

Leveraging MTSS to Support Older Striving Readers



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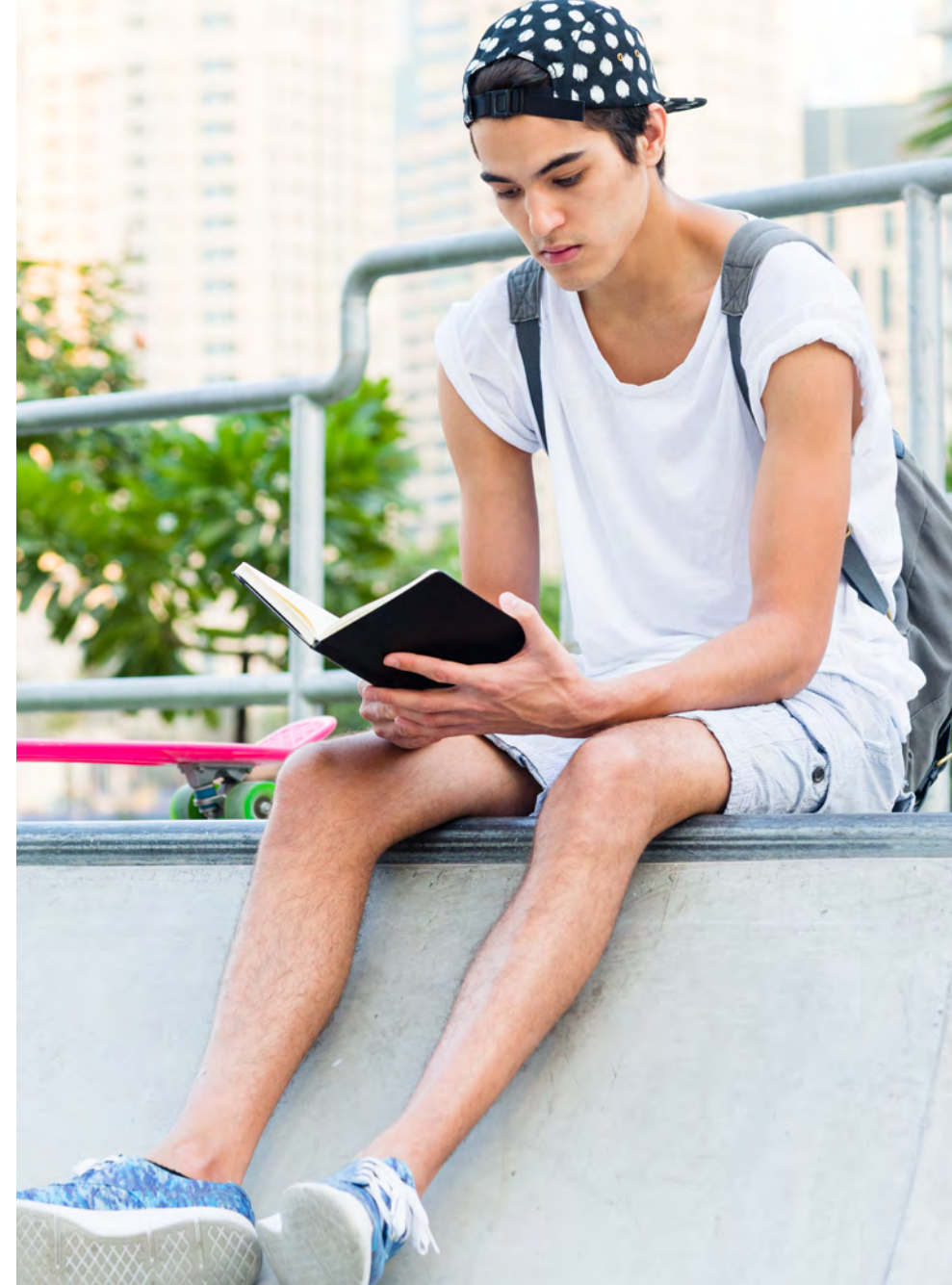
Meet Your Presenter



Marilyn Sprick

Lead-Author of The Third Quest
and Read Well K-2

Consultant and Literacy Expert



Leveraging MTSS to Support

Older Striving Readers ...

- 5th and 6th grade students
- 7th and 8th grade students
- High school students



Example
Acadience
Fall Benchmark Assessment

AMBER
Grade 6
< 10th Percentile

^{swimmed} ^{province} ^{hunday} ^{for}
In nature, seaweed provides a safe habitat and food for many different 9
^{In} ^{plant} ^{for} ^{crab}
sea animals. It is an important part of the ocean's food chain, because 21
^{viiita} ^{needed}
seaweed is rich in the vitamins and minerals that are necessary for many 32
creatures. 37



Rate the student's:

Reading Abilities

5

High

Social-Emotional Health

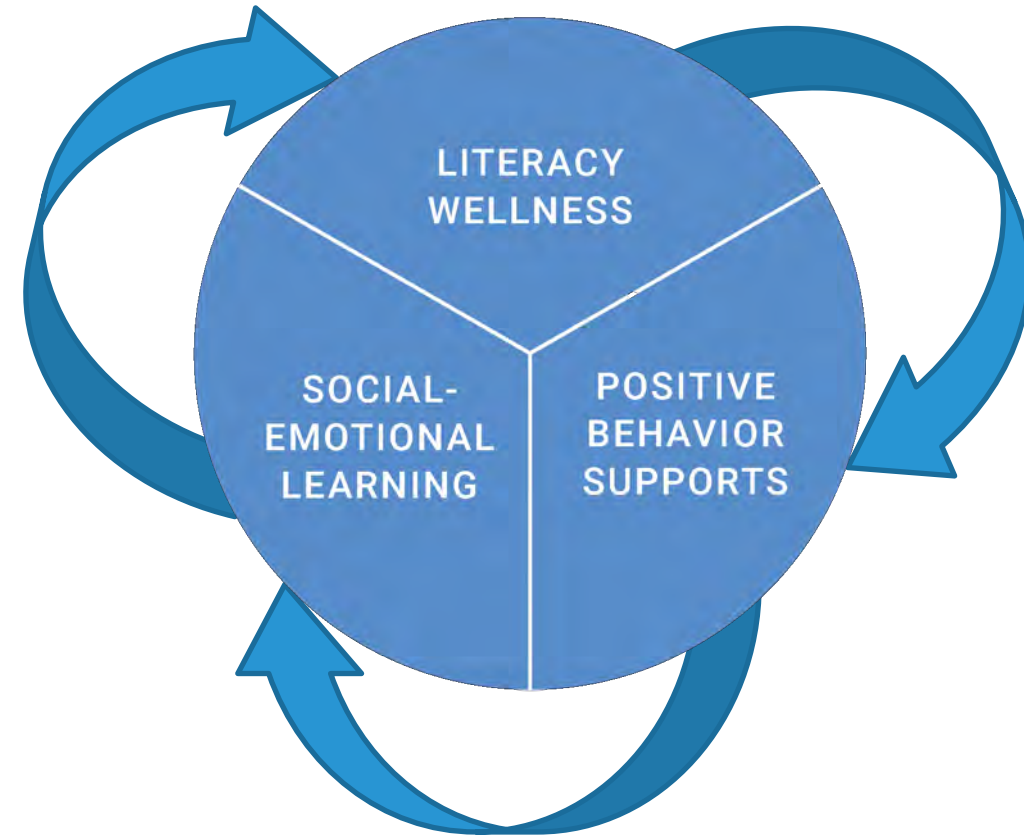
5

High

Motivation and Behavior

5

High



Many different organisms live in the salty water of the world's oceans, and one of the most useful and nutritious is seaweed. There are thousands of species of seaweed that grow in different shapes and colors. Seaweed grows in small bunches or in vast underwater forests and attaches itself to objects or to the ocean floor. Seaweed absorbs nutrients from water, and, like other plants, it makes its own food. Also, like other plants, it needs sunshine to produce its food, so it grows mainly in shallow water. A single plant can be very short or as long as three hundred feet.

In nature, seaweed provides a safe habitat and food for many different sea animals. It is an important part of the ocean's food chain, because seaweed is rich in the vitamins and minerals that are necessary for many creatures.

Gold Standard Reader
Acadience
Fall Benchmark Assessment

Hanna
Grade 6
> 90th Percentile



Many different organisms live in **the** salty water of the world's oceans, and one of the most useful and nutritious is seaweed. There are thousands of species of seaweed that grow in different shapes and colors. Seaweed grows in small bunches or **in** vast underwater forests and ^{achieves} **attaches** itself to objects or **to** the ocean floor. Seaweed absorbs ^{nutrients} **nutrients** from water, and, like other plants, it makes **its** own food. Also, like other plants, it needs sunshine to produce **its** food, so it grows mainly in shallow water. A single plant can be very short or as ^{tall} **long** as three hundred feet.

In nature, seaweed provides a safe habitat and food for many different sea animals. It is an important part of the ocean's food chain, because seaweed is rich in the vitamins and minerals that are necessary for many creatures.

Example
Acadience
Fall Benchmark Assessment

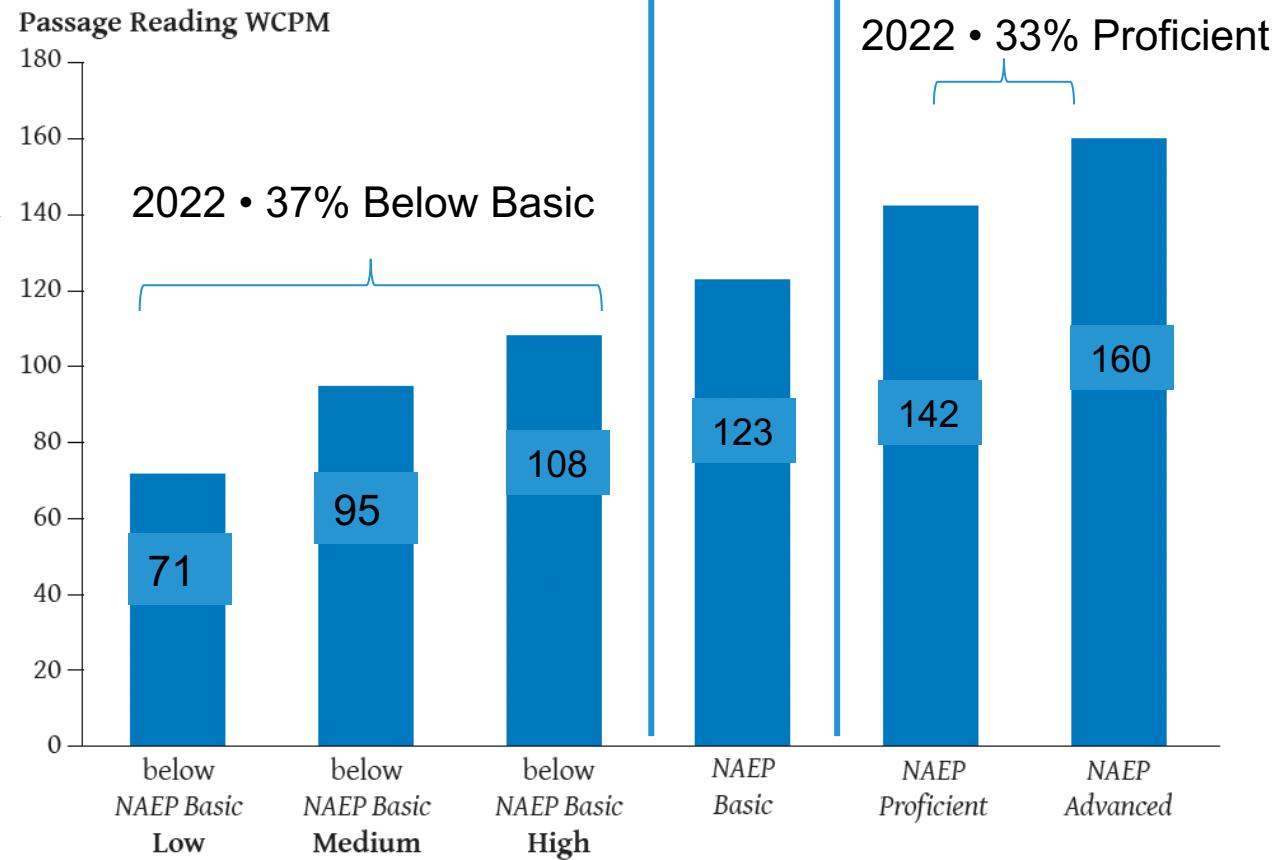
ANNA
Grade 6
40th Percentile



Why Fluency?

4th Grade

Figure 1. Average passage reading WCPM, by NAEP reading achievement level and below NAEP Basic subgroup: 2018



8th Grade • 2022

30% Below Basic

39% Basic

31% Proficient and Advanced

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Example
Acadience
Fall Benchmark Assessment

ANNA
Grade 6
End of 75 Lessons



She just lacks confidence.
~~[We need to build her confidence.]~~
 She doesn't try hard enough.
~~[We need to motivate her.]~~
 She isn't interested in reading.
~~[We need to find the right book.]~~



Amber
 End of Year

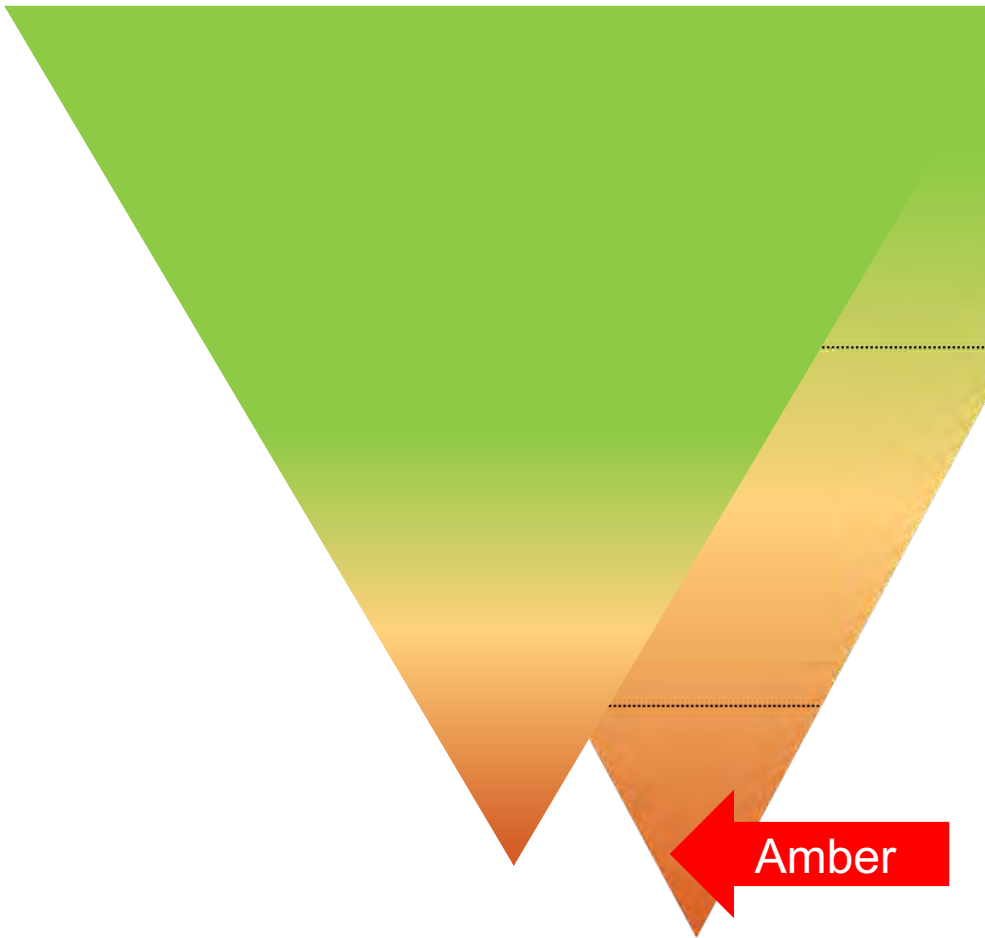
(Repeated Read)



Inheriting From the Past

Today, scientists use the scientific method to solve mysteries from the past.	9	140
	12	143
Step 1: Observation. The Great Pyramid of Egypt stands as tall as a 30-foot building.	22	153
	27	158
Step 2: Question. How did the Egyptians move massive stones to build the Great Pyramid?	36	167
	42	173
Step 3: Hypothesis. Thousands of workers were hired to build the Great Pyramid. Millions of stones were cut and dragged across wet sand in sleds. Then the stones were moved up the pyramid with ramps.	52	183
	62	193
	74	205
Step 4: Test. In artifacts, men can be seen dragging a heavy stone object across the sand. This has been tested, and it can be done if the sand is wet.	77	208
	89	220
Step 5: Conclusion. The Seventh Wonder of the World appears to have been built by thousands of people who worked hard and persevered.	102	233
	108	••
	118	
	130	
	131	

Multi-Tiered Systems of Support



Time (Systems)	Staff (Buy In)	Curriculum (Tools)	Progress Monitoring
Tiered Schedules of Support Tier 1 Universal Screening Universal Design (Sharon Vaughn) Tier 2 Small Group Tier 3 Small Group and 1-1	Talented Well-Trained Staff <ul style="list-style-type: none"> • Active Engagement • Positive Behavior Supports • Social-Emotional Health 	Systematic and Explicit Instruction Research-Based SOR <ul style="list-style-type: none"> • Vocabulary • Phonemic Awareness and Phonics • Fluency • Content Knowledge • Comprehension 	Internal <ul style="list-style-type: none"> • Assess Mastery of Skills Taught External <ul style="list-style-type: none"> • Generalization of Skills

Time • A Triple Dose

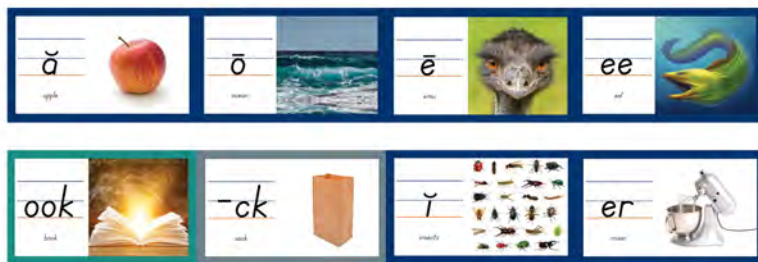
COLLABORATION

Kyle Gordon • Special Education Teacher

Kristi Oster • Intervention Teacher

Paraprofessionals • One-to-one

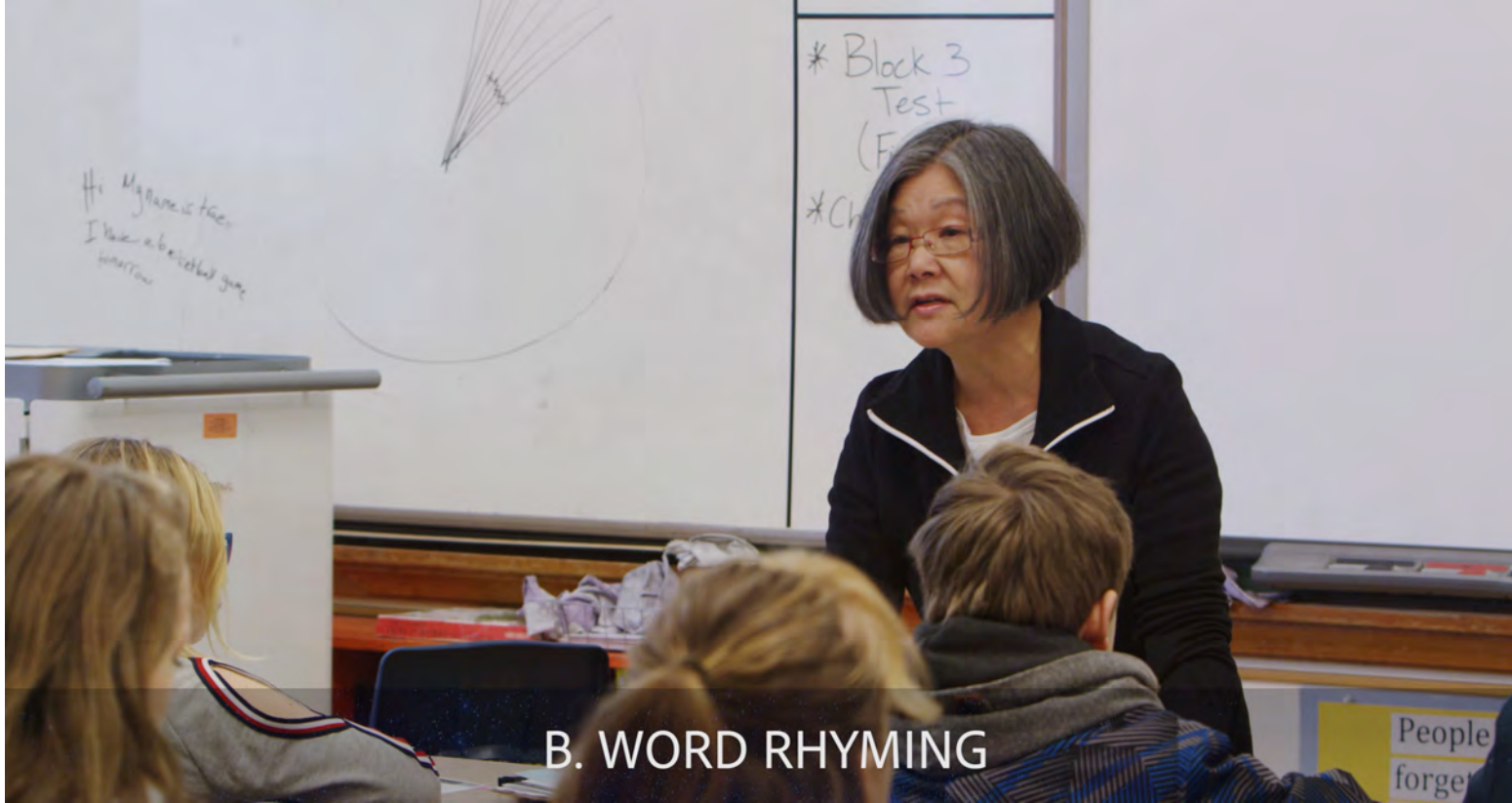
Principal, Ry Robinson



Do *intensify* instruction in a single skill sequence.



Curriculum • Word Study



RETEACHING FOR EFFICIENCY

- Letter-sound associations
- Immediate recognition of known sounds in words
- Recognizing common letter sequences in multi-syllabic words
- Building automaticity with repetition and quickly paced lessons



Do systematically and explicitly reteach foundational reading skills.

Systematic and Explicit ...

a ant Level 0.1	ō no Level 0.1	ē me Level 0.1	ee see Level 0.1	ook book Level 0.1	sh sheep Level 0.1	th the Level 0.1
ck shack Level 0.1	-s (affix) Level 0.2	i insect Level 0.3	-ing (affix) Level 0.3	er her Level 0.4	-er (affix) Level 0.4	u up Level 0.5
ea eagle Level 1.1	-ed (affix) Level 1.1	-y happy Level 1.1	or corn Level 1.2	o otter Level 1.3	wh wheel Level 1.3	wa water Level 1.3
old (rime) Level 1.4	a (schwa) Level 1.4	e end Level 1.5	-y my Level 1.5	un- (affix) Level 1.5	ar star Level 2.1	ou cloud Level 2.4

all ball Level 2.6	al also Level 2.6	oo moon Level 3.1	ly (affix) Level 3.3	ay hay Level 3.4	a_e cake Level 3.6	i_e kite Level 3.6
o_e bone Level 3.7	ir bird Level 4.1	ur turtle Level 4.1	u_e use Level 4.1	e_e these Level 4.3	u_e flute Level 4.4	ue glue Level 4.4
ow cow Level 4.6	-tion (affix) Level 4.7	ch chest Level 4.8	ce cent Level 5.1	ci city Level 5.2	ea bread Level 5.4	-ture (affix) Level 5.ML
ai daisy Level 5.7	-est (affix) Level 5.8	-ous (affix) Level 5.8	ge page Level 6.1	gi giraffe Level 6.2	ow elbow Level 6.4	igh night Level 6.7
oi point Level 7.1	oy toy Level 7.1	ew crew Level 7.2	aw straw Level 7.5	au astronaut Level 7.5	ph dolphin Level 7.7	oa boat Level 8.2

Curriculum • Vocab



SOR

- Student-friendly definitions
- Make connections with student background knowledge
- Have students *use* the words many times in many contexts



Do systematically and explicitly teach vocabulary.

Curriculum • Fluency

Accuracy
Expression
Rate

Water! The Gift of the Nile

Human history is about water. For thousands of years, wherever people lived, they hunted and gathered food. Out of their nomadic way of life, four early civilizations developed. All four of the civilizations were built near rivers.

By learning to control water, people in these great civilizations were able to farm. With farming, people had something they had never had before. They had time to think and invent.

Egypt was the second great river civilization to develop. A Greek historian called Egypt the gift of the Nile. Every year, the Nile flooded and left behind rich farmland.

The Egyptians used the rich farmland to plant crops. Each year, farmers produced more food than was needed for its people. Egypt became very wealthy. The Egyptian civilization lasted 3,000 years — the longest lasting civilization in the world.

9	144
19	154
29	164
37	172
47	182
58	193
68	203
78	213
90	225
97	232
107	••
118	
126	
135	

Use with Partner Timings.
Circle your highest score.

1. WCPM	2. WCPM	3. WCPM	4. WCPM

Do *provide* fluency practice in decodable text.



Curriculum • Comp

Engage in rich discussions
with students ...

Answering questions

- Teachers: Listening, interacting, paraphrasing, maintaining a focus on key concepts and and central ideas

Asking questions

- Watching for text evidence

Summarizing

Visualizing



Do teach research-based comprehension strategies.

Curriculum • Content

Finding the answers to scientific questions is hard work. Scientists observe, ask questions, form hypotheses, and then test their hypotheses to find answers.

From fossil evidence, scientists have observed that dinosaurs lived on Earth for about 170 million years. Then, about 66 million years ago, they started to disappear. Scientists asked, “What killed the dinosaurs? Why did they go extinct?”

.....

There are many hypotheses about why the dinosaurs went extinct. One hypothesis is that they got so big that they could not stand up. Another hypothesis is that the dinosaurs got sick. Still another hypothesis is that a massive asteroid killed off the dinosaurs. Why the dinosaurs went extinct was a mystery for many years.



Do teach content knowledge.

Informational
Text

Narrative Fiction

Scientific Method, Earth History, Ancient History

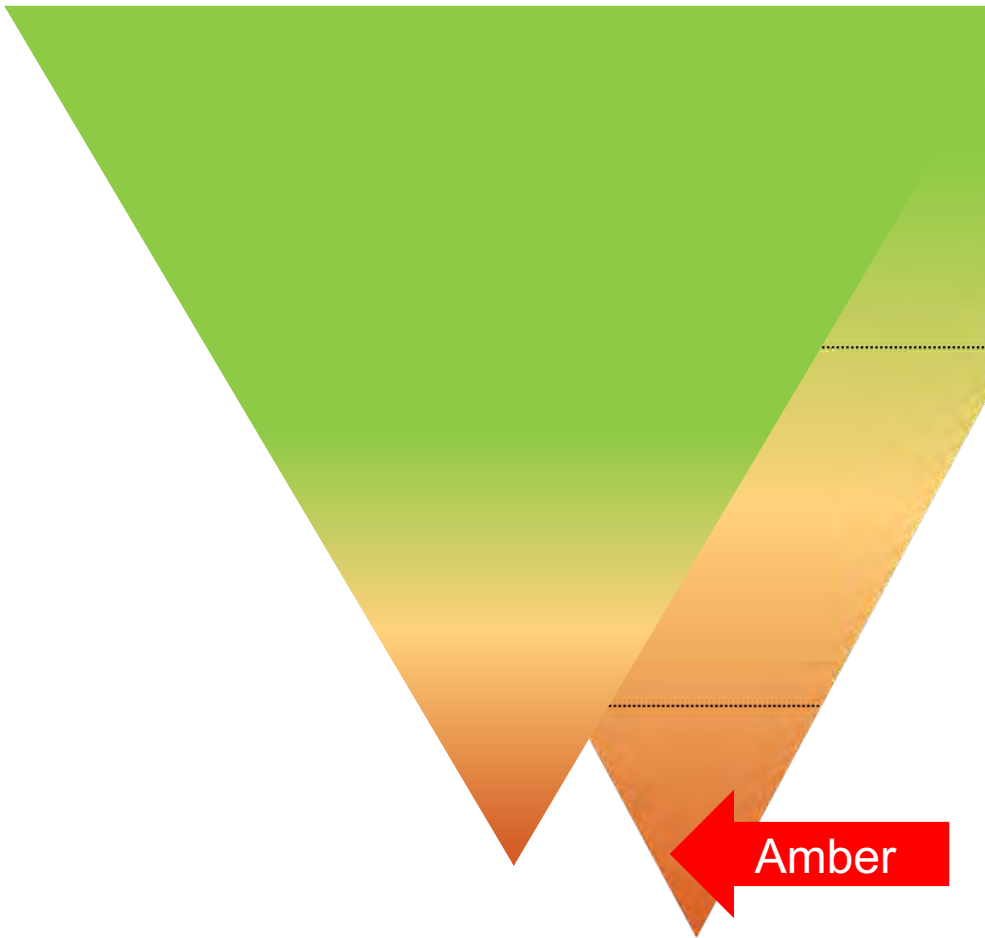
Six kids had been picked for the Quest and then transported into the past. They had been sent to Madagascar 65–70 million years ago.

It was a good team. Mindy and Zack had been student leaders. Tuppins was a walking Internet. He was different, but he would be an asset. Ling and Anna helped with questions and more facts.

.....

Shack began walking. The sky had gotten dark and the air was toxic. Shack said, “The memo said to find food, water, shelter, and fresh air.” Shack said, “We need to do something. We need to try.” He would not sit still. Shack was bold and smart.

Multi-Tiered Systems of Support



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Progress Monitoring • Internal

PRETEST		LEVEL 1						LEVEL 2						LEVEL 3					
Date		Mid-Level Checkpoint			End-of-Level Checkpoint			Mid-Level Checkpoint			End-of-Level Checkpoint			Mid-Level Checkpoint			End-of-Level Checkpoint		
14-Sep		Date: 10/12			Date: 10/25			Date: 11/3			Date: 11/8			Date: 11/30			Date: 12/14		
Enter Pretest Scores Below		Goal	Score	Errors	Goal	Score	Errors	Goal	Score	Errors	Goal	Score	Errors	Goal	Score	Errors	Goal	Score	Errors
90	1st Reading >	96	101	4	100	104	2	104	103	1	108			112			116		
	2nd Reading >								106	0									
If you wish to practice, copy this sheet and create a practice file. If you use this sheet to practice, delete your practice rows. (Delete 2, 4, or 6)																			
46	1st Reading >	52	62	3	56	82	0	60	78	2	64	53	2	68	63	1	72		
	2nd Reading >		78	1		88	0		91	2		60	1		82	1			
50	1st Reading >	56	123	4	60	97	8	64	92	4	68	86	4	72	92	5	76		
	2nd Reading >		108	1		114	7		111	5		115	5		102	2			
82	1st Reading >	88	78	3	92	98	4	96	103	0	100	91	3	104			108		
	2nd Reading >		94	2		112	0		120	1		102	0						
80	1st Reading >	86	108	3	90	109	4	94	102	1	98	95	1	102	91	3	106		
	2nd Reading >		130	0		112	2		129	1		111	3		113	2			
68	1st Reading >	74	99	2	78	75	3	82	86	1	86	77	4	90	88	2	94		
	2nd Reading >		102	0		80	1		97	0		100	1		89	1			
79	1st Reading >	85	104	1	89	98	2	93	121	0	97	77	0	101	110	2	105		
	2nd Reading >		118	2					128	0		101	2		117	1			
69	1st Reading >	75	104	1	79	100	1	83	115	1	87	97	1	91	112	3	95		
	2nd Reading >		109	0		112	0		132	0		107	0		129	1			
82	1st Reading >	88	Moved																
	2nd Reading >																		
93	1st Reading >	99	144	1	103	140	1	107	159	2		Exiting							
	2nd Reading >								171	1									
60	1st Reading >	66	113	0	70	129	2	74	118	0	78	98	1	82	115	0	86		
	2nd Reading >								143	0		116	1		153	2			

Celebrations

- Increased accuracy
- Goals met on first or second read
- Average gain on first read = 31 wcpm

Data & Next Steps

- Review nonfiction lessons in Levels 2-3
- Student-led Word Study tasks
- Repeated reads with partners
- Complete Level 4

Do monitor the progress of skills taught.

MLSS • Multi-layered Systems of Support



Erin Cook

Instructional Warrior

District Team

Los Alamos

Special Education

- Karla Crane
- Liz Meek

School Team

Principal

Teachers

Paraprofessionals

Progress Monitoring • External

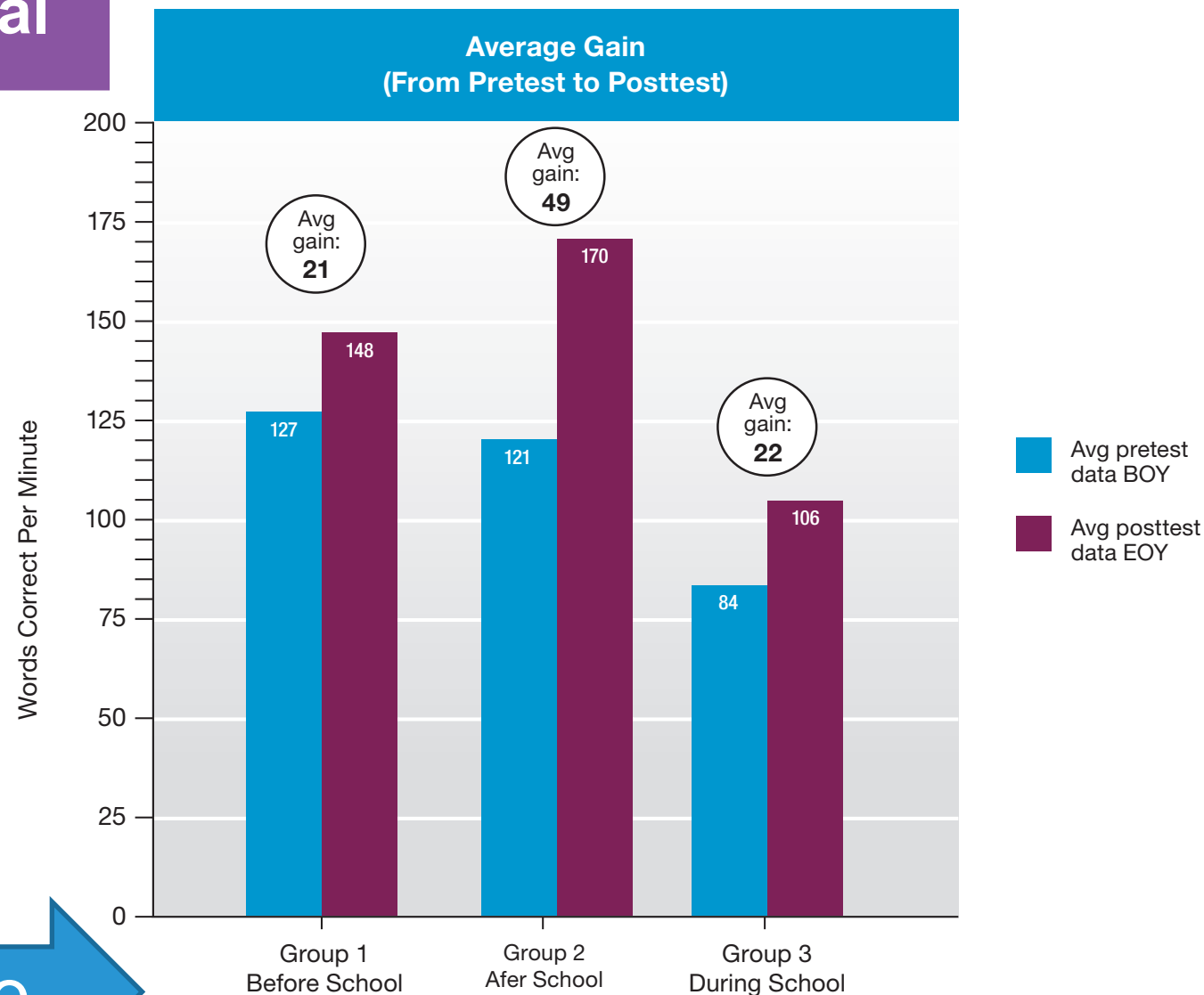
Mountain Elementary Data

First year Implementation
Covid Interrupted

The Third Quest's Parallel
Universe

Dibels 8th Edition

Time



The Difference It Makes • High School

“To begin with, I would like to say that this program helped me persevere through some of the hardest times in my life . . . In the past few months, I went from 100 words per minute to 130 words per minute. I know it doesn’t seem like much, but imagine a kid who can’t spell very well and who can’t read very well being able to spell better and read faster.

It’s the best feeling ever.”

—Special Education Student, High School
New Mexico

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Request a program sampler
Request a Zoom meeting
Connect with Marilyn

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January 18, 4:00 p.m. ET

Leveraging MTSS to Support Older Striving Readers

February 1, 4:00 p.m. ET

Beware: The Science of Reading Does Include Comprehension!

Register at www.corelearn.com/2022-23-webinars

Upcoming Webinars

February 1, 4:00 p.m. ET

Beware: The Science of Reading Does Include Comprehension!

March 15, 4:00 p.m. ET

Supporting Collaborative Learning in Elementary Math Classrooms

Register at www.corelearn.com/2022-23-webinars