

## Planning Social Studies 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**In New Mexico, we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:**

- 1.) Identify vocabulary words to pre-teach:
  - Vocabulary are words that are more likely to appear in text than speech.
  - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

### 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:**

- **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.**