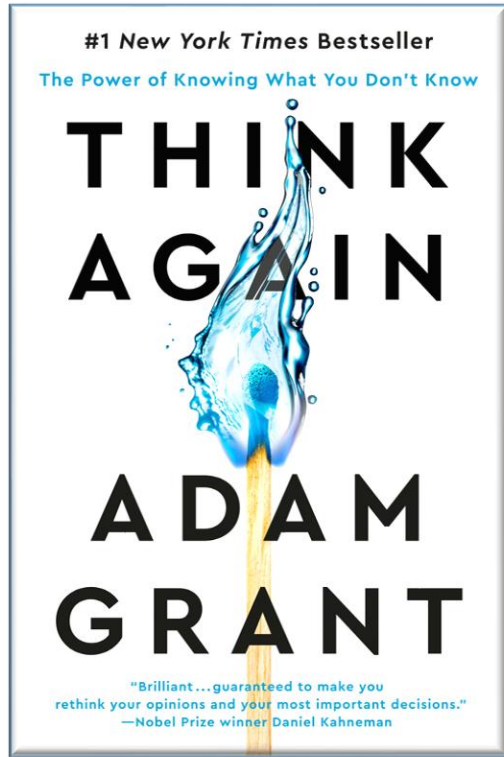




**MTSS FOR LITERACY:
A TOP TEN LIST
DECEMBER 2023**

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

The ability to transform
print into spoken language

X

Language Comprehension

The ability to understand
spoken language

=

Reading Comprehension

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

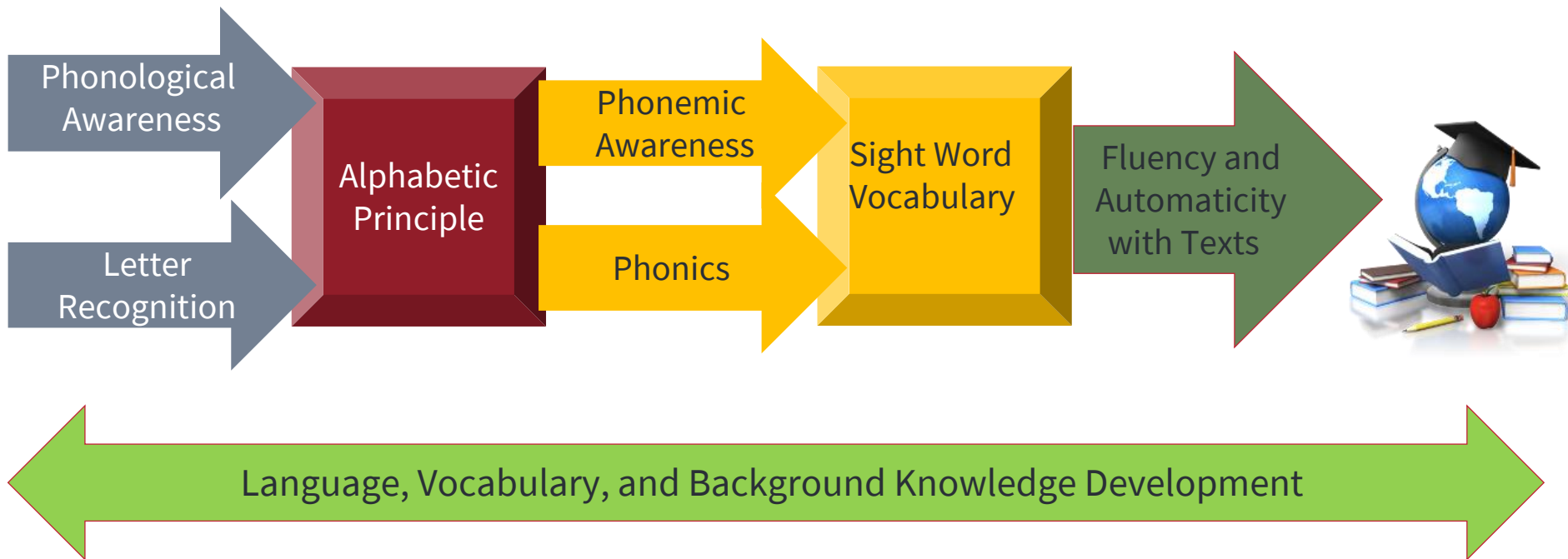
Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected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



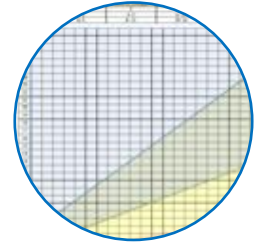
Screenener



Diagnostic



Prescribe
Treatment



Monitor and
Check up



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

<https://www.aft.org/education/engaging-curriculum/elements-effective-reading-program>



LAYER SUPPORTS



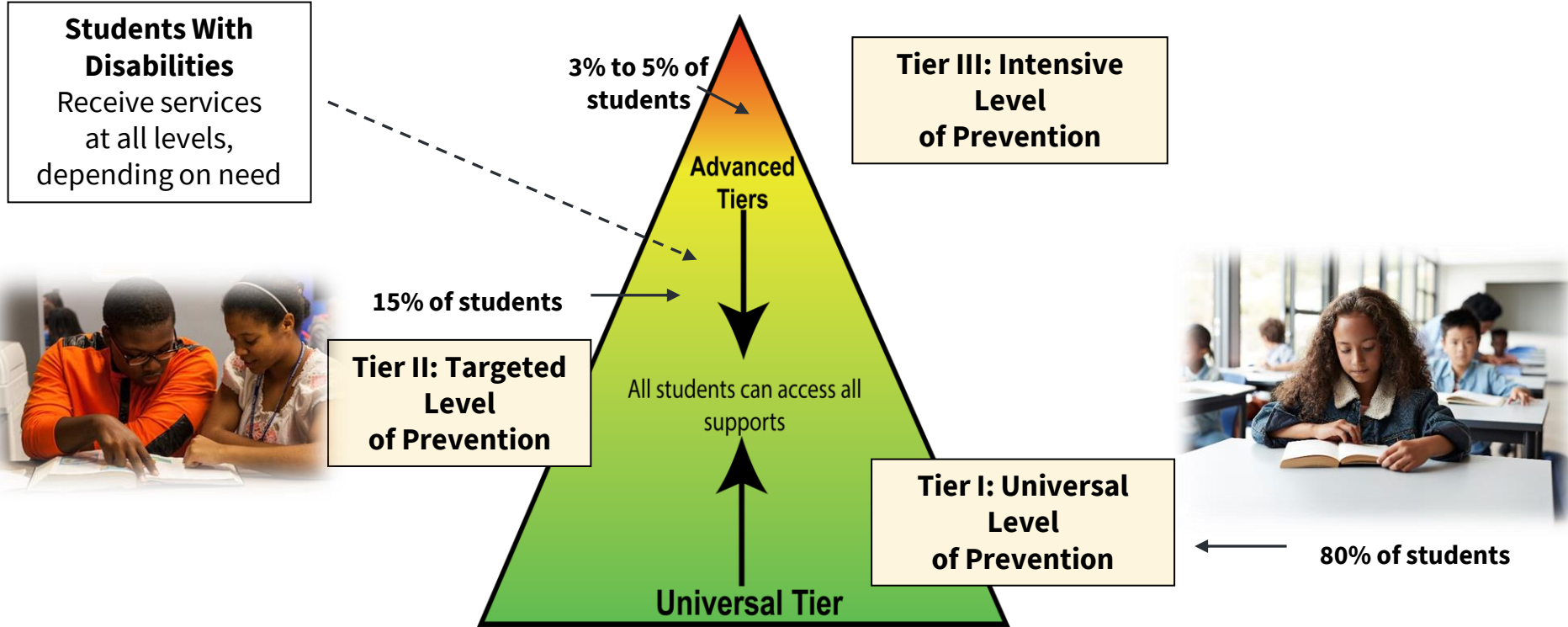
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True or False

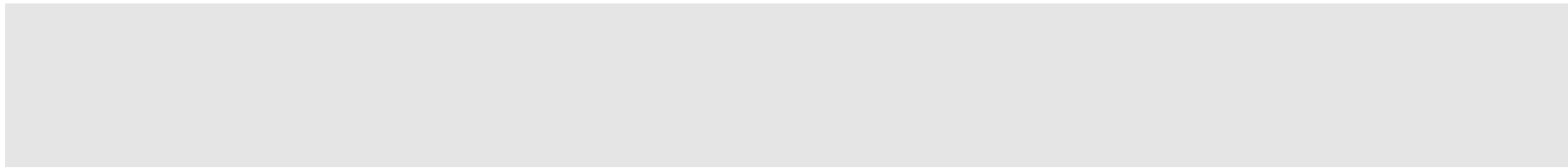
If students are reading well below grade level, it is okay to pull them from core instruction in reading and meet them where they are.

STRUCTURE OF SUPPORT FOR ALL STUDENTS

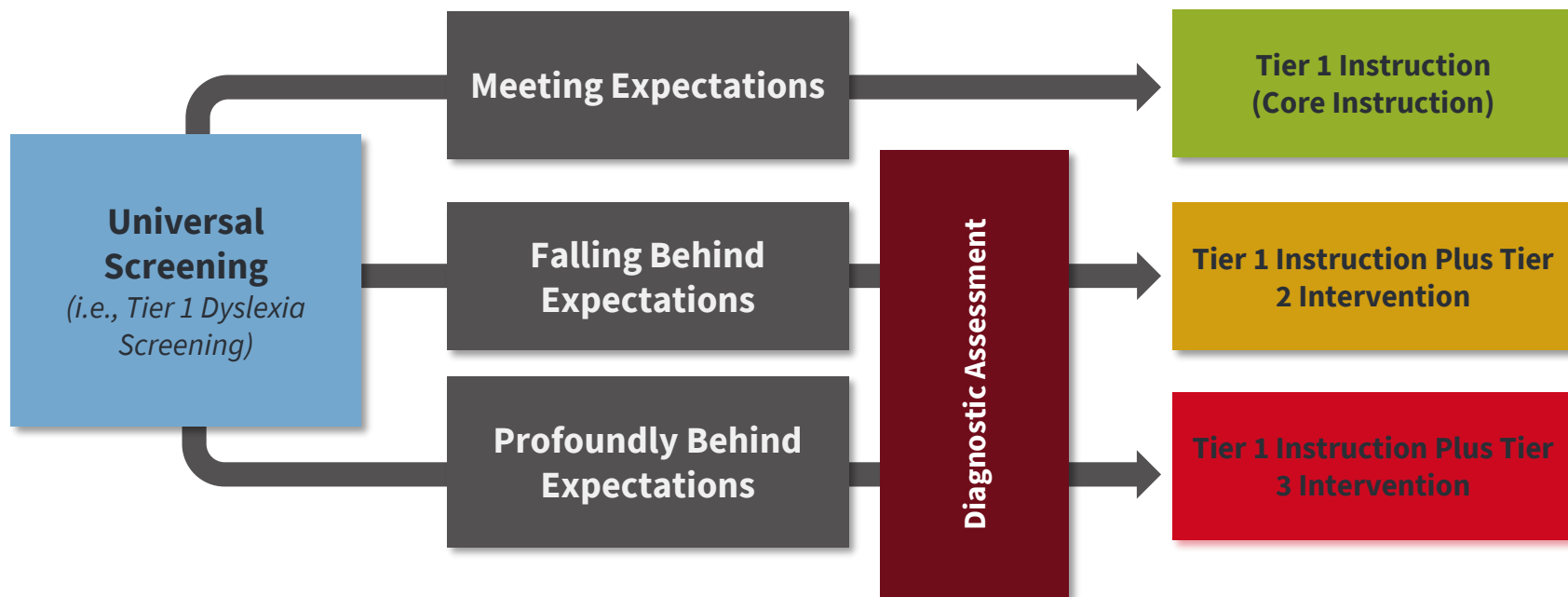


USE DATA TO DETERMINE INTERVENTIONS

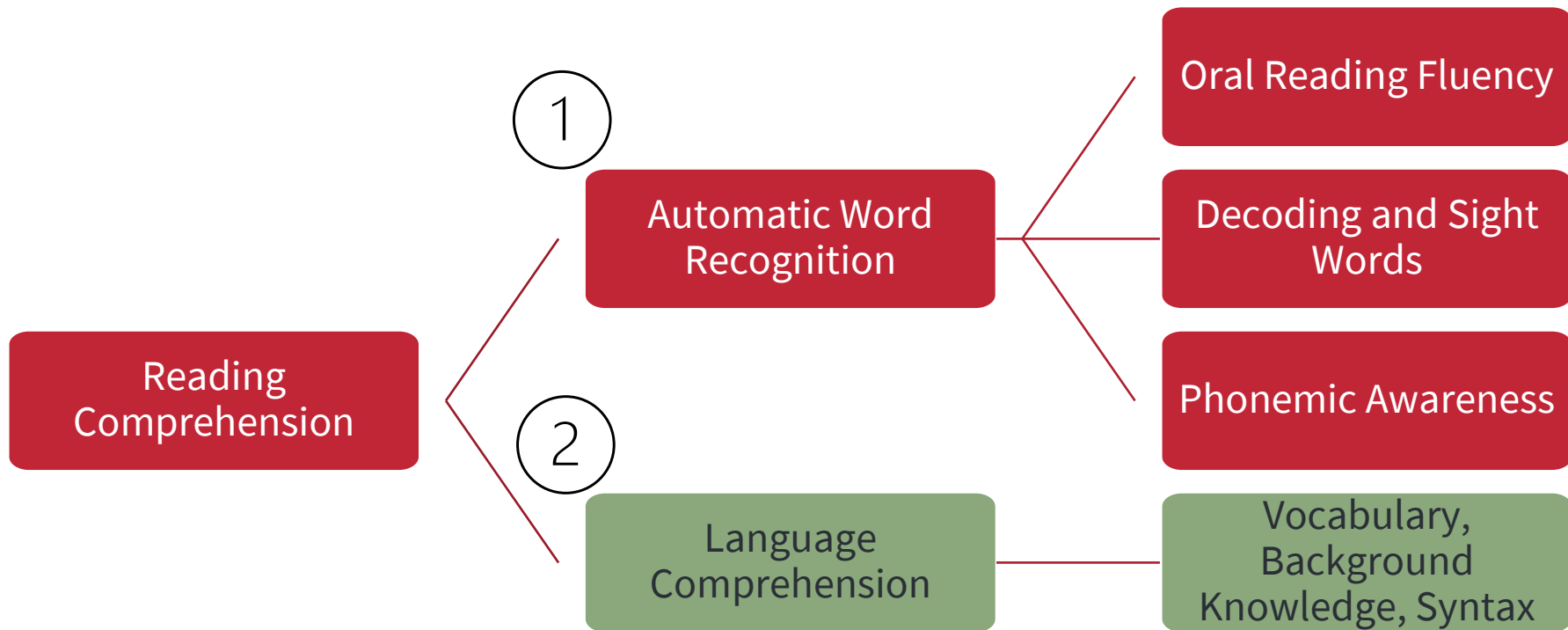
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LITERACY ASSESSMENT WITHIN MTSS



ASSESSING FOR SKILLED READING



Adapted from McKenna and Stahl, 2009



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

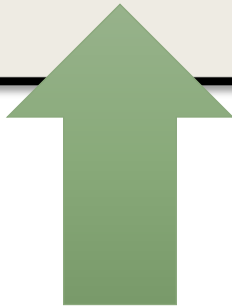
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Language Comprehension

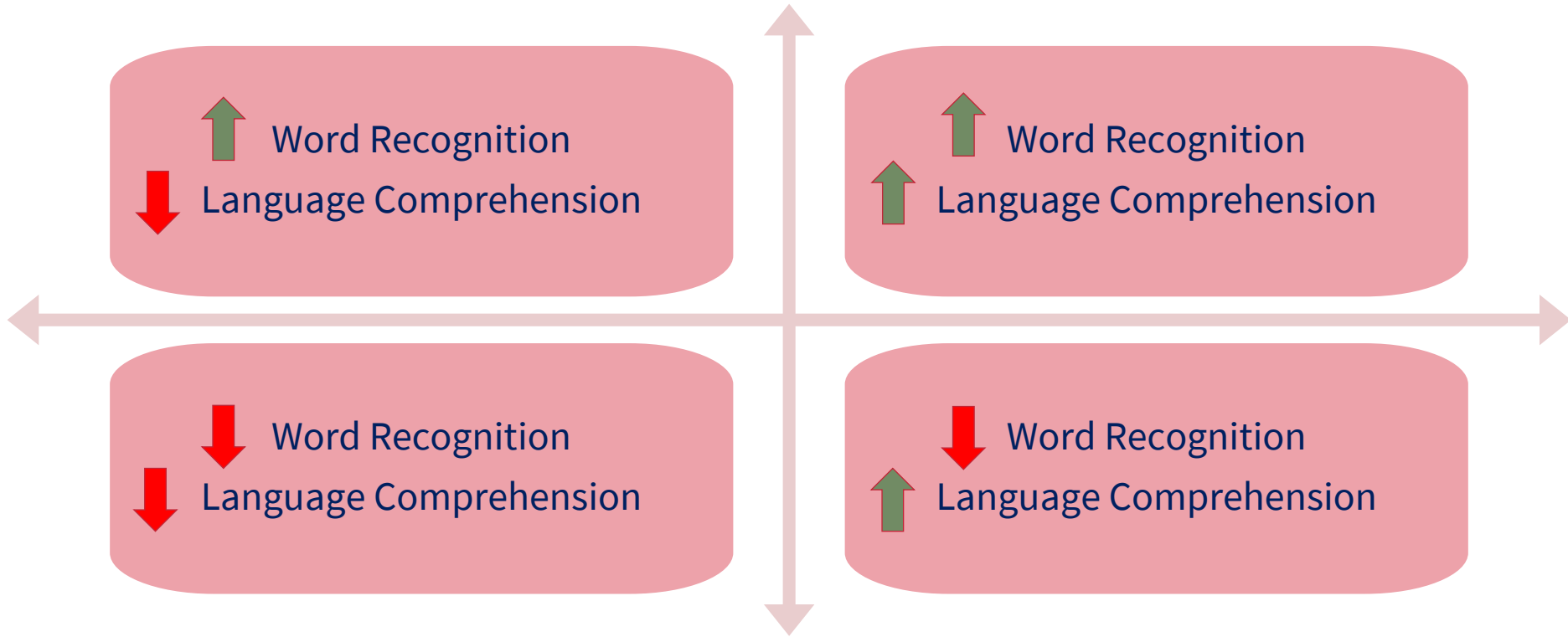
The ability to understand
spoken language

=

Reading Comprehension



SUBTYPES OF READING DIFFICULTY

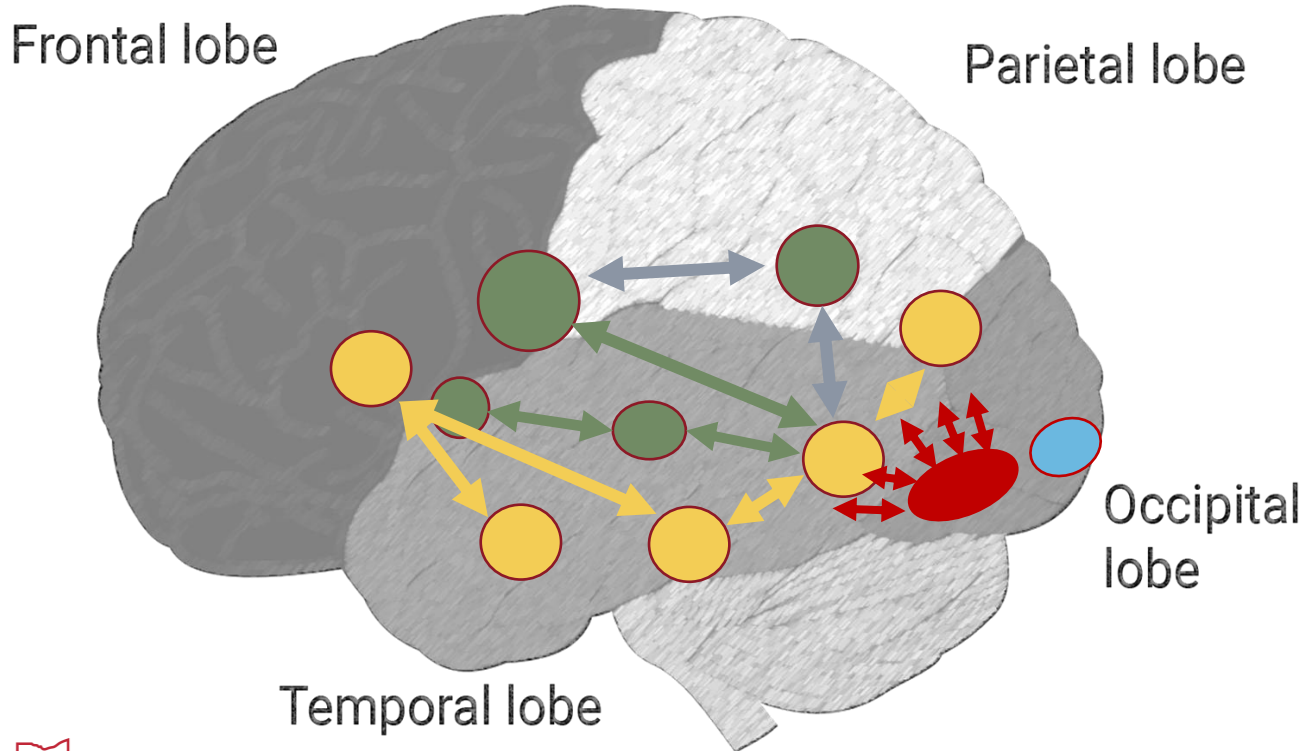


FOLLOW THE SCIENCE, NOT BELIEFS



3

THE CONNECTION TO NEUROSCIENCE



"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"

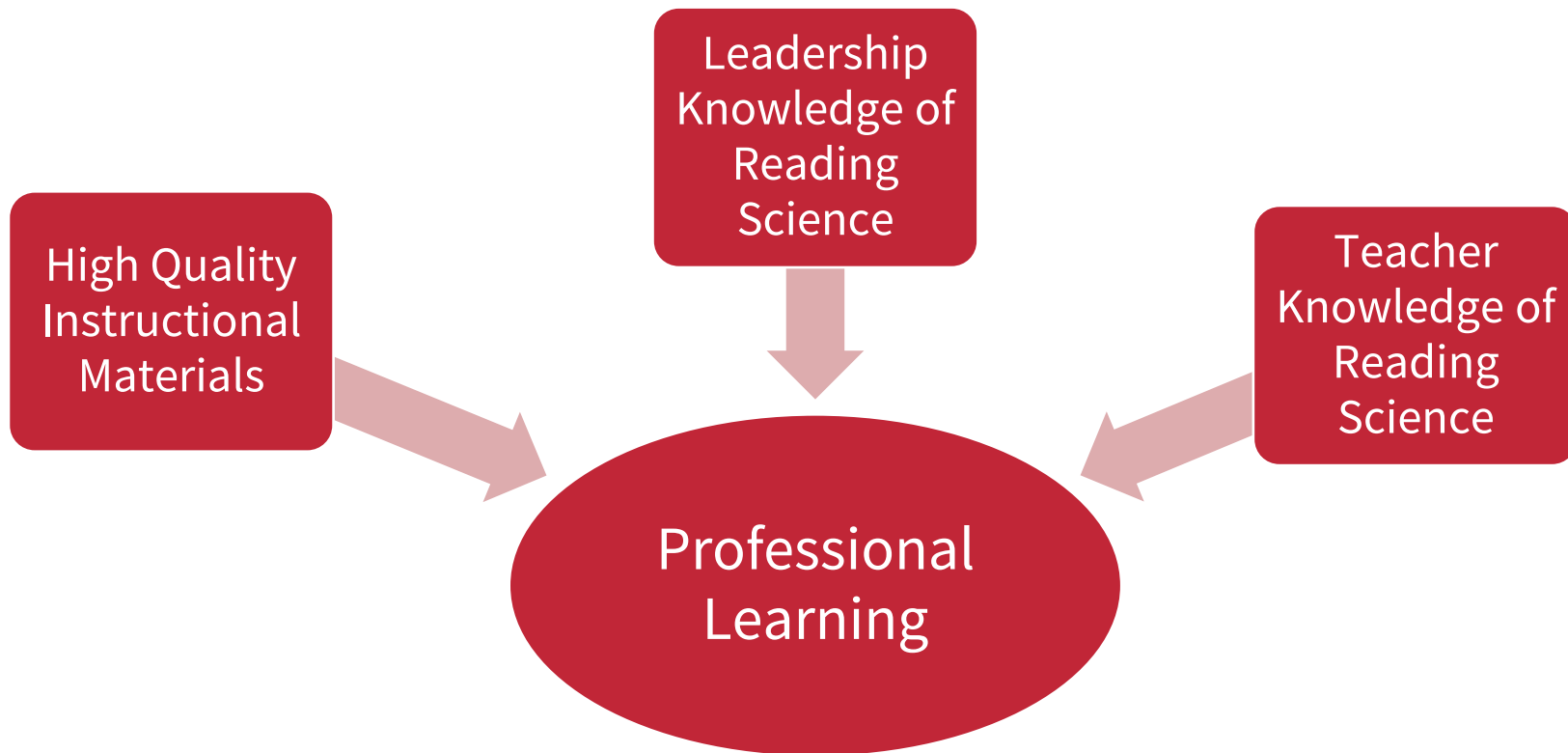
-Dehaene, 2010

ENGAGE EVERYONE IN PROFESSIONAL LEARNING



2

PROFESSIONAL LEARNING





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



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

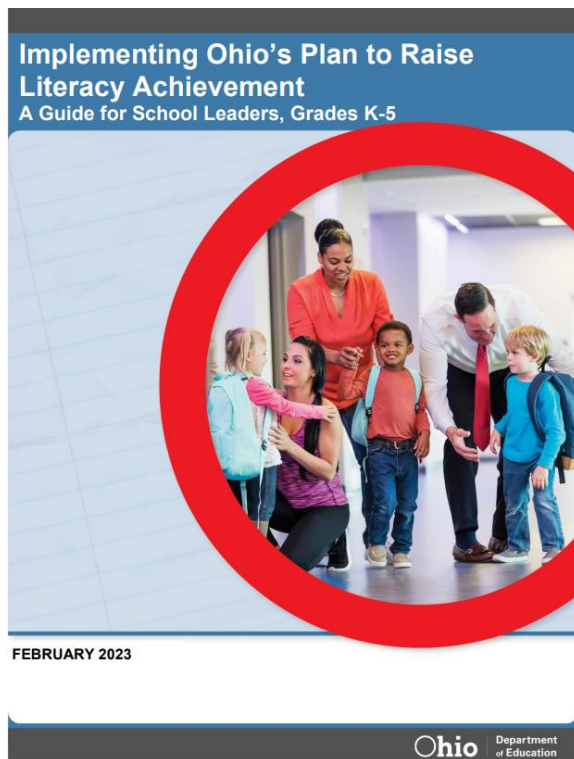


FUTURE FORWARD OHIO

MAY 2023

Ohio Department of Education

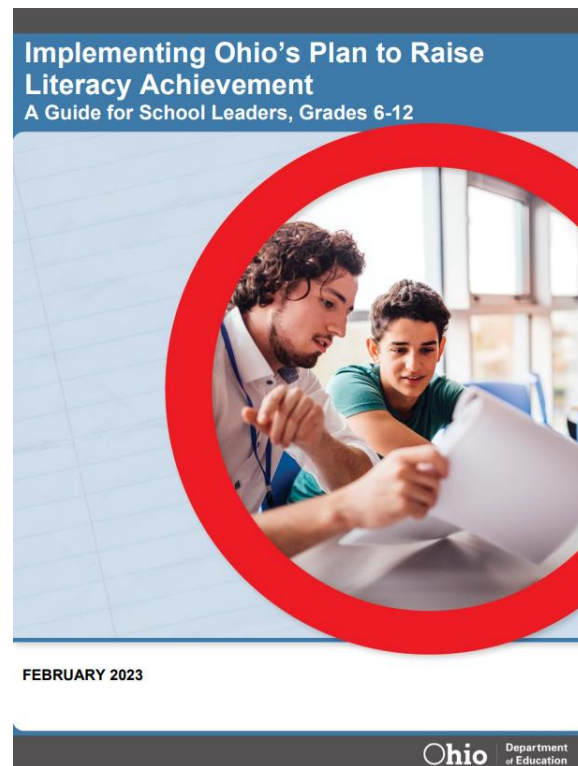
Implementing Ohio's Plan to Raise Literacy Achievement
A Guide for School Leaders, Grades K-5



FEBRUARY 2023

Ohio Department of Education

Implementing Ohio's Plan to Raise Literacy Achievement
A Guide for School Leaders, Grades 6-12



FEBRUARY 2023

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THANK YOU

OHIO.ORG

