

# **Incorporating the Science of Reading into Your NeMTSS Framework**

# Welcome



Mary Jo McElhose  
NeMTSS Literacy Systems Consultant  
[mjmcelhose@gmail.com](mailto:mjmcelhose@gmail.com)



Abby Burke  
Reading Specialist  
Nebraska Department of Education  
[abby.burke@nebraska.gov](mailto:abby.burke@nebraska.gov)

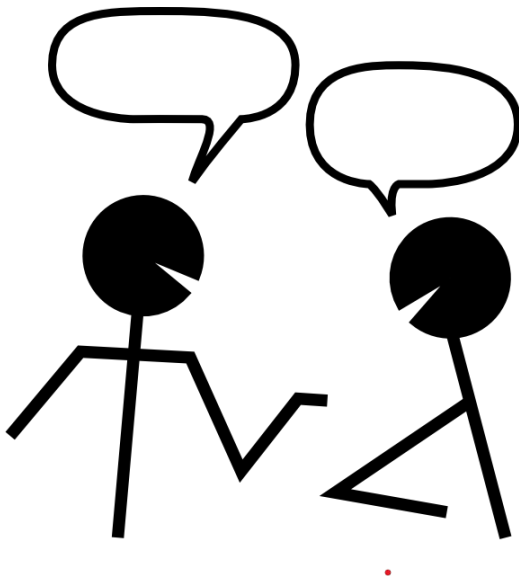


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# Opening/Inclusion

What are some ways  
you support  
students' literacy  
development?



Turn to your elbow  
partner and share



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# Objectives

- Provide an overview of NeMTSS and core beliefs
- Establish the “why, what and “how” for incorporating the science of reading into your NeMTSS framework
- Identify principles of a structured literacy approach to teaching reading
- Examine assessment data sources to guide in providing just right instruction (Answering DuFour’s Questions)



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**Mindsets** about  
teaching and learning  
are direct correlations  
to **student outcomes**.



# Core Belief: Student Outcomes



- We are **improving** educational outcomes for students.
- All student groups **deserve** access to Nebraska Content Area Standards.
- All student groups can make **progress** when provided access to Nebraska Content Area Standards.



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# Core Belief: Equity

“Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity”



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EXCLUSION



SEPARATION



INTEGRATION



INCLUSION



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# Core Beliefs and Norms



*A sense of genuine belonging*

## Shared belief that each student:

- Is capable of learning
- Deserves equitable opportunities and access

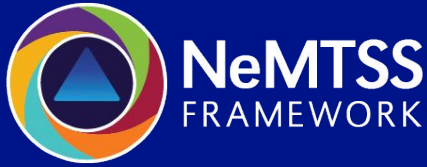
## Teams need to:

- Explicitly clarify core beliefs
- Set norms for interaction that reflects core beliefs
- Normalize calling the team back to those norms in moments of challenge
- Ground decisions in the core beliefs for continuous improvement
- Explicitly look for and take actions to eliminate the negative impact of institutional biases and patterns of student marginalization



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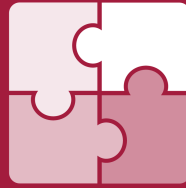




In Nebraska, a Multi-tiered System of Support (MTSS) is defined as an ***educational framework*** for ***continuous improvement***, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for ***all students*** in the state.



**Shared Leadership**



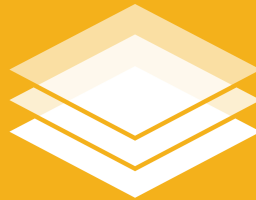
**Communication,  
Collaboration & Partnerships**



**Evidence-Based  
Practices**



**Building Capacity & Infrastructure  
for Implementation**



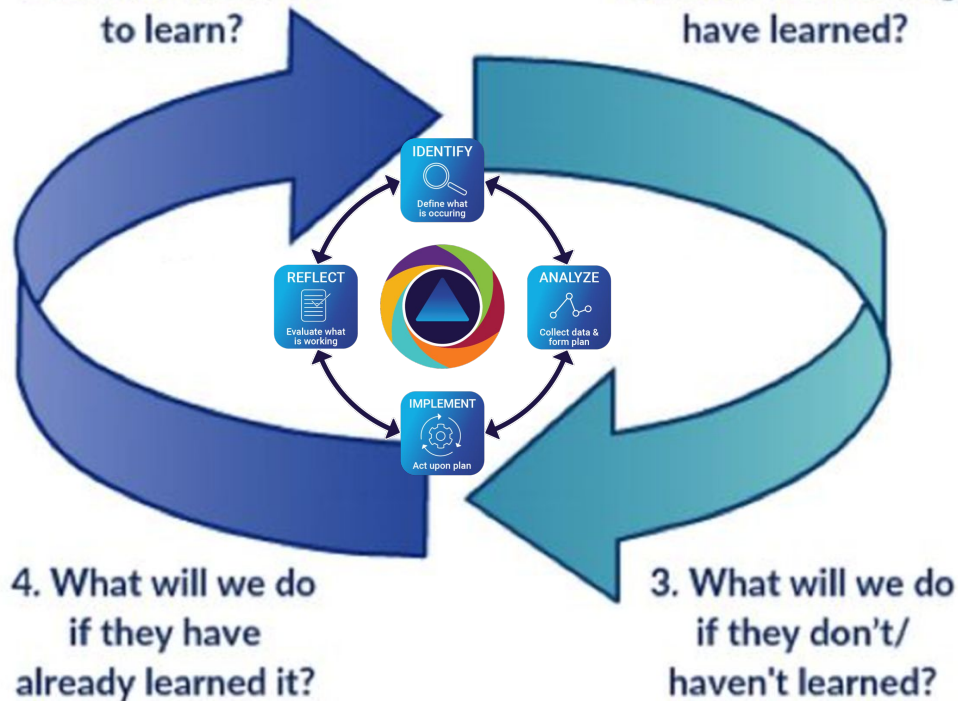
**Layered Continuum  
of Supports**



**Data-Based Problem-Solving  
& Decision-Making**

1. What do we  
need our students  
to learn?

2. How will we know  
students are learning/  
have learned?



**DuFour's PLC  
Essential Questions  
align to the MTSS  
process meeting the  
needs of ALL  
students**

(DuFour, DuFour, Eaker, Many, 2010)

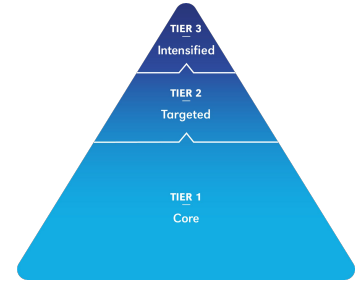


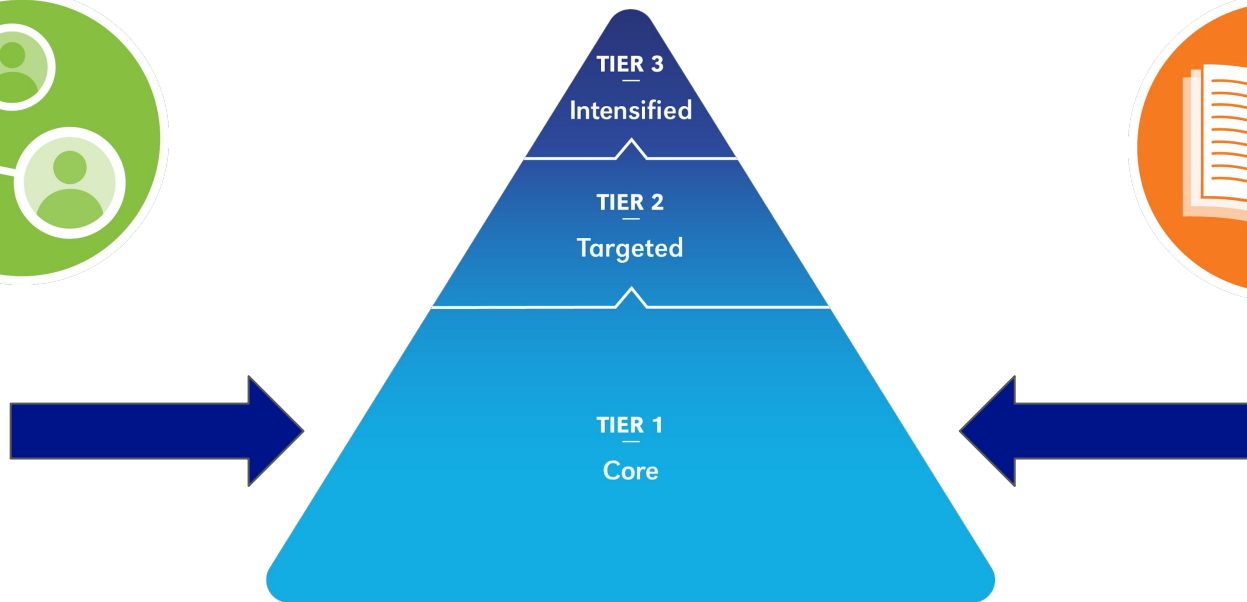
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# Model of Prevention

- Tier 1: Core Supports for **All** Students
  - All students receive instruction within an evidence based, scientifically researched core program
- Tier 2: Targeted Supports for **Some** Students (10-25%)
  - provided **in addition to** Tier 1 Core supports
  - supplements and supports the Core Program
  - can be provided in a variety of settings and by a variety of educators
- Tier 3: Intensified Supports for **Few** Students (1-10%)
  - supports are layered on to supplement and support Tier 1 Core and Tier 2 Targeted supports





# What do we want students to know and be able to do in Literacy?



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# Access for All: Core Instruction

“The universal tier [*core instruction*] is the first intervention for all students and is our opportunity to have the largest impact on student achievement by creating a sustainable and strong learning foundation upon which to build edifying supports for those who need them.”

Gibbons, Brown, & Niebling, 2019



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**Objective #2**  
**Establishing Your Why, What**  
**and How**



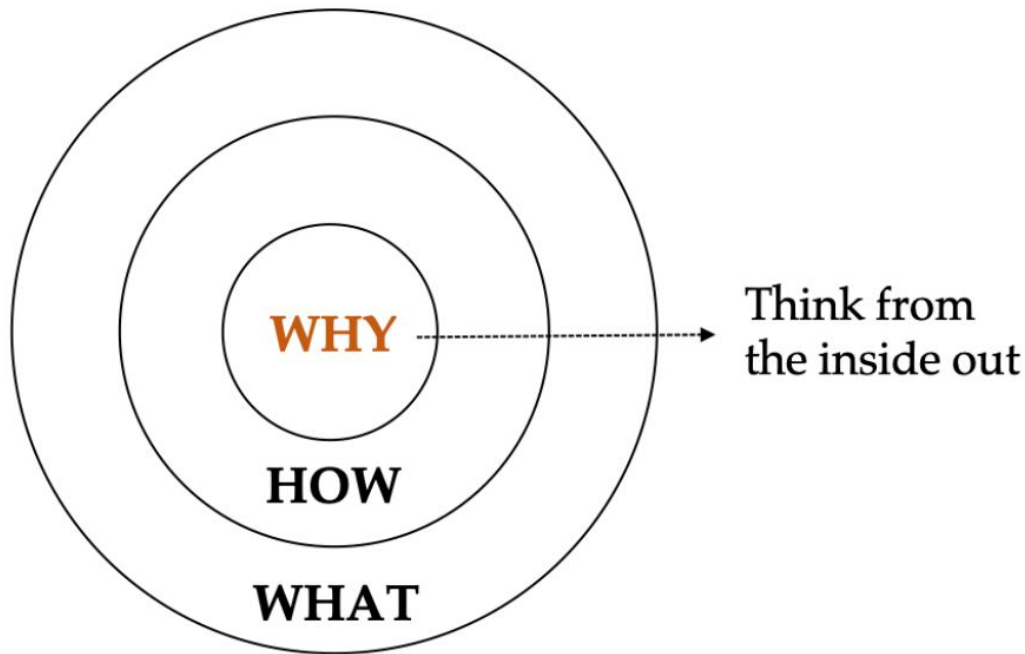
*“A good system shortens the road to the goal.”*

-Ralph Waldo Emerson

**WHY:** The purpose, cause or belief behind what you are doing.

**HOW:** The actions taken to realize the WHY

**WHAT:** The product, service or job function. Provides tangible proof of your purpose.



Sinek, Simon (2009). *Start with the Why.*



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For everyone,  
everywhere, literacy  
is, along with education  
in general, a basic human  
right.

Get more on [RelicsWorld.com](http://RelicsWorld.com)

- Kofi Annan



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# Nebraska Reading Improvement Act

- Early identification of students at risk for future reading difficulty
- Targeted reading instruction
- Family notification and collaboration

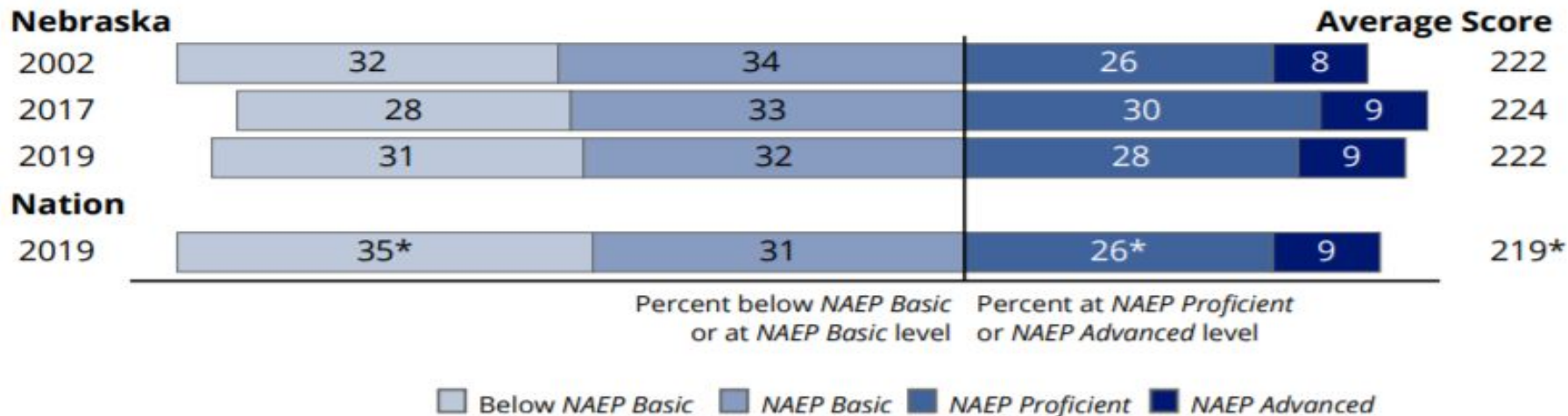


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# Nebraska NAEP Data

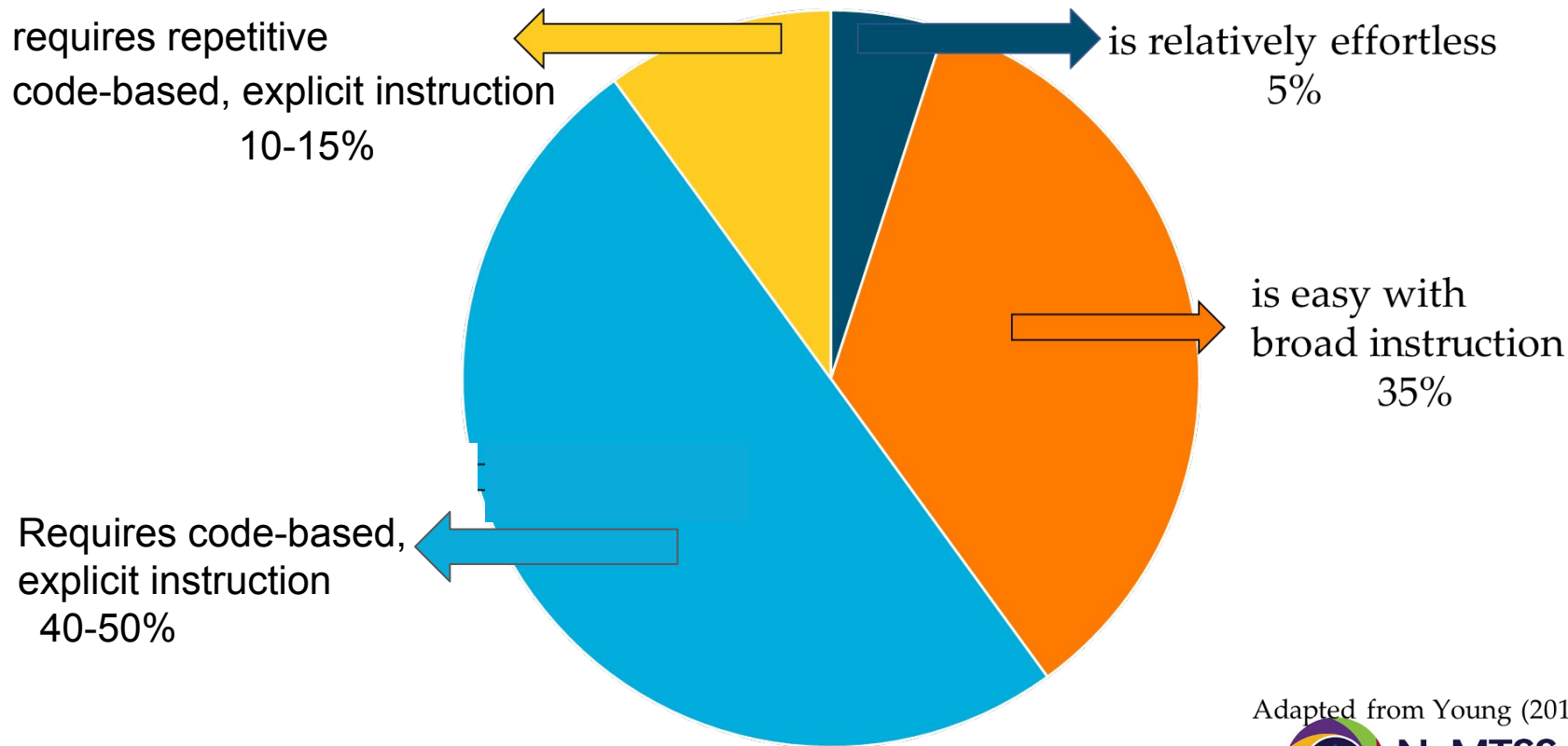
## NAEP Achievement-Level Percentages and Average Score Results



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# Learning to Read



Adapted from Young (2017)



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# There is Good News: When We Know Better We Do Better

- Reading research indicates that **90-95% of ALL students, including those with learning disabilities**, can achieve literacy levels at or approaching grade level (Torgeson, 2007)
- Bryan Goodwin in his article "Cracking the Reading Code" states that with **effective instruction** and **intentional, strategic layered support**, as many as **98% of students** could read on grade level (Educational Leadership; 2020)



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# The Truth About Reading...

1. Teaching reading is essential and urgent
  - Teaching all children to read proficiently by third grade should be the number one priority for schools
2. Teaching reading is complex
  - Teaching reading *is* rocket science (Moats, 1999)
3. Teaching reading should be guided by science research
  - Teachers must have **in-depth understanding of reading instruction** and **assessment**

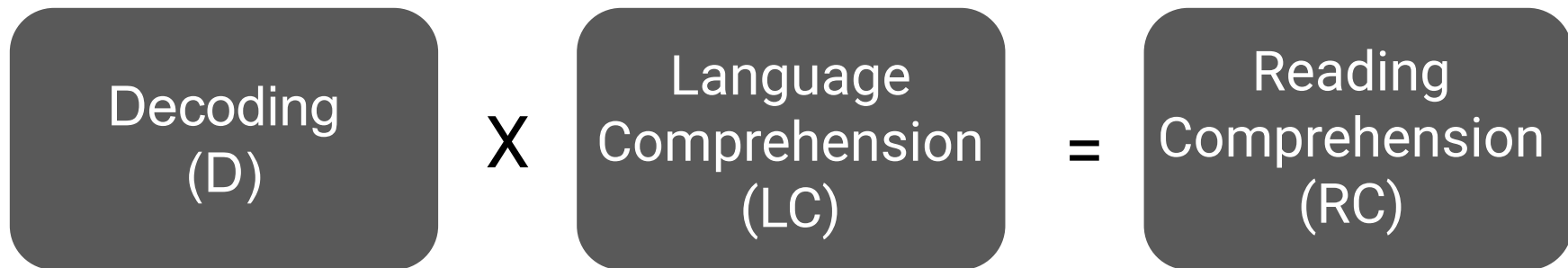
Timothy Shanahan, University of Illinois at Chicago



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# Simple View of Reading



$$D \times LC = RC$$



## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURES**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

Increasingly  
**Strategic**

Increasingly  
**Automatic**

## Skilled Reading

Fluent execution and  
coordination of word recognition  
and text comprehension

SOURCE: Scarborough, H. 2001. Connecting early language and literacy to later reading (disabilities: Evidence, theory, and practice. Pp. 97-110 In S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.



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# The Big 5 in Reading...

1. Phonemic Awareness

2. Phonics

3. Fluency

4. Vocabulary

5. Comprehension



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**Objective #3**  
**Principles of Structured Literacy**

# Structured Literacy: Principles of Instruction

1. Explicitly teach skills and concepts
2. Sequence of instruction and materials
3. Hands on, engaging and multimodal
4. Deliberate practice
5. Corrective feedback
6. Diagnostic and responsive
7. Application of what is taught



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# Explicitly Teach Skills and Concepts

**Explicit Instruction** is making the learning goal obvious to the students and overtly teaching skills and concepts step-by-step.



I Do



We Do



You Do

## For Example

You could use explicit instruction to show how to segment a one syllable word into individual sounds.

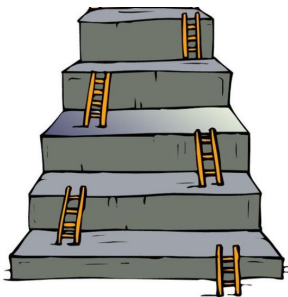


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# Scope and Sequence of Instruction and Materials

**Scope and Sequence of Instruction and Materials** the scope tells you what to teach and the sequence tells you the order to teach.



## For Example

You would teach students how to blend two letters before asking them to find the blends in words.



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# Hands-on, Engaging, and Multimodal

**Hands-on, engaging and multimodal** actively engaged in learning. They are expected to respond to pointed questions and demonstrate skills acquisition.



## For Example

Move tiles into sound boxes as words are analyzed.

Sign hand gestures to support memory for associations.

# Deliberate Practice

**Deliberate Practice** as each new concept is introduced, it is practiced in conjunction with the concepts that have been previously learned. Focus is on improvement rather than repetition.



I Do



We Do



You Do

## For Example'

In phonemic awareness, ask students to segment words with the sounds short *a*, /m/, /p/, and /t/. Explain that the letter *m* spells the sound /m/, etc. Have students individually practice saying letter names in isolation. Have students individually practice reading letter sounds in isolation. Ask students to segment words with the sounds short *a*, /m/, /p/, and /t/, and then arrange letter tiles to spell the segmented words.



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# Corrective Feedback

**Corrective Feedback** provides specific and corrective feedback during and after task to help students demonstrate a skill/concept when they could not otherwise have done so on their own.



## For Example

If a student reads 'pant,' instead of 'plant' you would point to the beginning of the word and you would say, "I see two letters at the beginning here that spell two sounds." Point to each letter as you go, "/p/ /l/ /ă/ /n/ /t/. Say the sounds as I point to the letters, /p/ /l/ /ă/ /n/ /t/. What's the word?" They say it, and then you say, "Now go back and read the sentence again."



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# Diagnostic and Responsive

**Diagnostic and Responsive** is based on careful and continuous assessment — both informal (e.g., observation and all types of formative assessment) and formal (e.g., normed and standardized measures)



## For Example

- During small group instruction observe and take note if a student is still having trouble segmenting CVC words
- Use of a formal diagnostic assessment that is included in Core materials
- Use of a diagnostic such as the CORE Phonics Survey



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# Application of What is Taught

**Application of What is Taught** many opportunities to apply what they have learned to read connected text to acquire meaning and knowledge.

*Dig . . . and . . . pat,*

*D I G . . .*

*A N D . . .*

*P A T.*

It was hot  
in the sun!

"I want to nap,  
not dig."



## For Example

Student uses decodable text that includes skill taught during explicit, systematic phonics instruction.

# NE Dyslexia Statute 79-11, 156-158

Student; receive evidence-based structured literacy instruction.

(1) Beginning with the 2018-19 school year, unless otherwise provided in an individualized education plan for a student receiving special education services, each student who is identified as exhibiting characteristics of dyslexia shall receive evidence-based structured literacy instruction implemented with fidelity using a multisensory approach as provided in the technical assistance document for dyslexia adopted and promulgated by the State Department of Education pursuant to section 79-11,157.

(2) A school district shall not require a student who exhibits characteristics of dyslexia to obtain a medical diagnosis to receive intervention pursuant to this section.

[Nebraska Dyslexia Guide](#)

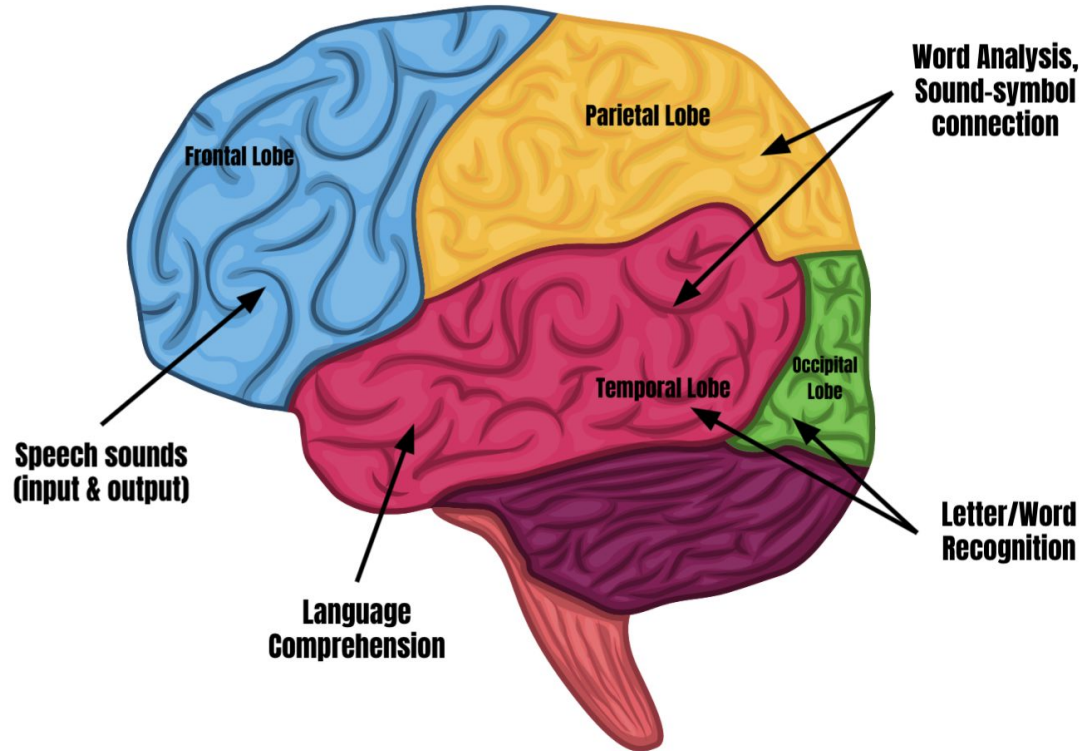
<https://nebraskalegislature.gov/laws/statutes.php?statute=79-11,156>



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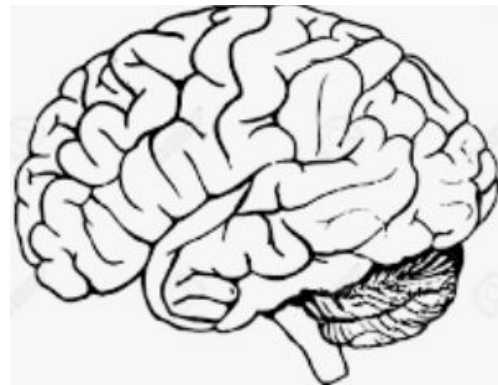
# The Reading Brain



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# The Reading Brain



## Frontal

- Pronunciation
- Articulation

## Temporal

- Language Comprehension

## Parietal

- Phoneme Analysis
- Phoneme-Grapheme Association

## Occipital

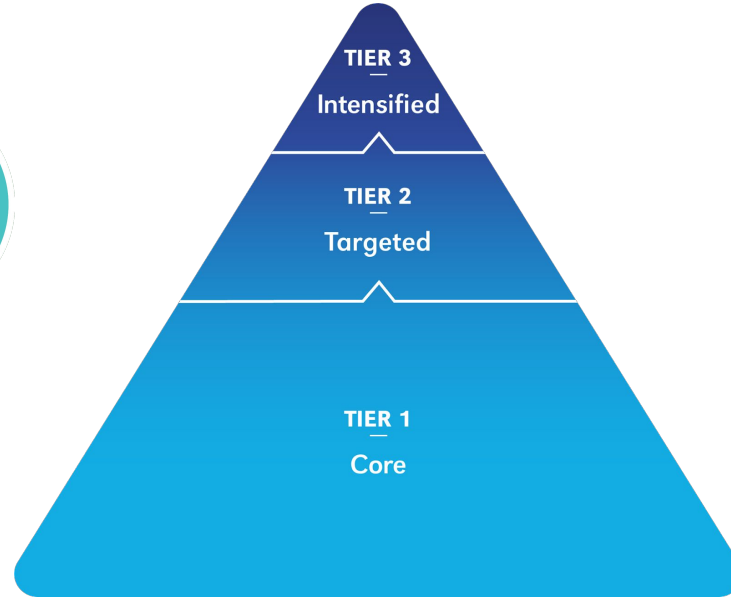
- Visual Word Form Area



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**Objective #4**  
**Data-based Problem Solving**  
**and Decision Making**  
**(Answering DuFour's**  
**Questions)**



How will we know students are learning/have learned?



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# Do you have Literacy data that answers the questions?

4Four Purposes of Assessment

Purpose	Question Answered	Characteristics	Example	Non-Example
Screening	Who needs support?	<ul style="list-style-type: none"><li>• Brief</li><li>• Standardized</li><li>• Predictive</li><li>• indicators</li></ul>	Acadience Reading K-6	CTOPP-2
Diagnostic	What support is needed?	<ul style="list-style-type: none"><li>• Standardized or not</li><li>• Specific and detailed</li><li>• Closely linked to instruction</li></ul>	Acadience Reading Diagnostic: Comprehension, Fluency & Oral Language (CFOL)	Benchmark Assessment System
Progress Monitoring	Is the support working?	<ul style="list-style-type: none"><li>• Brief</li><li>• Standardized</li><li>• Sensitive to change</li><li>• Alternate forms at same difficulty level</li></ul>	Acadience Reading K-6	DRA
Outcome Evaluation	Did the support work?	<ul style="list-style-type: none"><li>• Standardized</li><li>• Norm-referenced</li></ul>	State Accountability Test in ELA	Running Record

[Pentucket Regional School District \(Brent Conway\) Example of Tiered Assessment System](#)

[NeMTSS Assessment Charts](#)

[Nebraska Reads - Assessment Information](#)



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# You've Got the Data, Now What? - Examining Assessment Data

- Looking for school trends (Where to allocate school resources)
- Looking for within- and cross-grade-level trends
  - What are particular grade levels doing well?
  - Where can they improve?
- Planning for Instruction
  - Strengthening the Core vs Intervention
  - Grouping students based on need
- Drilling down to the individual level

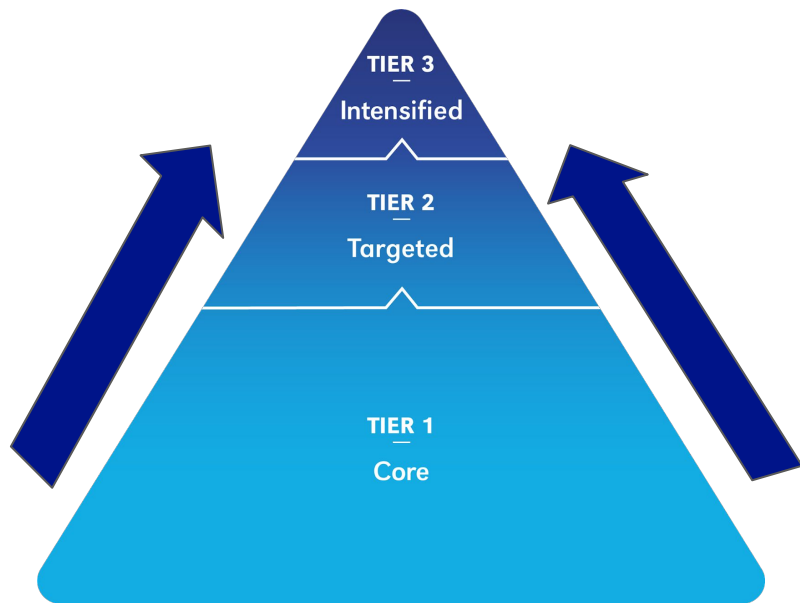


[Aligning Instruction to Data Resource](#)



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# What will we do if students don't/haven't learned it?



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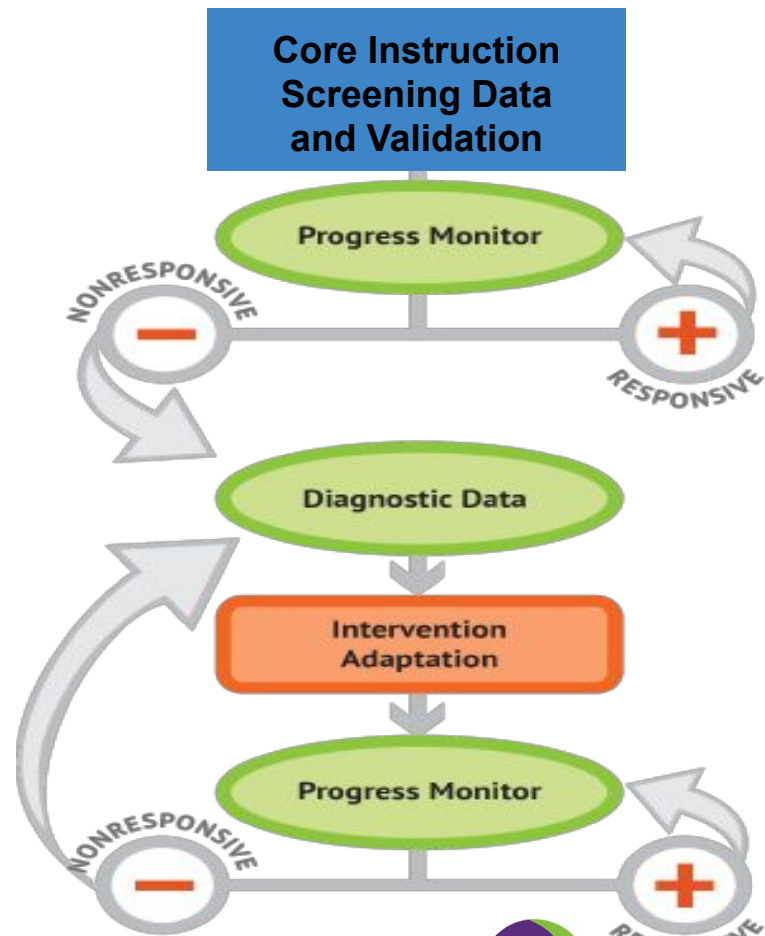


# A Flowchart Model:

- Ongoing Process
- Not a single, static intervention program
- Domain/Content specific
- Individual
- Sustained period of time

[Decision Rules for Reading Intervention](#)

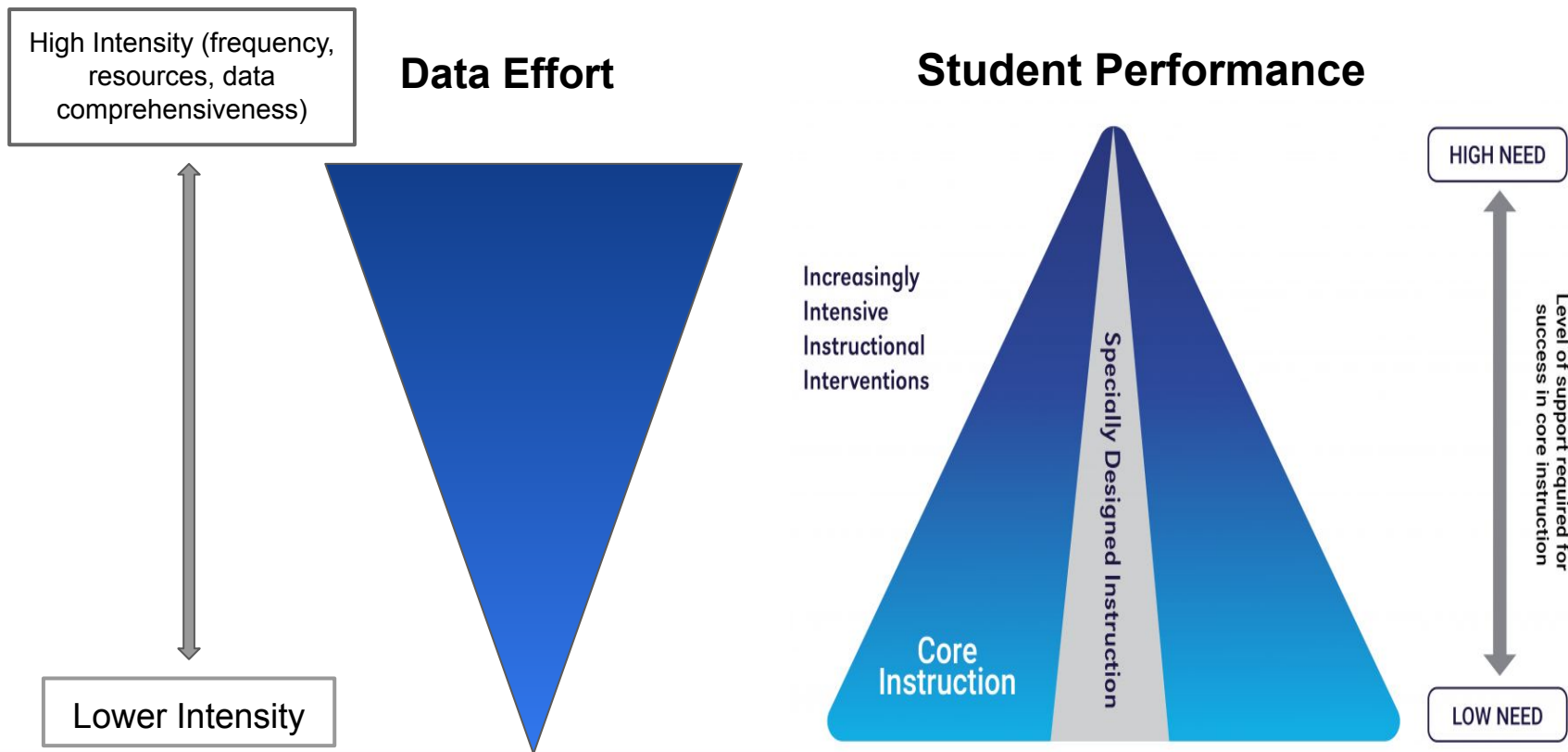
[Intervention Inventory Tool](#)



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# Understanding Data Effort and Intensifying Instruction



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# Targeted instruction exists within and is layered upon CORE/Tier 1

## Designing instruction:

- Are you aligning your instruction to the literacy skill deficit identified by the diagnostic tool?
- Are you aware of what is being taught in intervention with your lowest students?
- Are you delivering systematic, explicit instruction?
- Is your instruction promoting literacy progress for each student in your groups? If not, what can be modified or intensified to ensure progress is being made.



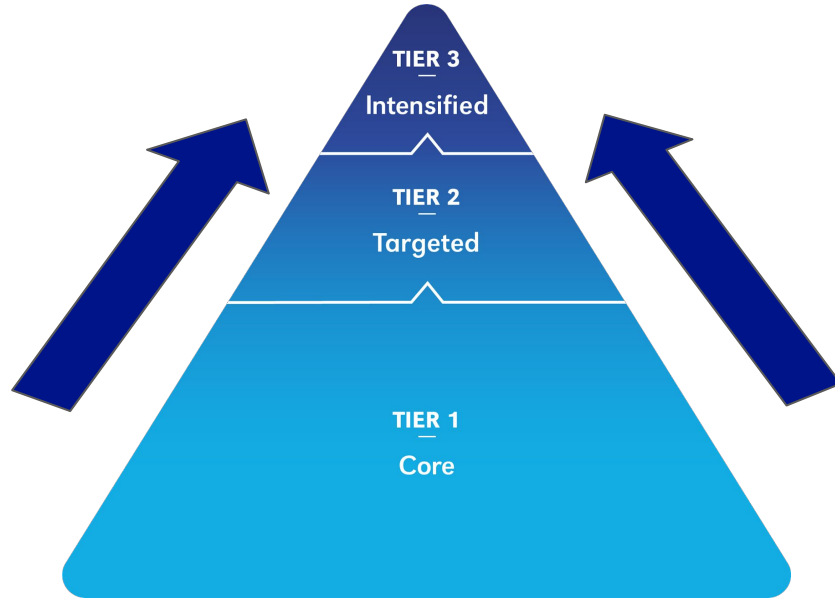
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# Example of Scope & Sequence Misalignment

Week	Core Curriculum (Journeys)	Intervention (EIR)	Intervention Skill Introduced in Core
Week 1	Short Vowels a, i, CVC Syllable	-ee, CV Pattern, VCE Pattern	Week 13
Week 2	Short Vowels o, u, e, CVC Pattern	Adding -ed, Chunking Multisyllabic Words	Week 9
Week 3	Long Vowels a, i Sounds for c	ew Pronounce OO, Compound Words	Week 26
Week 4	Long Vowels o, u, e Sounds for g,	CVC Pattern	Week 1
Week 5	Consonant Blends with r, l, s	-cy	Not Taught





# What will we do if students have already learned it?

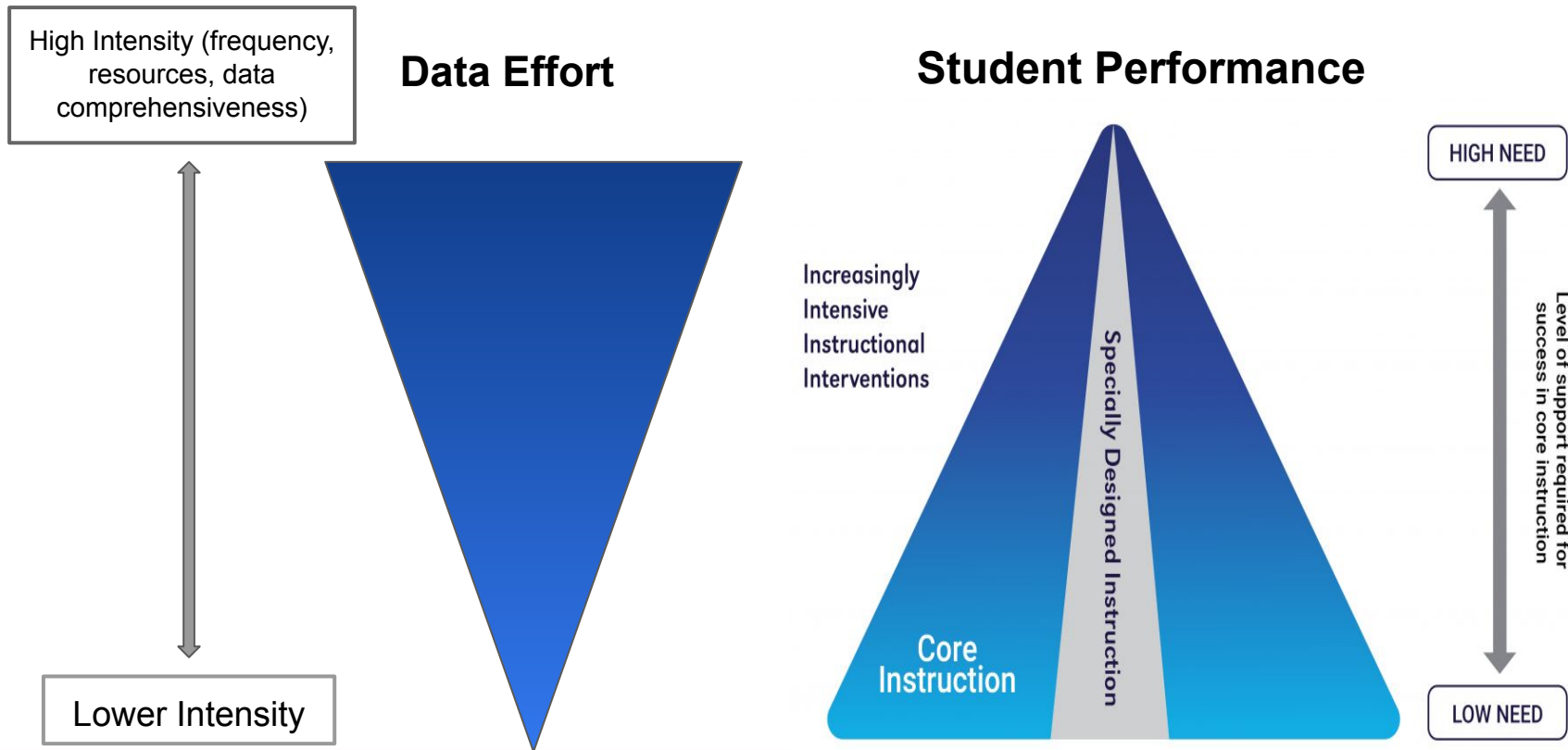


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# Same Rules Apply: Understanding Data Effort and Intensifying Instruction



# What we know about high ability learners:

Research indicates that high-ability students are growing academically at a slower rate than their peers.

(Shin et al., 2013; Xiang et al., 2011).

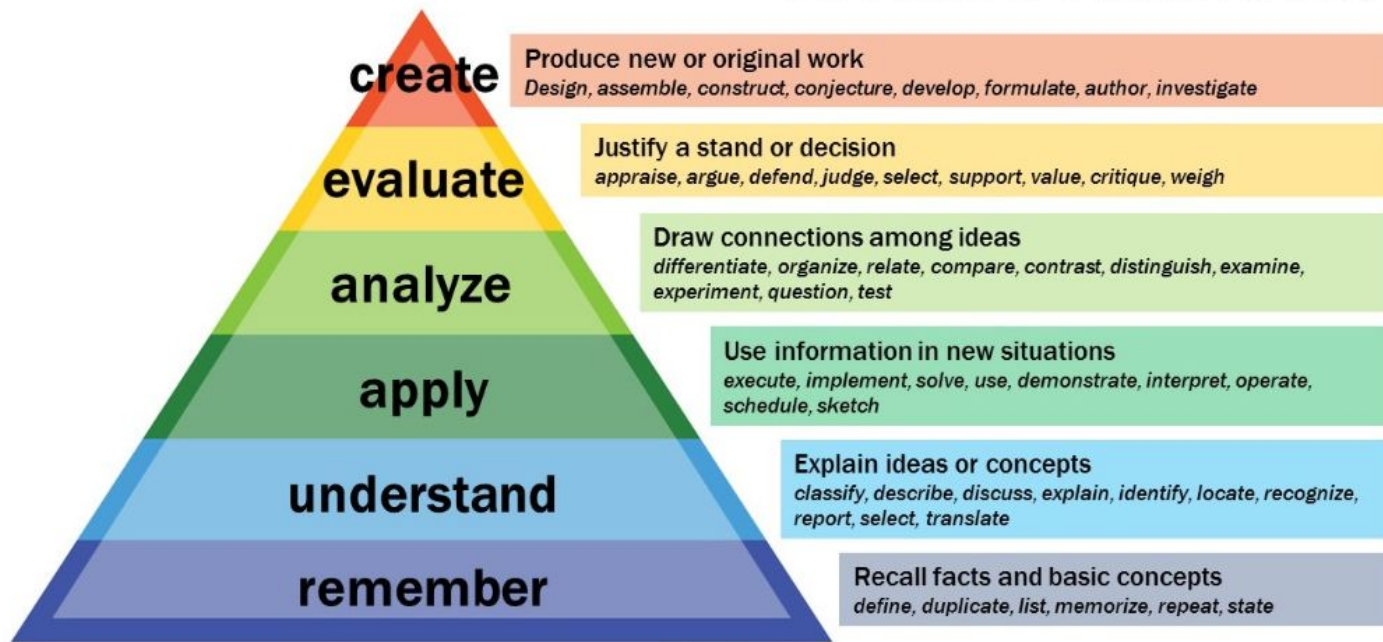


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# Facilitating Higher Level Learning

## Bloom's Taxonomy



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# Suggestions for Structuring Lessons

- Compact the curriculum. This is done by removing content where high-ability students already have mastery. This will mean high-ability students are not redoing things they can already do.
- Reduce the amount of time spent on teacher talk or drill and practice activities. This will help to increase the pace of the lesson for high-ability students.
- Let high-ability students work on their own sometimes. Give them creative thinking activities to help engage and motivate them.
- Find ways for high-ability students to have input into the structure of lessons. This will make sure they can follow their lines of interest and/or inquiry as they arise. This does need teacher flexibility.



# Enrichment/Expansion of Learning Resources

- Reading list of good books for bright kids
- Curriculum Compacting
- Eight Steps to Curriculum Compacting
- The Compactor Organizer
- PBLWorks
- Building an Independent Study
- NDE - High Ability Learners



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# Optimistic Closure

2 things that surprised me  
about the topic

1 thing I want to start doing  
based on what I've learned



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2022 NeMTSS SUMMIT

# CREATING COHERENCE

*October 13-14, 2022*



## WE WANT YOUR FEEDBACK!

Scan the QR code to complete a brief evaluation after each session throughout the summit.



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***PLACE PROGRAM LOCKUP HERE***





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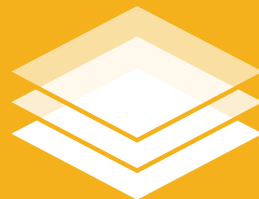
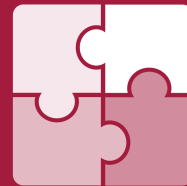




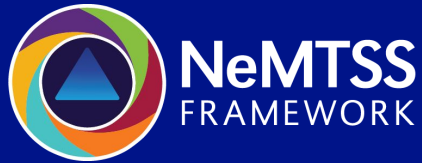
# GRAPHIC TOOLBOX



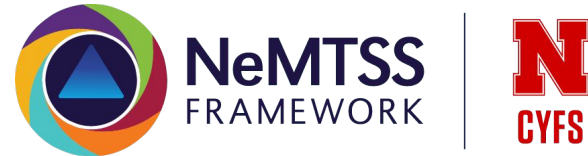
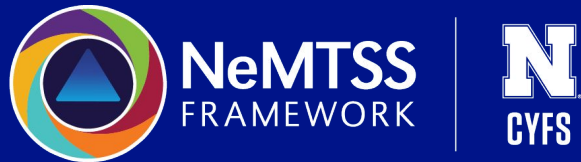
# Essential Element Icons



# Logos



# Program Logos



# Program Icons

