can handle this.
- Take three deep breaths.

Stats

Directions: **Fill in** the blank.

- Nationally, ____% of 8th graders and ____% of 4th graders scored at or above proficient in reading (2024) on the National Assessment of Educational Progress.
- In Michigan, ____% of 8th graders and ____% of 4th graders scored at or above proficient in reading (2024) on the National Assessment of Educational Progress.
- Historically, ____% of students/kids who drop out of school report academic difficulty in learning to read.

Terms

Directions: **Fill in** the blank.

- Word recognition (decoding) is the ability to read words accurately and q____.
- Language comprehension is the ability to make meaning from spoken l____.
- Reading comprehension is the ability to extract and construct meaning from t____.

Routines

Directions: **Reflect** on the multisyllabic word and get the gist routines.

- Which routine might you include when you read with your older child at home?
- How can I use routine? What is the first step in getting started?
- What resources might help support your use of the routine?
- How can we (home and school) work together to prevent the drop in involvement with older children in middle school and high school?
- How can we increase our (home and school) connection and build trusting relationships, share information, and address issues proactively?
- What are your next steps?

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.