

## Multisensory Reading Instruction

Multisensory Reading Instruction refers to a set of instructional strategies focusing on the following essential components identified by current research to be most effective in teaching reading.

### Essential Components:

**Phonological Processing** (pronunciation, identifying words & syllables, rhyme, and phoneme segmentation & blending)

**Alphabetic Principle** (including phonics)

**Syllabication** (segmenting words into syllables)

**English Orthography** (incl. spelling & linguistic patterns)

**Automaticity** (rapid recognition of single words)

**Fluency** (speed, accuracy, expression, and understanding of what is read)

#### Language Structure

Syntax  
Grammar  
Morphology  
Semantics

#### Vocabulary

#### Comprehension

Narrative & Expository Text

### Staff Development:

*(should include the following)*

#### Theory, Research & Rationale

Stages of Language Development  
Stages of Reading Development  
Review of Research on Reading  
Nature of Multisensory Reading

#### Assessment

Teacher Competency  
Diagnostic / Prescriptive  
Interpretation

#### Best Practice

Essential Components:  
Instructional Strategies

### Instructional Strategies:

**Simultaneous** use of all learning pathways; **visual, auditory, and kinesthetic-tactile** to enhance memory and learning

**Systematic and Cumulative** scope and sequence progressing from the easiest to the most difficult elements

**Explicit Teaching** of all concepts with continuous student-teacher interaction

**Diagnostic and Prescriptive** teaching based on continuous assessment of individual's needs

**Synthetic and Analytic** teaching of how the parts work together to form a whole and how the whole can be broken down into its component parts

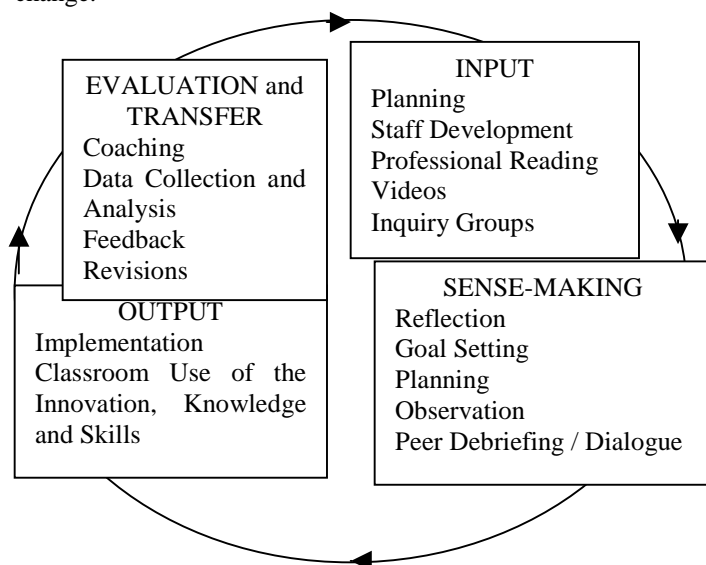
*Information adapted from the International Multisensory Structured Language Education Council, the International Dyslexia Association and the National Reading Panel.*

### Valuable Websites:

American Federation of Teachers	<a href="http://www.aft.org">www.aft.org</a>
Council for Learning Disabilities	<a href="http://www.cldinternational.org">www.cldinternational.org</a>
Colorado CLD	<a href="http://www.cocld.tripod.com">www.cocld.tripod.com</a>
Council for Exceptional Children	<a href="http://www.cec.sped.org">www.cec.sped.org</a>
International Dyslexia Association	<a href="http://www.interdys.org">www.interdys.org</a>
Learning Disabilities Association	<a href="http://www.ldanatl.org">www.ldanatl.org</a>
National Center for LD	<a href="http://www.ncld.org">www.ncld.org</a>
National Institute of Child Health & Human Development	<a href="http://www.nichd.nih.gov">www.nichd.nih.gov</a>
National Research Council	<a href="http://www.nas.edu/nrc">www.nas.edu/nrc</a>
National Reading Panel	<a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a>

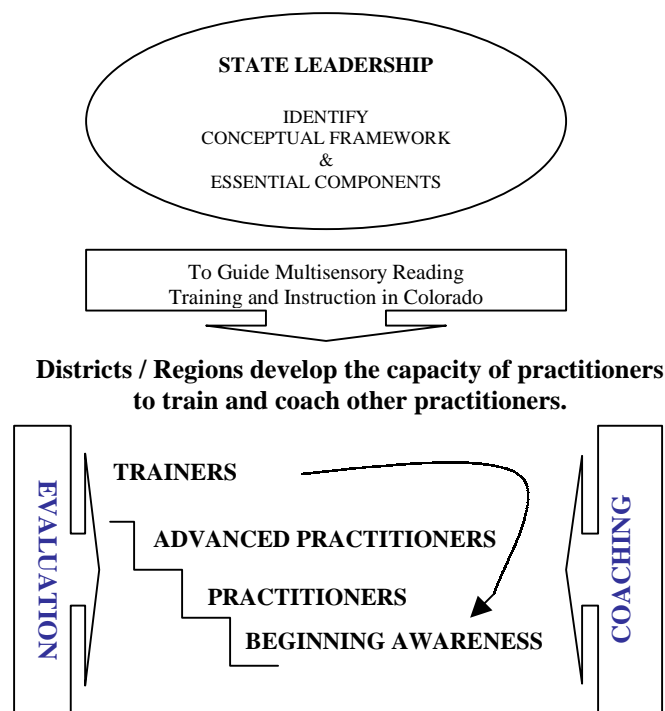
## Staff Development Model

Effective staff development reflects the focus of and is an integral part of a comprehensive plan for organizational change.



*Information Adapted from "The Differentiated Classroom"  
by Carol Ann Tomlinson, published by ASCD 1999*

## STATE CAPACITY BUILDING MODEL FOR STAFF DEVELOPMENT IN MULTISENSORY READING INSTRUCTION



## Frequently Asked Questions:

### What makes “Multisensory Reading” (MSR) different from commercial “Multisensory Structured Language Programs”?

CDE uses the term “Multisensory Reading” to refer to training that includes practical applications of research and theory to enhance teachers’ understanding about how to provide instruction in reading. This knowledge allows teachers to make informed, data driven, decisions about which materials and instructional techniques are best suited to a specific learner’s needs. Commercial Multisensory Structured Language Programs may provide more depth in some of the essential components and may be limited in others. Staff developers are encouraged to review programs for essential components prior to deciding on training for teachers.

### How does MSR relate to effective reading instruction?

MSR content includes the essential components of any effective reading instruction, as identified by the National Reading Panel (2000), phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension. The process and intensity of instruction will vary based on the needs of the students.

### Who should receive MSR instruction?

All students should receive the components of effective reading instruction in their general education classrooms. Some students may continue to struggle and assessment may determine that more intensive, individually designed intervention by a specialist is necessary.

### Based on CDE’s data, which teachers should be trained and how long does it take to become proficient?

All teachers need the basic knowledge and skills, which might be obtained via a two-day training with, follow up dialogues and mentoring. To be able to apply the more complex strategies requires approximately seven days of training with ongoing coaching support during the first year and additional training in comprehension in the following year.