

Planning Literacy Instruction with MLSS Guide

This planning guide provides details on how to utilize any text to execute high-quality instruction with Multiple Layers of Student Support (MLSS).

Layer 1: Universal Supports

High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts. In order to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports allow all students to comprehend complex texts:

- 1.) Identify Tier 2 Vocabulary Words to preteach
 - Tier 2 Vocabulary are words that are more likely to appear in text than speech. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
 - Choose words that are not implicitly or explicitly defined within the text
- 2.) Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following these steps:
 - To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)

Layer 2: Targeted Supplemental Supports

While receiving high-quality Layer 1 instruction, some students also receive layer 2 intervention supports

These supplemental supports target barriers that might interfere with areas of reading habits to allow for comprehension of complex texts: <Link to Resource Guide on Differentiating Support.>

- **Knowledge:** Students who have sufficient knowledge about a topic will be better equipped to comprehend a text about that topic.
 - Example of Student Struggle: Students struggle to answer questions about a text because they do not have the background knowledge to make deep meaning.
 - Possible Support: Go through the text and identify Tier 3 Vocabulary words throughout the text to isolate specific areas of background knowledge students may need. If those words are defined within the text, plan text-dependent questions to support student understanding.
- **Word Recognition:** Students who have well-developed decoding and fluency skills will be better able to read appropriately complex texts.
 - Example of Student Struggle: Students struggle to read certain multisyllabic words in a complex text.
 - Possible Support: Go through the text and identify multisyllabic words throughout the text to isolate where possible struggles may occur. Plan for students to have practice reading the text aloud once or twice before tackling comprehension work.
- **Cognitive Load:** When students read fluently, the effort needed from their cognitive load is decreased and they are better able to focus on comprehending the text.
 - Example of Student Struggle: Students struggle to read particularly complicated sentences (i.e. sentences with passive voice).
 - Possible Support: Go through the text and identify particularly complicated sentences (long sentences, sentences with passive voice, sentences with multiple clauses). Ask questions about the ideas expressed in those sentences.

Layer 3: Intensive Supports

While receiving high-quality Layer 1 instruction and supplemental Layer 2 supports, a few students also receive intervention based on identified needs.

Intensive supports are adjusted for type, time, and frequency to better meet the needs of students.

Consider the following factors as the student's intervention plan is developed:

- Instruction is tailored to the student's specific gaps/needs.
- Time and intensity are increased.
- Immediate correction, feedback, and more opportunities to respond are provided.

Intensive supports are not meant to require the student to spend extensive time away from the high-quality core instruction or receive instruction with below-grade level texts. Please utilize the MLSS Handbook for additional specific intensive supports to use with literacy instruction. <Link to MLSS handbook>