

## 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

**MTSS-R IMPLEMENTATION CHECKLIST V.3**

How to use this template

- 1 Print the template. This is a one-page template for Tier I Reading Instruction.
- 2 Share the template with your team. Decide which sections of the template are most relevant to your team and print them out. Use the template to start a discussion about how to implement the intervention.
- 3 Consider how to use the template to support the implementation of the intervention. Make sure the template is easy to use and understand.

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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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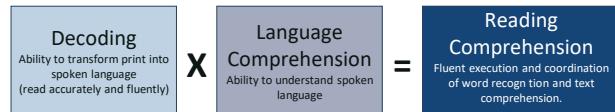
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Teaching Reading is Complex



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

(Gough and Tunmer, 1986)

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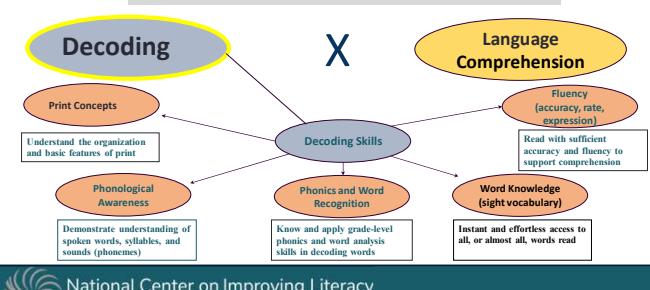
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D X LC = Reading Comprehension



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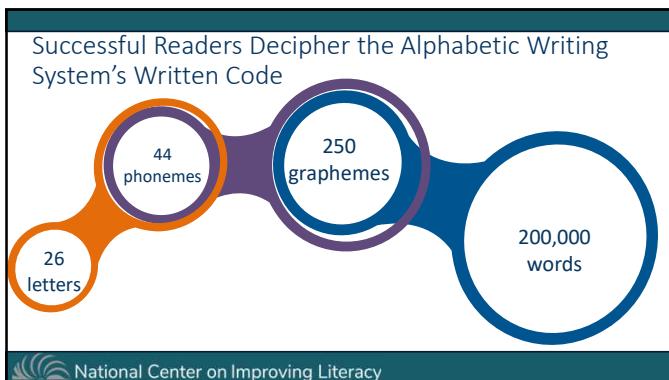
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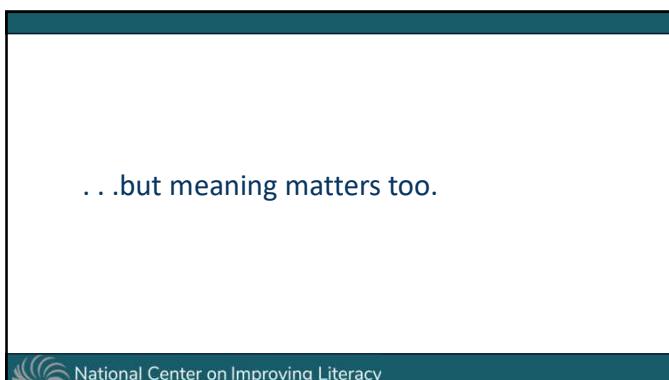
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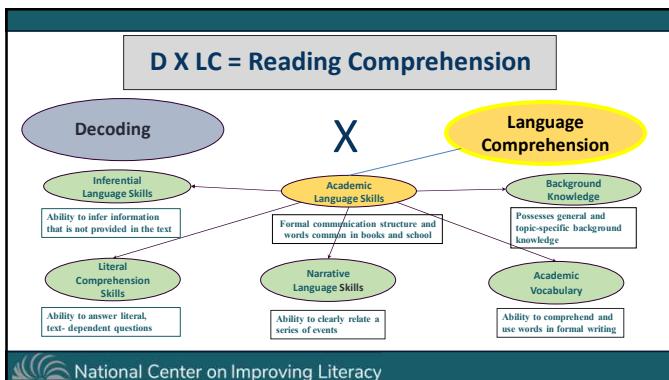
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Expert Teachers Focus on Both Aspects of Texts

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

**Language Comprehension**  
Ability to understand spoken language

**Reading Comprehension**  
Fluent execution and coordination of word recognition and text comprehension.

**X** =

1. Phonological Awareness  
2. Alphabetic Principle  
3. Accuracy and Fluency  
4. Vocabulary  
5. Comprehension

(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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National Center on INTENSIVE INTERVENTION at the American Institutes for Research®

Academic Intervention Tools Chart

This chart reviews studies about the intervention programs. As a result, you may see the intervention appear more than one time and receive different ratings.

Last updated: September 2021. Click here for a brief summary of the new and improved studies we've released.

Interested in evaluating the appropriateness listed below for a specific student or students who require intervention? Click here to view our Academic Intervention Taxonomy Brief.

Legend:

- Connecting evidence
- Partially connecting evidence
- Unconnecting evidence
- Data unavailable
- N/A: Not applicable

Average ES

https://charts.intensiveintervention.org/intervention

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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.

19 Our Tier I program provides thorough coverage of:

- Phonemic awareness instruction.
- Alphabetic understanding instruction.
- Reading fluency instruction.
- Vocabulary instruction.
- Academic language instruction.
- Reading comprehension instruction.
- Listening comprehension instruction.

Group

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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.

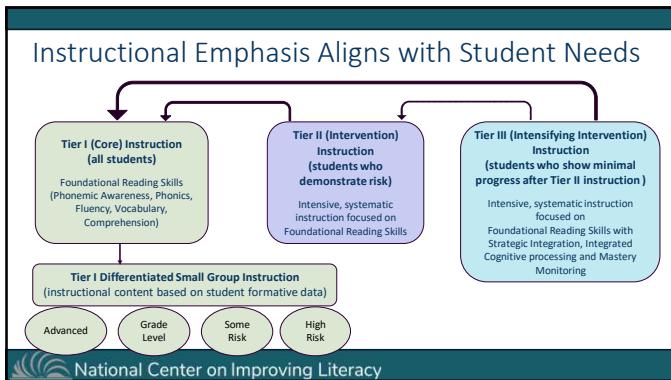


## Establish a Master Schedule

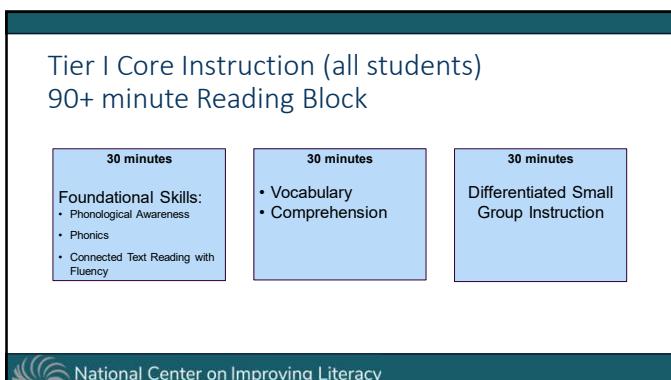
Master Schedule Example:  
<https://www.leadersofequity.org/instructional-practices>

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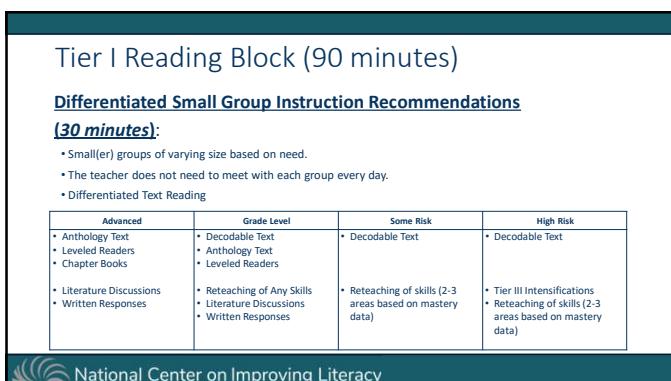
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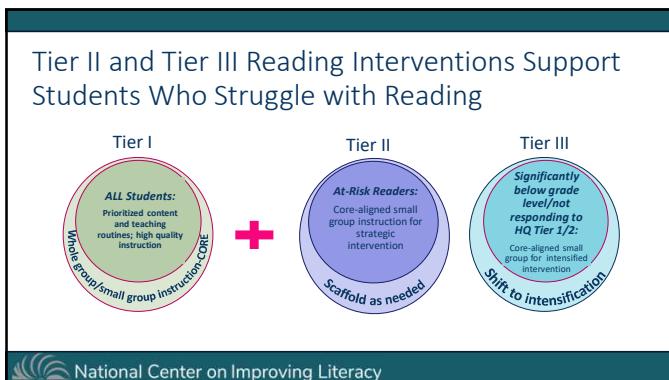
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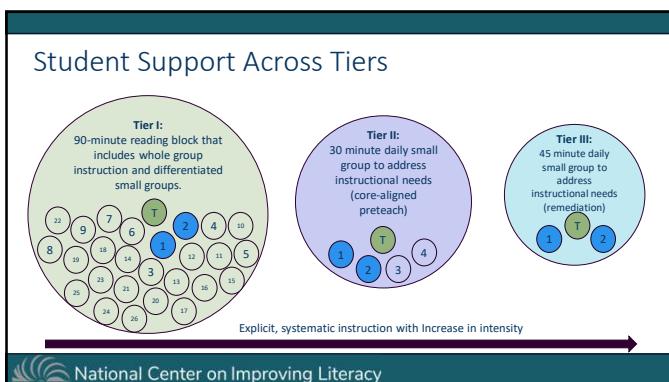
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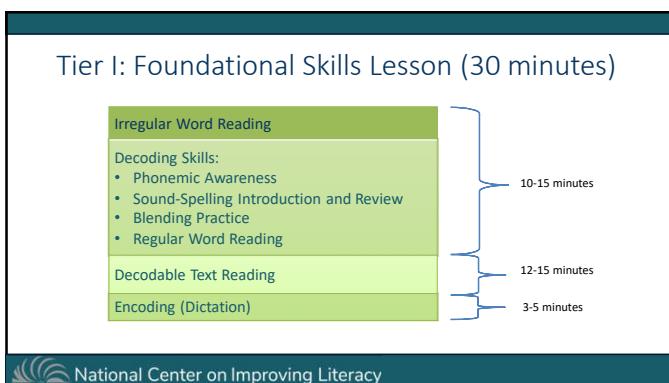
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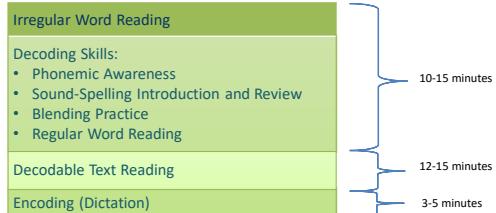


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## Tier II: Preteach an Aligned Foundational Skills Lesson (30 minutes)



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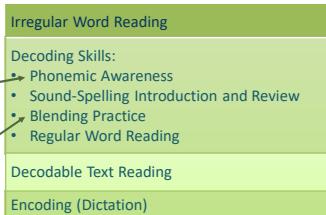
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## Tier III: Intensify Instruction Based On Student Needs

- 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:

1. Intensify and add more phonemic awareness instruction
2. Intensify and add more word reading instruction



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

(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 instruction staff use explicit and systematic instructional practices as the basis of Tier 1 instruction. Explicit and systematic instruction includes:

- Reading instructional staff clearly explaining, showing, and demonstrating what they want students to know and do.
- Reading instructional staff using clear and explicit language during instruction.
- Reading instructional staff providing multiple opportunities for all students to respond and participate during the lesson.
- Reading instructional staff using consistent, supportive, and corrective feedback.
- Reading instructional staff using sequential instructional steps progressing from simple to more complex.
- Extended instructional interactions between reading instructional staff and students.
- Extended instructional interactions among students that deepen understanding.

Group	P2
-	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\\_Jvlmh9RC92QUnhG75iwQxL-beplGisVm\\_ZTA/copy?usp=sharing](https://docs.google.com/spreadsheets/d/1fg5xVSB_Jvlmh9RC92QUnhG75iwQxL-beplGisVm_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

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### 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**

**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**

**SECTION 1 ACROSS Tiers**

1 All personnel of the schools have a shared framework for reading instruction and intervention, and are committed to be an asset for reading success.

2 All students receive explicit, systematic, and research-based instruction at their achievement grade level on the latest universal screening data [1].

3 The Action MTSS-R Plan includes a master schedule that allocates time for reading instruction and intervention.

4 All families receive an master schedule of reading instruction, which includes the following: (A) explicit, systematic, and research-based reading instruction, (B) reading intervention, (C) reading coaching, and (D) meeting.

5 All students receive explicit, systematic, and research-based instruction to ensure optimal use of time during all reading instruction. Coordinated reading instruction includes the following: (A) explicit, systematic, and research-based reading instruction, (B) reading intervention, (C) reading coaching, and (D) meeting.

6 All time allocated to reading instruction is prioritized and protected.

7 Reading instruction focuses on essential components of reading instruction, including explicit, systematic, and research-based instruction, (A) explicit, systematic, and research-based reading intervention, (B) explicit, systematic, and research-based reading coaching, and (C) explicit, systematic, and research-based meeting.

8 All families participate in school-family interactions focused on shared decision making and problem solving.

9 Explicit and systematic instruction is the basis of reading instruction. Explicit and systematic instruction includes explicit, systematic, and research-based reading instruction, (A) explicit, systematic, and research-based reading intervention, (B) explicit, systematic, and research-based reading coaching, and (C) explicit, systematic, and research-based meeting.

10 All families participate in school-family interactions focused on shared decision making and problem solving.

11 Teaching strategies are used to foster active student engagement and participation during meeting participants. Throughout the focus, all families are included in the decision making and problem solving process.

**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.



**MTSS-R IMPLEMENTATION CHECKLIST V.3**

**How to use this template**

1 Make a copy of this template. 2 Share the template with your team. 3 Collaboratively complete the template. 4 Make sure to save the template as a Word document so that it can be easily edited and shared with others.

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