


Element I: Instruction and Intervention

Overview



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Element I. Core Instruction and Intervention

Reading instruction and intervention refers to *all* reading instruction and intervention students receive in school. In a three-tier MTSS–R approach, this is Tier I (core) instruction, Tier II supplemental intervention, and Tier III intervention. In the MTSS–R Checklist, there are sections that focus on reading instruction and intervention overall, or across tiers, and sections for each separate tier.

- Section 1: Across Tiers
- Section 2: Tier I Reading Instruction
- Section 3: Tier II Reading Intervention
- Section 4: Tier III Reading Intervention

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Quality Reading Instruction and Intervention Are Central to MTSS-R Implementation

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WHAT do we need to teach?

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Teaching Reading is Complex

Decoding

Ability to transform print into spoken language
(read accurately and fluently)

X

Language Comprehension


Ability to understand spoken language

=

Reading Comprehension

Fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

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D X LC = Reading Comprehension

Decoding

Print Concepts

Understand the organization and basic features of print

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words

X

Language Comprehension

Fluency

(accuracy, rate, expression)


Word Knowledge

(sight vocabulary)

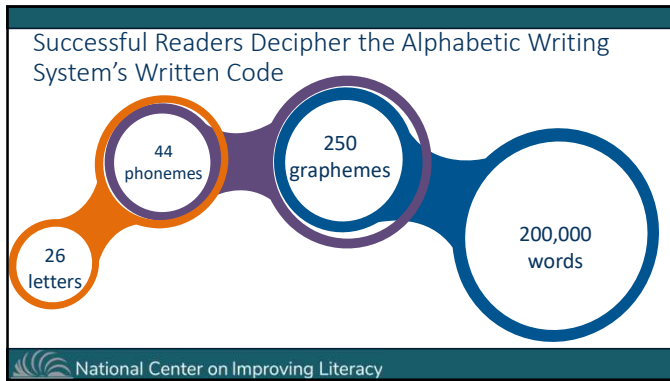
Instant and effortless access to all, or almost all, words read

Decoding Skills

Read with sufficient accuracy and fluency to support comprehension

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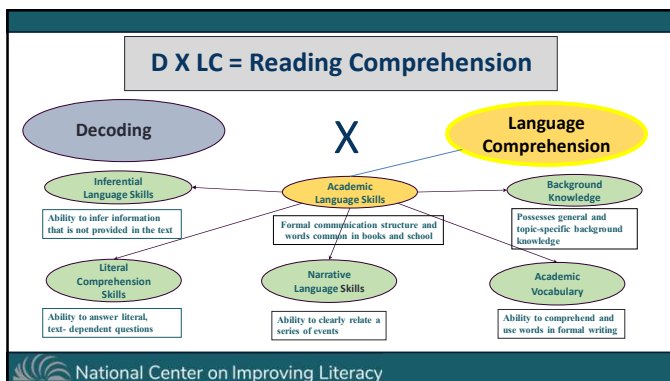


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...but meaning matters too.

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Expert Teachers Focus on Both Aspects of Texts



(Gough and Tunmer, 1986)

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Adopted Research-based Reading Curriculum



- Tier I: developed based on scientific research on reading development and emphasizes the five essential components of reading instruction
- Tier II and III: scientific studies have been conducted demonstrating improved student reading outcomes

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The screenshot shows the 'Academic Intervention Tools Chart' from the National Center on Intensive Intervention. It includes a search bar, navigation tabs (About DBI, Tools, Implementation & Intervention, Training, Special Topics, Resource by Audience, News & Events), and a detailed description of the chart's purpose and content. A legend at the bottom explains the evidence levels: Strongest evidence (red circle), Partially convincing evidence (orange circle), Disappointing evidence (yellow circle), Data unavailable (grey circle), and NA: Not applicable (white circle). It also includes a section for 'Average ES' with footnotes explaining the metrics.

<https://charts.intensiveintervention.org/aintervention>

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Evaluate Your Adopted Reading Programs

18 Research-based Reading Program: We have adopted and use schoolwide a comprehensive, core reading program (Tier I). Our Tier I program was developed based on scientific research on reading development and emphasizes the five essential components of reading instruction.	-	P1
19 Our Tier I program provides thorough coverage of:	Group	P1
Phonemic awareness instruction.	-	P1
Alphabetic understanding instruction.	-	P1
Reading fluency instruction.	-	P1
Vocabulary instruction.	-	P1
Academic language instruction.	-	P1
Reading comprehension instruction.	-	P1
Listening comprehension instruction.	-	P1

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HOW do we need to teach?

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Specify time each day for Tier I instruction.

Specify time each day for Tier II instruction.

Specify time each day for Tier III instruction.

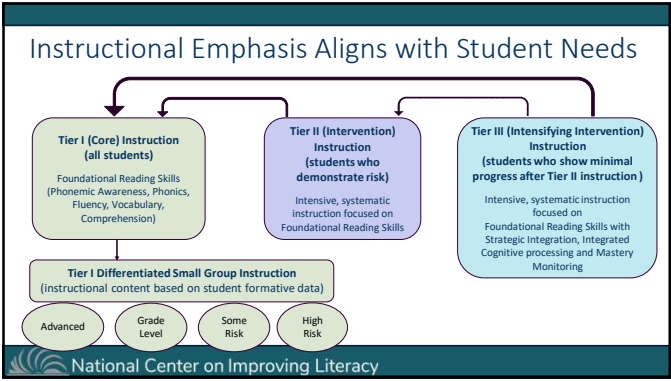
Instructional Practice	Frequency	Duration	Grouping	Materials	Assessment	Notes
Phonemic awareness instruction	10-15 min	10-15 min	Small groups	Phonics cards	Phonics test	
Alphabetic understanding instruction	10-15 min	10-15 min	Small groups	Alphabetic cards	Alphabetic test	
Reading fluency instruction	10-15 min	10-15 min	Small groups	Reading passages	Reading fluency test	
Vocabulary instruction	10-15 min	10-15 min	Small groups	Vocabulary cards	Vocabulary test	
Academic language instruction	10-15 min	10-15 min	Small groups	Academic language cards	Academic language test	
Reading comprehension instruction	10-15 min	10-15 min	Small groups	Reading passages	Reading comprehension test	
Listening comprehension instruction	10-15 min	10-15 min	Small groups	Listening comprehension cards	Listening comprehension test	

Establish a Master Schedule

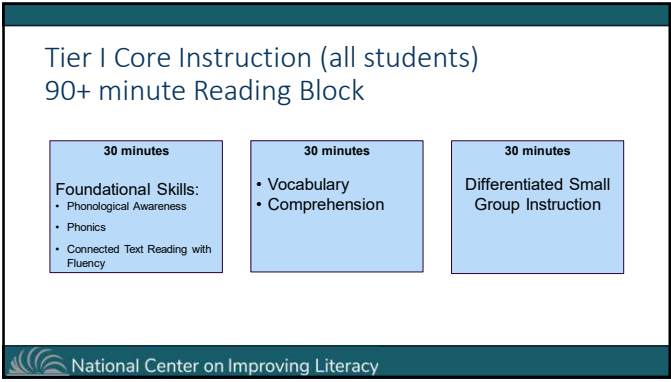
Master Schedule Example:
Leaders of Equity

<https://www.leadersofequity.org/instructional-practices>

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Tier I Reading Block (90 minutes)

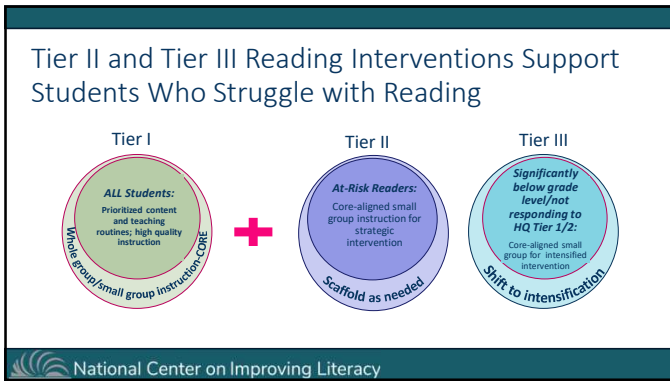
Differentiated Small Group Instruction Recommendations
(30 minutes):

- Small(er) groups of varying size based on need.
- The teacher does not need to meet with each group every day.
- Differentiated Text Reading

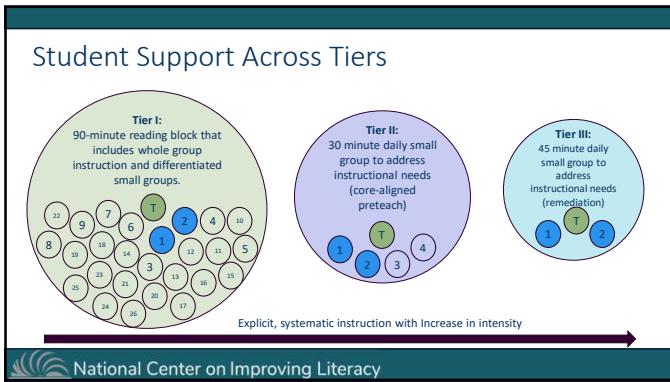
Advanced	Grade Level	Some Risk	High Risk
<ul style="list-style-type: none">• Anthology Text• Leveled Readers• Chapter Books• Literature Discussions• Written Responses	<ul style="list-style-type: none">• Decodable Text• Anthology Text• Leveled Readers• Reteaching of Any Skills• Literature Discussions• Written Responses	<ul style="list-style-type: none">• Decodable Text• Reteaching of skills (2-3 areas based on mastery data)	<ul style="list-style-type: none">• Decodable Text• Tier III Intensifications• Reteaching of skills (2-3 areas based on mastery data)

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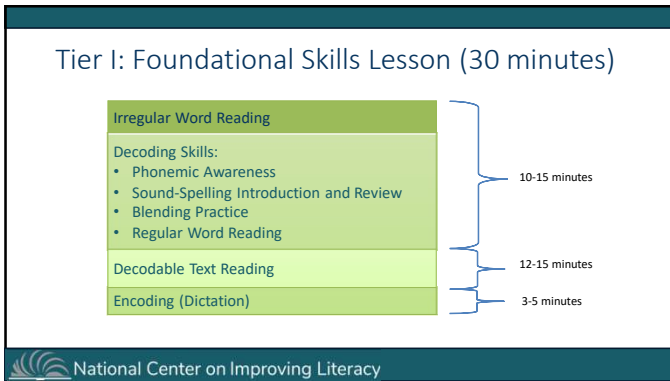
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Tier II: Preteach an Aligned Foundational Skills Lesson (30 minutes)

Irregular Word Reading	
Decoding Skills:	10-15 minutes
• Phonemic Awareness	
• Sound-Spelling Introduction and Review	
• Blending Practice	
• Regular Word Reading	
Decodable Text Reading	
12-15 minutes	
Encoding (Dictation)	
3-5 minutes	



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Tier III: Intensify Instruction Based On Student Needs

- Identify specific literacy skill strengths and weaknesses from Tier I and II instruction to inform intensification of intervention (using lesson mastery and diagnostic data)

For example:

- Intensify and add more phonemic awareness instruction
- Intensify and add more word reading instruction

Irregular Word Reading	
Decoding Skills:	10-15 minutes
• Phonemic Awareness	
• Sound-Spelling Introduction and Review	
• Blending Practice	
• Regular Word Reading	
Decodable Text Reading	
12-15 minutes	
Encoding (Dictation)	
3-5 minutes	



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Implementation Delivery



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Quality Teaching Requires Explicit and Systematic Instruction

ex•plic•it


• stated clearly and in detail, leaving no room for confusion or doubt.

sys•tem•at•ic

• having, showing, or involving a system, method, or plan.

in•struc•tion


• the act and art of teaching.

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Explicit and Systematic Instruction Components Across All Tiers of Instruction

Components of Explicit Instruction	Components of Systematic Instruction
<ul style="list-style-type: none">• Teacher explanation (Learning Target)• Teacher model• Practice opportunities for all<ul style="list-style-type: none">• Use of signal• Judicious review• Appropriate pacing• Immediate corrective feedback• Checks for understanding	<ul style="list-style-type: none">• Break activities into small steps• Steps are sequential• Steps progress from simple → more complex• Students have prior knowledge and prerequisite skills required for new skill


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(The Meadows Center for Preventing Educational Risk, 2010)

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Video Example

Follow the elements of explicit instruction!



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Evaluate the Actual Use of Explicit and Systematic Instruction

21 This group question is about the actual use of explicit and systematic instruction. All reading instructional staff use explicit and systematic instructional practices as the basis of Tier 1 instruction. Explicit and systematic instruction includes:	Group	P2	
Reading instructional staff clearly explaining, showing, and demonstrating what they want students to know and do.	-	P2	
Reading instructional staff using clear and explicit language during instruction.	-	P2	
Reading instructional staff providing multiple opportunities for all students to respond and participate during the lesson.	-	P2	
Reading instructional staff using consistent, supportive, and corrective feedback.	-	P2	
Reading instructional staff using sequential instructional steps progressing from simple to more complex.	-	P2	
Extended instructional interactions between reading instructional staff and students that deepen understanding.	-	P2	
Extended instructional interactions among students that deepen understanding.	-	P2	

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Element I: Instruction and Intervention

Evaluate and Score

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MTSS-R Checklist Scoring



Access the MTSS-R Checklist by following the Google Drive Link:


https://docs.google.com/spreadsheets/d/1fg5xVSB_JvImh9RC92QUnhG75iwQxL-bepGisVm_ZTA/copy?usp=sharing

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Work from a single copy to record responses for the team.

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MTSS-R IMPLEMENTATION CHECKLIST V.3



How to use this template

1


Make a copy of the template by clicking on "File > Make a Copy". We recommend each team makes a single copy to work on. Note: You will need a Google account.

2

Share the template with your team by clicking on the "Share" button and entering your team's email addresses or use the "Get Link" with permissions set to "Anyone can edit" and email that link to your team.

3

Collaboratively complete the checklist by rating each item on a scale of 0= not implemented, 1= somewhat implemented, 2 = fully implemented. Add discussion notes to clarify. Explore the summary ratings to identify areas of improvement.


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MTSS-R IMPLEMENTATION CHECKLIST V.3

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MTSS-R IMPLEMENTATION CHECKLIST V.3




Score each item on the *MTSS-R Checklist* to evaluate your current implementation based on clear evidence.

0 = Implementation is either NOT underway OR is in an early stage of development. Evidence of quality is either NOT being collected OR is in an early stage of development.

1 = Implementation is clearly underway BUT substantial room for improvement exists. Evidence of quality is being collected BUT use of evidence to make improvements could be substantially improved.

2 = Implementation is clearly underway AND implementation is strong or close to desired levels of quality. Evidence of quality is being collected AND use of evidence to make improvements is running smoothly.


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Evaluate and Score: Instruction and Intervention

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MTSS-R IMPLEMENTATION CHECKLIST V.3



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START HERE


ELEMENT I

ELEMENT II

ELEMENT III

ELEMENT IV

ELEMENT V

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Evaluate and Score: Instruction and Intervention

Element Items

Rating Scale

Phase Indicator

Discussion Notes

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Element I. Core Instruction and Intervention

Work with your team and score each section of this Element.

- Section 1: Across Tiers
- Section 2: Tier I Reading Instruction
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