



NDMTSS
North Dakota's Multi-Tier
System of Supports

FOUNDATIONS OF *Reading* INSTRUCTION & INTERVENTION

PROFESSIONAL LEARNING SERIES

This **three-part learning series** is designed to provide educators with the knowledge, skills, and tools necessary to address a variety of students' needs in reading.

Audience: K-5 Classroom teachers, Title teachers, special education teachers, interventionists, coaches and administrators that wish to improve outcomes for all students in the area of reading.

HYBRID-STYLE LEARNING SERIES

SITE FACILITATORS WILL GUIDE PARTICIPANTS IN MINOT, VALLEY CITY, OR BISMARCK LOCATIONS WHILE A REMOTE INSTRUCTOR DELIVERS SERIES CONTENT.

Cohort 1

Session 1:

October 4th, 2021

Session 2:

November 8th, 2021

Session 3:

November 29th, 2021

Cohort 2

Session 1:

February 7th, 2022

Session 2:

March 7th, 2022

Session 3:

April 4th, 2022

COST:

\$250/Participant

**FOR QUESTIONS OR
MORE INFORMATION,
CONTACT:**

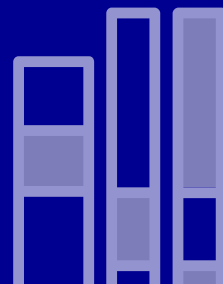
COLETTE.CUNNINGHAM
@K12.ND.US

CLICK FLYER TO REGISTER, OR GO TO:

[HTTPS://FORMS.OFFICE.COM/R/B5MDYARDT8](https://forms.office.com/R/B5MDYARDT8)

ALIGNMENT TO THE SCIENCE OF READING

The **Foundations of Reading** learning series is aligned with the **Science of Reading**. The 2000 National Reading Panel Report states that students need instruction in the essential components of reading, also known as the **Five Big Ideas of Reading**: phonological awareness, phonics, fluency, comprehension, and vocabulary.



FOUNDATIONS OF
Reading
INSTRUCTION
& INTERVENTION

This Professional
Learning Series
targets the
Five Big Ideas of Reading



in three **key** areas:

1. *Instruction*

Session 1 introduces research examining what it takes to be a successful reader and provides strategies for teaching those skills.

2. *Assessment*

Session 2 explores how assessing reading skills can help students succeed when data is used to help them improve.

3. *Intervention*

Session 3 provides participants with a multitude of intervention strategies that will match diverse student needs and help students at the varying stages of their reading journeys.

"WE **TEACH** READING IN DIFFERENT WAYS;
THEY [STUDENTS] **LEARN** TO READ
PROFICIENTLY IN ONLY ONE WAY."

David Kilpatrick