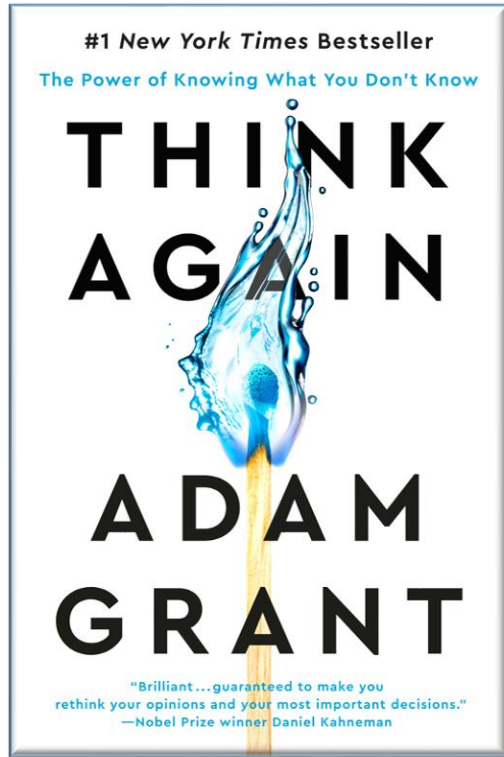# MTSS FOR LITERACY:

A TOP TEN LIST

DECEMBER 2023

LET'S THINK LIKE SCIENTISTS

Thinking like a scientist involves more than just reacting with an open mind. It means being **actively open minded**. It involves searching for reasons why we might be wrong – not for reasons why we must be right – and revising our views based on what we learn.

- Adam Grant (Think Again, pg. 25)

OBJECTIVES – PARTICIPANTS WILL:

Explore 10 keys to successful implementation of a Multi-Tiered System of Supports for Literacy

WHAT IS MTSS?

The multi-tiered system of supports structure provides a framework for supporting learners based on their unique needs. It can guide staff in designing effective instruction and appropriate interventions as part of school improvement efforts. The purpose of the three-tier model of instruction is to provide effective core instruction and address reading difficulties as quickly as possible.

(Ohio's Plan to Raise Literacy Achievement, 2020, p. 7)

True or False

There should be a balance between instruction in the big 5 components of reading (phonological awareness, phonics, fluency, vocabulary, comprehension)

IT'S NOT ABOUT BALANCE

10

THE SIMPLE VIEW OF READING

The Simple View of Reading

Word Recognition		Language Comprehension		Reading Comprehension
The ability to transform print into spoken language	X	The ability to understand spoken language	=	

CHANGING EMPHASIS

Changing Emphasis of the Subskills of the Five Components of Reading
(Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)

Word Recognition — The ability to transform print into spoken language

**Language Comprehension** — The ability to understand spoken language

Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

TEACH THE CODE TO FLUENCY

9

DEVELOPMENT OF LITERACY SKILLS
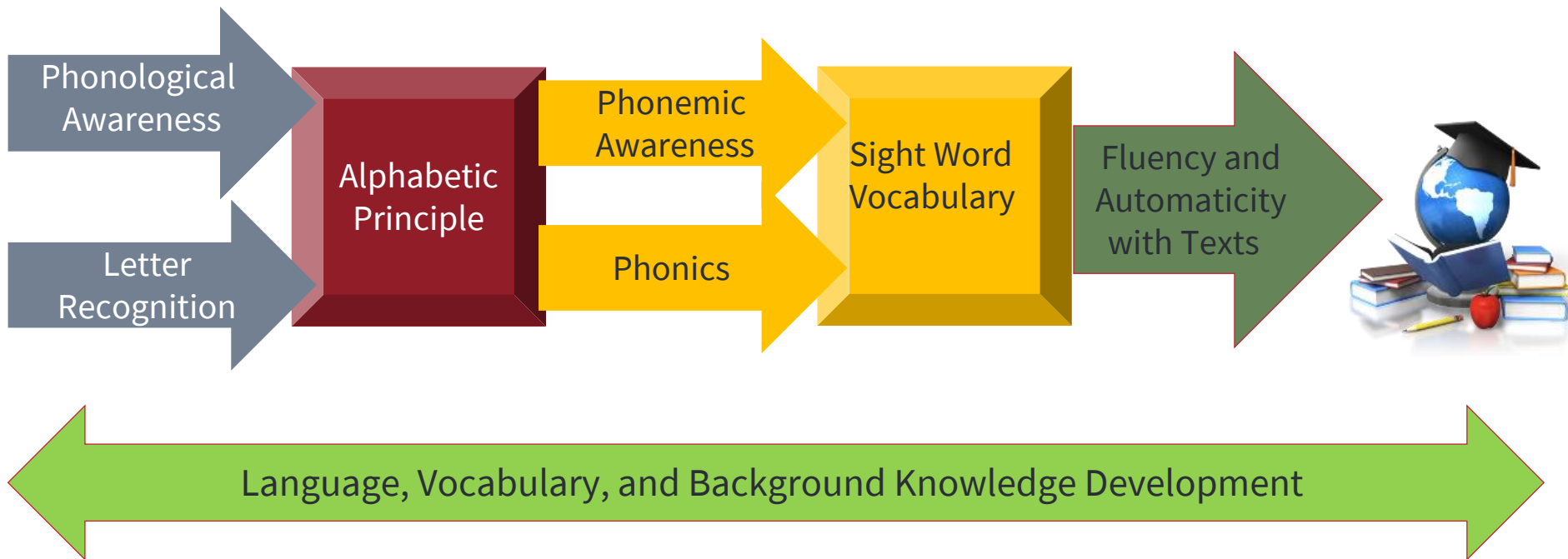
THIS INCLUDES ADVANCED DECODING

Morphology

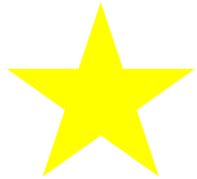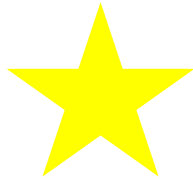Syllabication

Language of Origin

TEST LESS, TEACH MORE
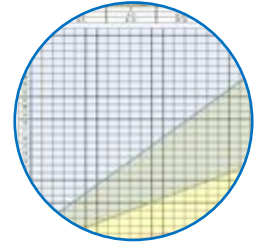
8

INSTRUCTION BEGINS WITH ASSESSMENT

USE HIGH QUALITY INSTRUCTIONAL MATERIALS

7

True or False

Teachers should create their own instructional materials and curriculum.

ELEMENTS OF AN EFFECTIVE READING PROGRAM

Strong Core Reading Curriculum

Instructional Materials Aligned with Research

Appropriate Reading Assessments

Timely, Intensive Interventions

High Quality Professional Development
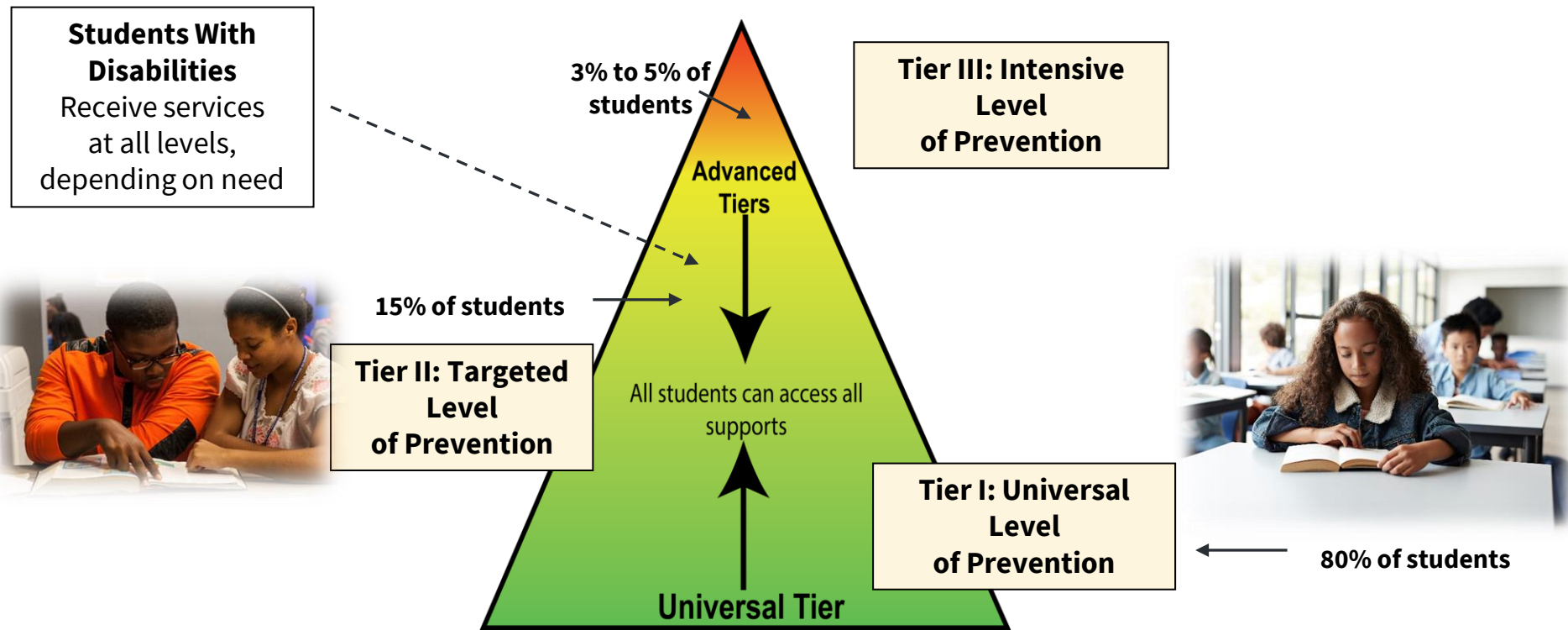
LAYER SUPPORTS

6

True or False

If students are reading well below grade level, it is okay to pull them from core instruction in reading and meet them where they are.

STRUCTURE OF SUPPORT FOR ALL STUDENTS

Students With Disabilities
Receive services at all levels, depending on need

3% to 5% of students

Tier III: Intensive Level of Prevention

Advanced Tiers

15% of students

Tier II: Targeted Level of Prevention

All students can access all supports

Tier I: Universal Level of Prevention

80% of students

Universal Tier

USE DATA TO DETERMINE INTERVENTIONS

5

LITERACY ASSESSMENT WITHIN MTSS
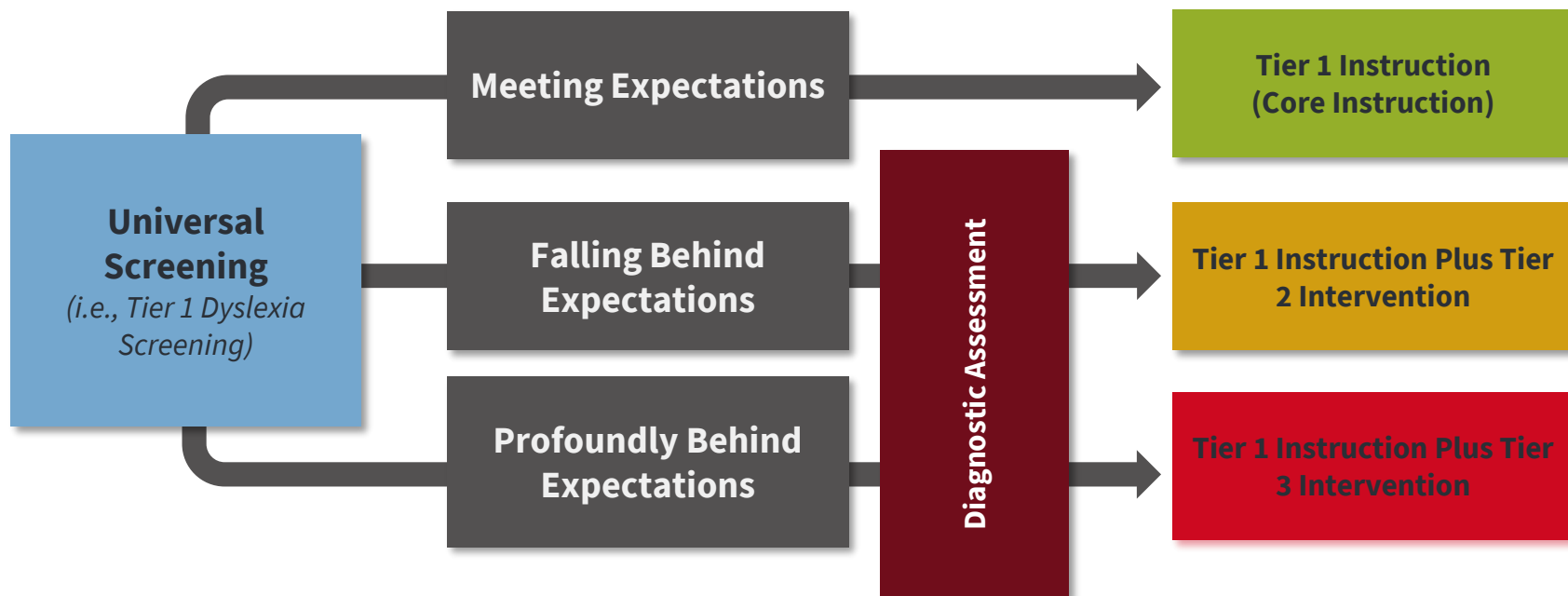
ASSESSING FOR SKILLED READING


```
                                        ┌─ Oral Reading Fluency

Reading ──┬─ (1) Automatic Word ─┬─ Decoding and Sight
Comprehension │    Recognition      │   Words
              │                     │
              │                     └─ Phonemic Awareness
              │
              └─ (2) Language ───── Vocabulary,
                     Comprehension    Background
                                      Knowledge, Syntax
```
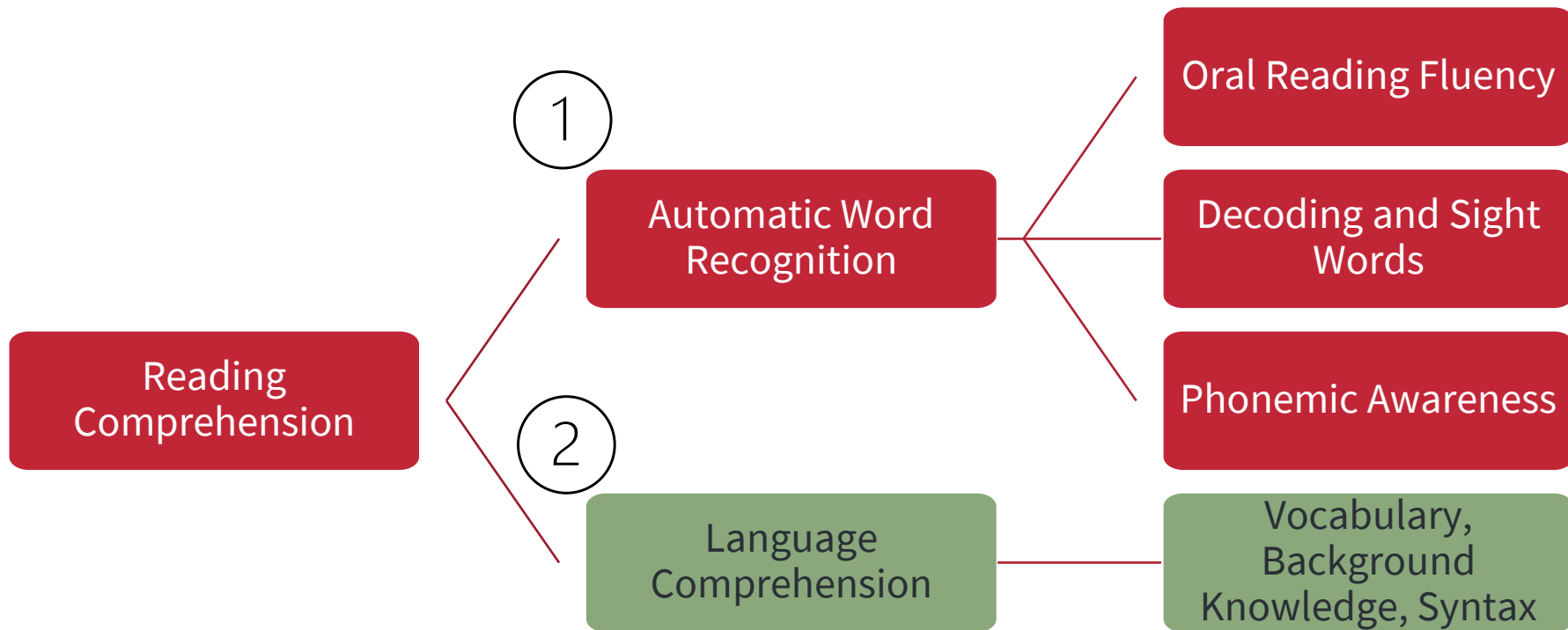
Adapted from McKenna and Stahl, 2009

Ohio

PLAN FOR INTERVENTIONS BASED ON READER PROFILES

4

COMPREHENSION IS THE OUTCOME

The Simple View of Reading

Word Recognition
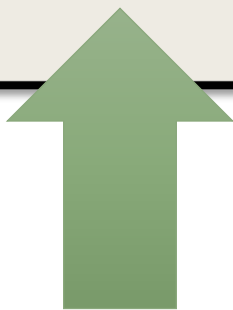The ability to transform print into spoken language
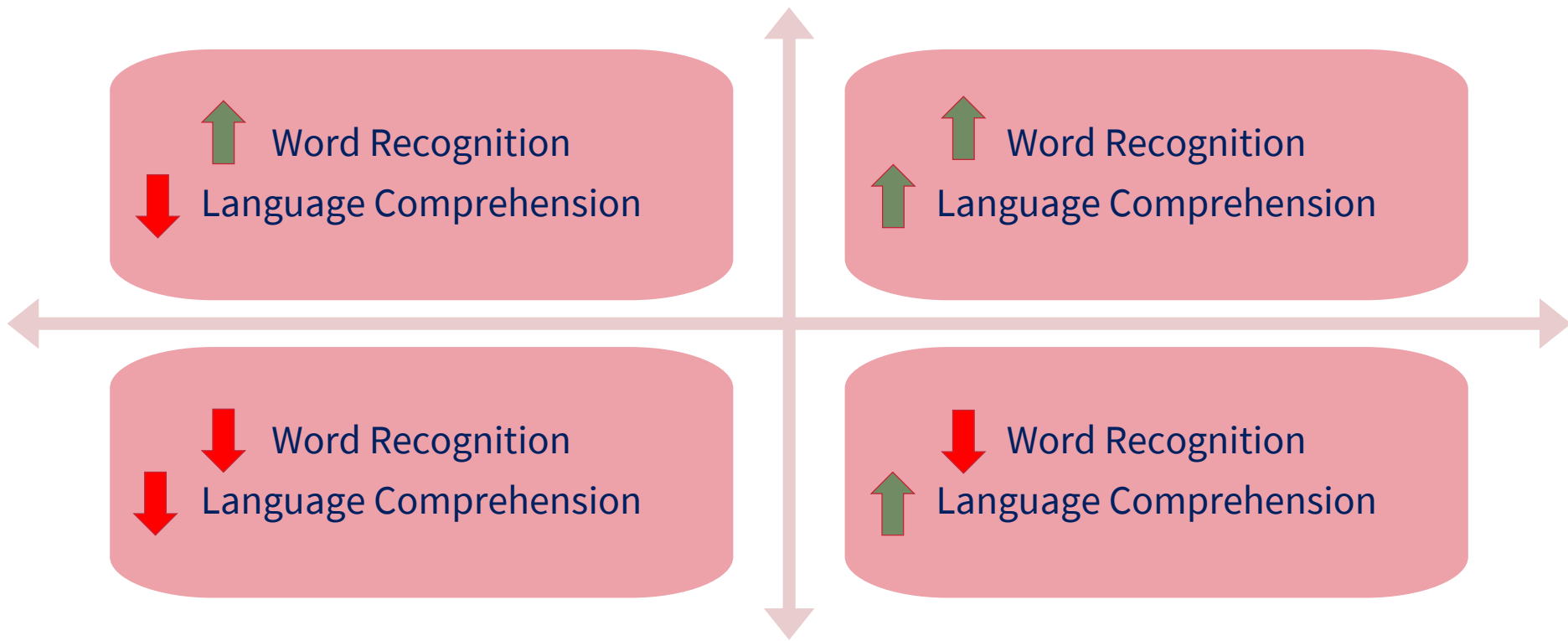
X

Language Comprehension
The ability to understand spoken language

=

Reading Comprehension

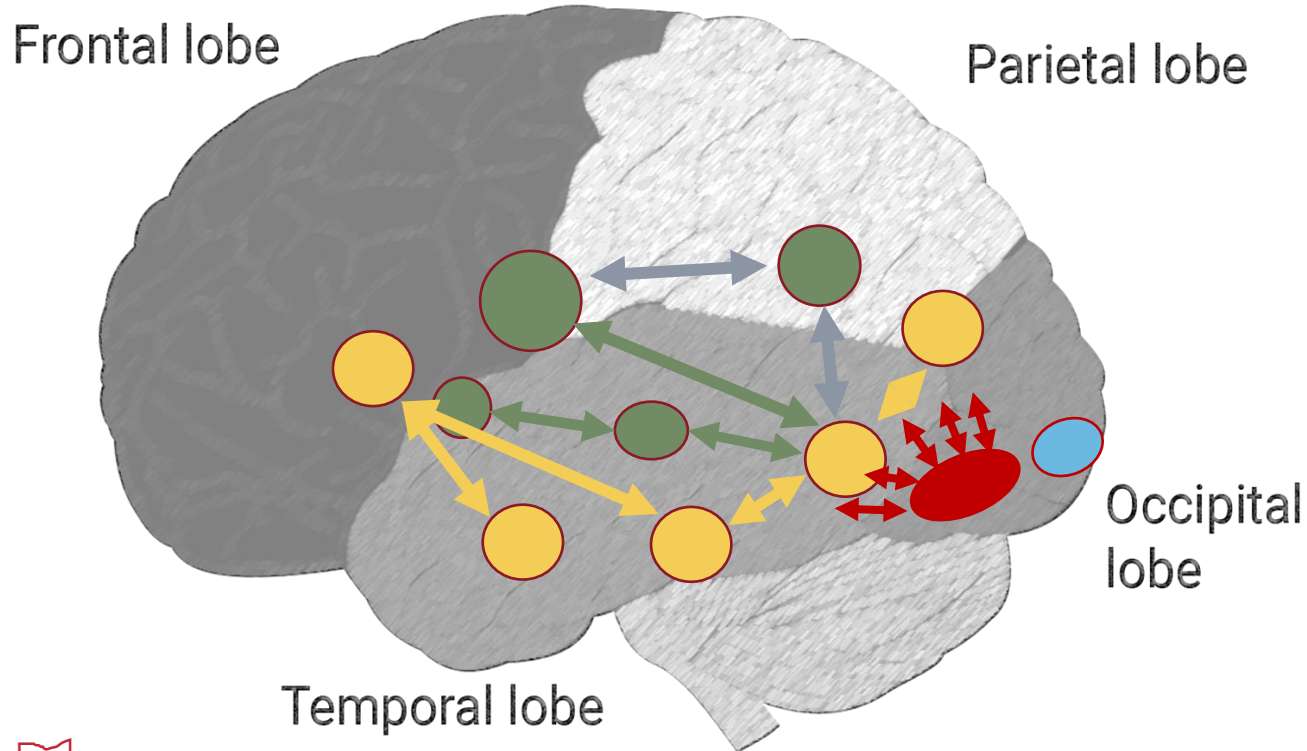# SUBTYPES OF READING DIFFICULTY

⬆ Word Recognition
⬇ Language Comprehension

⬆ Word Recognition
⬆ Language Comprehension

⬇ Word Recognition
⬇ Language Comprehension

⬇ Word Recognition
⬆ Language Comprehension

FOLLOW THE SCIENCE, NOT BELIEFS

3

THE CONNECTION TO NEUROSCIENCE

Frontal lobe

Parietal lobe

Temporal lobe

Occipital lobe

"It is simply not true that there are hundreds of ways to learn to read… when it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence"

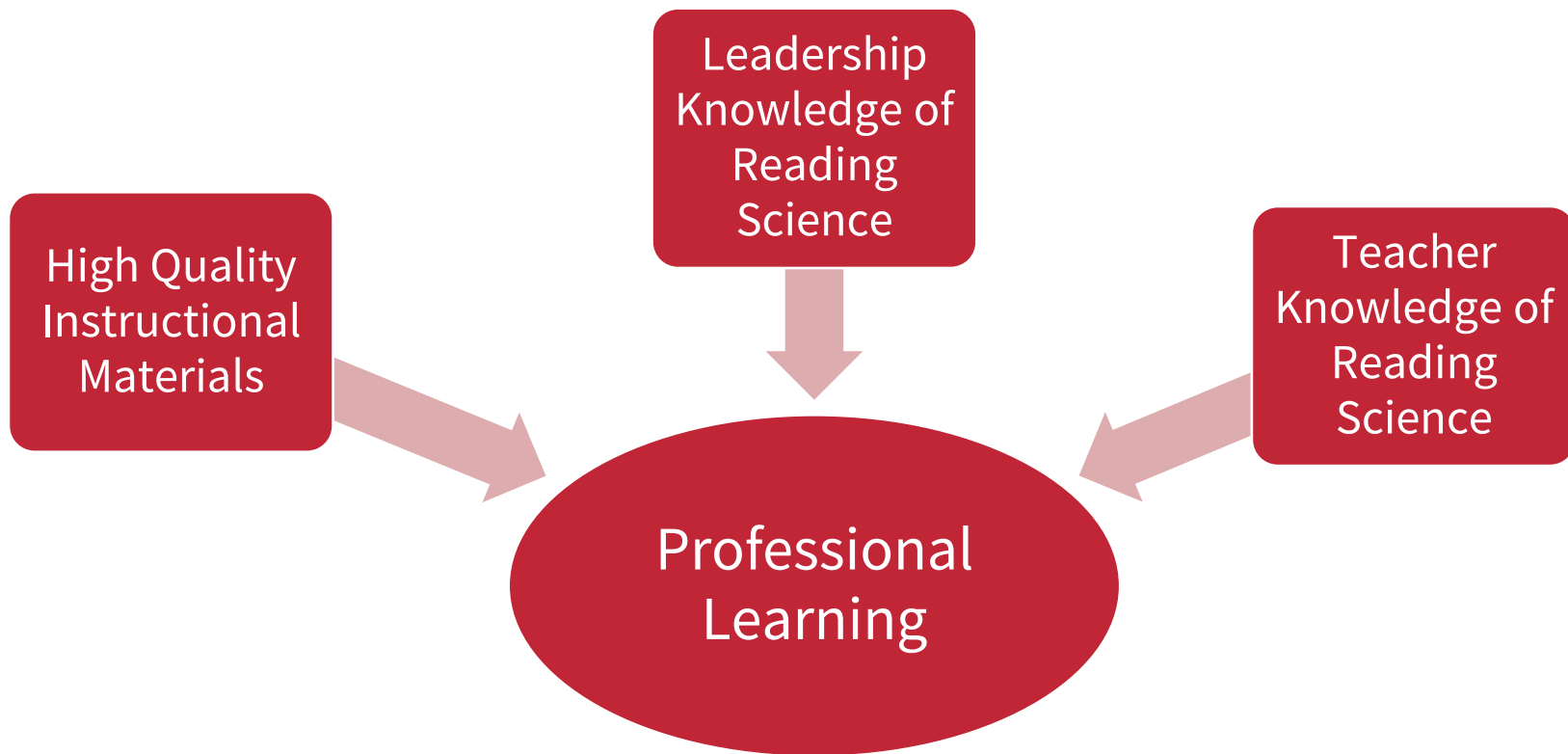-Dehaene, 2010

ENGAGE EVERYONE IN PROFESSIONAL LEARNING

2

Sequence

Professional Learning and Change

After professional learning, what changes first?

3. Teacher Beliefs

1. Teacher Behavior

2. Students Outcomes

START WITH HIGH-QUALITY CORE INSTRUCTION
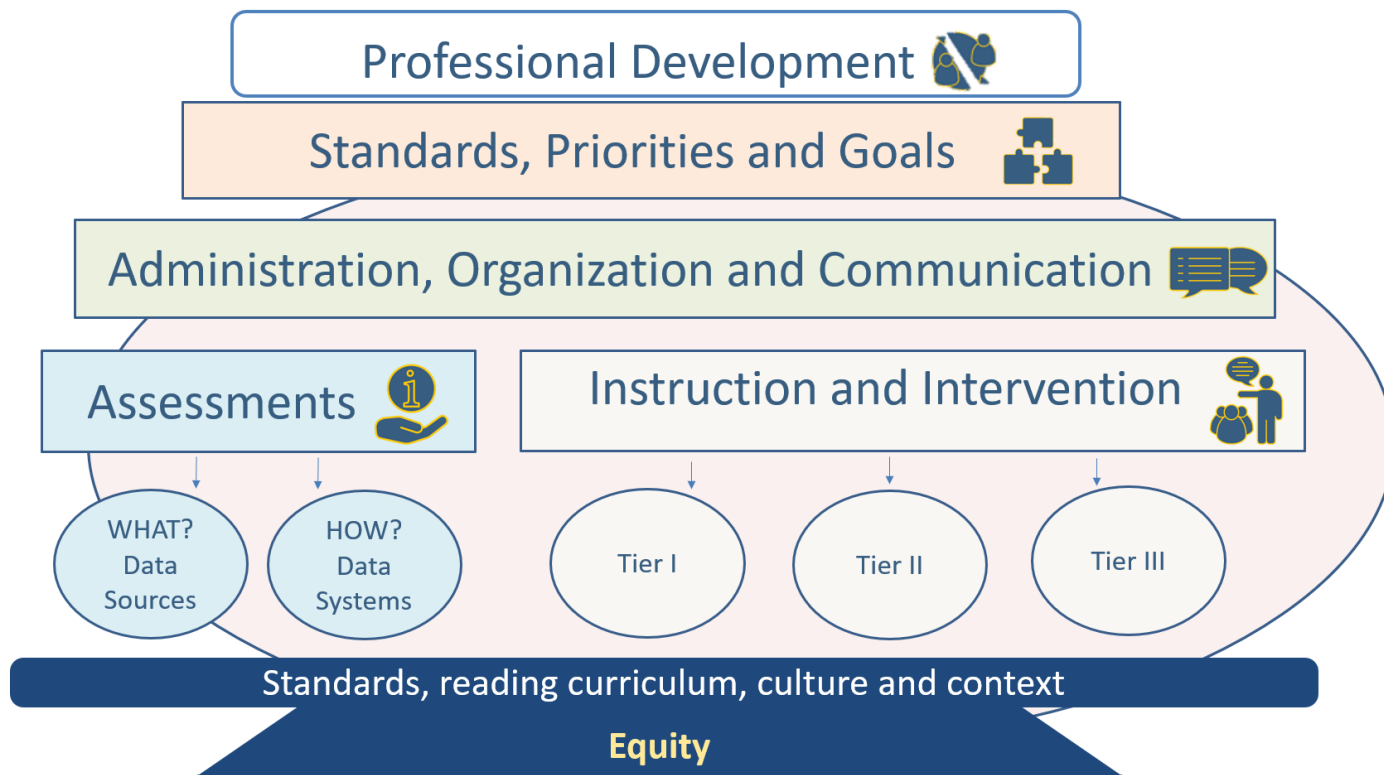
1

CORE CURRICULA ALIGNED TO READING SCIENCE

Evaluate the effectiveness of core instruction to meet the needs of all learners:		
Time	What is Taught	Quality of Instruction

LITERACY ELEMENTS IN AN EFFECTIVE MTSS-R

Professional Development

Standards, Priorities and Goals

Administration, Organization and Communication

Assessments

Instruction and Intervention

WHAT? Data Sources

HOW? Data Systems

Tier I

Tier II

Tier III

Standards, reading curriculum, culture and context

Equity

RESOURCES TO SUPPORT MTSS

Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for Early Care and Education Leaders — A Companion to Ohio's Ready School Guide for Language and Literacy. FUTURE FORWARD OHIO. MAY 2023. Ohio Department of Education.

Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5. FEBRUARY 2023. Ohio Department of Education.

Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. FEBRUARY 2023. Ohio Department of Education.

THANK YOU

OHIO.ORG