MTSS Secondary Professional Learning Overview: Tier 1 Reading

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Michigan's Integrated Behavior and Learning Support Initiative logo.

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# MTSS Secondary Professional Learning Overview: Tier 1 Reading

## Tier 1 School-Wide Content Area Reading Series: 2 Days

#### Target Audience:

Secondary School Leadership Team composed of 5-7 members, including the principal and identified school-level coach. The team should be a representative of the school staff (e.g., secondary content area teachers, special education teachers, counselor)

#### Topics:

* Define the reading components of an integrated behavior and reading MTSS model: School-wide Content Area Reading Model
* Provide an overview of the five-content area reading strategies that MIBLSI will provide professional learning to secondary staff to use. Staff will leave the sessions with procedures for: (1) previewing the chapter / article; (2) alternate methods for passage reading; (3) student generated questions; (4) writing to improve comprehension of text; (5) explicit vocabulary instruction
* Discuss how the first four content area reading strategies are a part of a well-documented, evidence-based comprehension strategy titled: Survey, Question, Read, Recite, and Review (SQ3R)
* Discuss how teachers attending the upcoming professional learning session in SQ3R are going to work with their school leadership team and their colleagues to expand the use of the strategy across the science and social studies departments
* Provide an overview of the two additional MIBLSI-supported content area reading strategy sessions: (1) writing to improve comprehension; (2) explicit vocabulary instruction and outline recommended timelines for when the school should plan to add the teaching and use of the strategies to their implementation plan
* Outline strategies to assess and promote staff buy-in and readiness for using common strategies across content areas to improve text comprehension
* Learn to use the SQ3R strategy to better understand how to support its successful use across science and social studies content areas
* Expand the school-level MTSS Implementation Plan to include the installation and implementation of a School-wide Content Area Reading Model including:
  + When and how additional teachers will receive professional learning in the common Content Area Reading strategies
  + Strategies to provide teachers with time to develop the resources necessary to embed the strategies into the curriculum resource materials and to support each other in their use of the strategies
  + Mechanisms to maintain or increase staff momentum to sustain focus

#### Products Developed During the Series:

* PowerPoint presentations to share with school staff that includes the following:
  + Defining the reading components of an integrated behavior and reading MTSS model
  + Visual display for the Big Ideas of Adolescent Reading
  + “Compelling Why” for the School-wide Content Area Reading Model
  + Implementation plan SMART goal related to the R-TFI
  + Overview of the activities in the school-level MTSS implementation plan
* Reading components of the school’s implementation plan that are added to what they started for Tier 1 PBIS in non-classroom and classroom settings

## Tier 1 Secondary Content Area Reading Strategy Instruction: 3 Days

### Strategies 1 and 2: Survey, Question, Read, Respond, Review (SQ3R) with Passage Reading Procedures

#### Target Audience:

School administrator, school-level coach, Science, Social Studies teachers, and the special education teacher. It is important to ensure the teachers are teaching from informational text that includes headings and subheadings are used in the class.

#### Topics:

* Defining the reading components of an integrated behavior and reading MTSS model: School-wide Content Area Reading Model
* Outline best practice methods for improving students’ ability to comprehend text involve an intentional focus on before, during, and after reading comprehension strategies (informing people that SQ3R has elements of before, during, and after comprehension strategy instruction and Passage Reading Procedures are using while students are engaging in reading – during comprehension strategy)
* Describe how participants are going to work with their school leadership team and their colleagues to expand the use of SQ3R and Passage Reading Procedures across the science and social studies departments
* Describe how the content area reading strategies should complement the continuum of interventions accessible to struggling adolescent readers so can generalize their learning during intervention to their core subject area classes
* Learn to use the SQ3R Strategy to better understand how to support the successful use of this strategy across science and social studies content areas
* Outline conditions that warrant the use of the SQ3R strategy and Passage Reading Procedures versus other comprehension strategies
* Outline how data will be collected for the use of SQ3R and Passage Reading Procedures and fidelity to their components

#### Products

* Exemplar product of the strategy using curriculum materials that will be used to provide initial instruction to students in how to use
* Materials necessary to develop a lesson using the SQ3R strategy and a plan for the initial use of the SQ3R strategy and Passage Reading Procedures within one week following the training
* Individual teacher plan for ongoing use of the SQ3R strategy and Passage Reading Procedures including identification of when and how the strategies will be used within the context of their content area

### Strategy 3: Text Summarization using Writing Frames

#### Target Audience:

School administrator, school-level coach, English Language Arts, Math, Science and Social Studies, and the special education teacher. For Science and Social Studies teachers, prioritize those who already participated in the SQ3R strategy and Passage Reading Procedures professional learning session and are using both of those things in their classes.

#### Topics:

* Outline best practice methods for improving students’ ability to comprehend text that involve an intentional focus on before, during, and after reading comprehension strategies (reminding people SQ3R has elements of before, during, and after comprehension strategies, Passage Reading Procedures is a during reading comprehension strategy, and inform people Text Summarization using Writing Frames strategy is an after-reading strategy)
* Discuss how text summarization using writing frames is an evidence-based comprehension strategy
* Describe how participants are going to work with their school leadership team and their colleagues to expand the use of the Text Summarization using Writing Frames Strategy across core subject area classes
* Learn to use the Text Summarization using Writing Frames Strategy
* Outline conditions that warrant the use of the strategy versus other comprehension strategies
* Outline how data will be collected for the use of the Text Summarization using Writing Frames strategy and fidelity to its components
* Provide an overview of the instructional progression for developing writing skills
* Discuss how the writing skills would need be in place when wondering if a student will be able to independently structure a high-quality piece of writing without the scaffold of a writing frame with success

#### Products

* Develop an exemplar product of the strategy using curriculum materials that will be used to provide initial instruction to students
* Materials necessary to develop a lesson using the Text Summarization using Writing Frames strategy and a plan for the initial use of the strategy within one week following the training (includes teacher modeling, guided practice, and opportunity for independent practice)
* Individual teacher plan for ongoing use of the Text Summarization using Writing Frames Strategy including identification of when and how the strategy will be used within the context of their content area

### Strategy 4: Vocabulary Instruction

#### Target Audience

School administrator, school-level coach, English Language Arts, Math, Science and Social Studies, and the special education teacher. For Science and Social Studies teachers, prioritize those who already participated in the SQ3R, Passage Reading Procedures, and Text Summarization using Writing Frames strategy professional learning sessions and are using the strategies in their classes.

#### Topics

* Review best practice methods for improving students’ ability to comprehend text that involve an intentional focus on before, during, and after reading comprehension strategies (making the connection that SQ3R has elements of before, during, and after comprehension strategies, Passage Reading Procedures is a during reading comprehension strategy, and the Text Summarization using Writing Frames strategy is an after-reading comprehension strategy)
* Discuss how teaching vocabulary before students encounter words in text / class discussion is an evidence-based comprehension strategy
* Outline a continuum of methods used to teach vocabulary ranging from the most effective to least effective ways
* Describe the components of an explicit-teaching vocabulary lesson
* Outline the instructional routine to explicitly teach the meaning and pronunciation of unknown words
* Model the teaching of an explicit vocabulary lesson and provide participants practice opportunities to teach a variety of words across content areas
* Define the conditions that warrant the use of an explicit vocabulary lesson
* Describe the components of another vocabulary teaching strategy where students are using context clues to help define the meaning of unknown words
* Model how to teach students to use context clues to determine the meaning of words
* Define the conditions that warrant students using context clues to determine the meaning of unknown words
* Discuss how participants are going to work with their school leadership team and their colleagues to expand the use of the two vocabulary teaching strategies across core subject area classes
* Outline conditions that warrant the use of these strategies for teaching vocabulary versus other comprehension strategies
* Outline how data will be collected for the use of the vocabulary strategies and fidelity to its components

#### Products

* Exemplar product created by participants of the context clues vocabulary strategy using curriculum materials that will be used to provide initial instruction to students
* Review a cross-content area “bank” of explicit vocabulary lessons to select some to use with students
* Materials necessary to develop lessons that include each of the two vocabulary teaching options and a plan for the initial use of the strategies within one week following the training (includes teacher modeling, guided practice, and opportunity for independent practice)
* Individual teacher plan for ongoing use of the vocabulary strategies including identification of when and how the strategy will be used within the context of their content area