
K-3 Multisensory Structured Literacy Plan

— 2023-24 Dyslexia Law Implementation —
Parent Information Guide

Multisensory Structured Literacy Plan

A Multisensory Structured Literacy Plan (MSLP), tracks students who are “at risk” for dyslexia and establishes a plan of action for that student to ensure their continued success. The MSLP is specific to meeting the requirements of the Ohio Dyslexia Law.

The combination of the Aimsweb Benchmarks and the RAN will determine if a student needs a MSLP.

The term “Multisensory Structured Literacy Plan” is specific to Southwest Local Schools.

MSLP Parent Letter



By February 15, 2024, parents or guardians of any student that scored “not typical” on the RAN Screener will receive a letter that states that their child has been placed on a Multisensory Structured Literacy Plan (MSLP) and that will outline our course of action for supporting their child(ren) within the MTSS framework.

What is the RAN Screener?

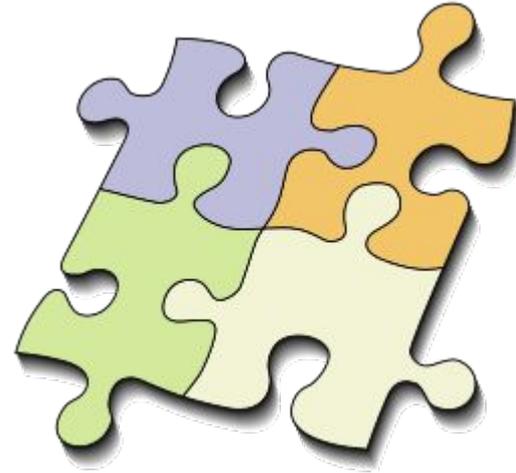
Rapid Automated Naming (also known as Rapid Automatic Naming or RAN) is the ability to name letters, symbols, words, or objects in a quick and automatic manner. This is your ability to easily retrieve information, rapidly and automatically without effort. When you have strong rapid automatic naming skills, it is so easy to bring up information that it is like you didn't even have to think about it.

RAN: One Piece of the Reading Puzzle

Rapid Naming is one piece of the reading puzzle. The RAN directly impacts reading fluency which is one of the five tenets of best practices for reading instruction.

5 Tenets of Reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



Rapid Automated Naming Directly Corresponds to Reading Difficulties

Rapid Naming has to do with processing speed. Can you retrieve information quickly? What happens when you struggle with reading? Children that struggle with reading, dyslexia, or learning disabilities typically perform more slowly on rapid naming tasks. So, when helping a child with dyslexia or learning disabilities, we also need to help them improve their processing speed. This will help them be able to rapidly name words and process information.

Almost three decades of research with the Rapid Automated Naming (RAN) Test demonstrate that the majority of children and adults with reading difficulties have problems with rapid naming. In fact, they have pronounced difficulties when asked to name rapidly the most familiar symbols and stimuli in the language: letters, numbers, colors, and similar objects.

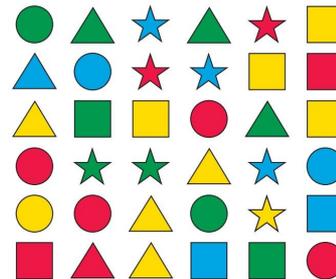
This ability of rapid automated naming is another aspect of phonologic processing. It is the phonologic access, the ability to retrieve easily and rapidly verbal (phonetic) information that is held in one's long-term memory.

RAN Overview

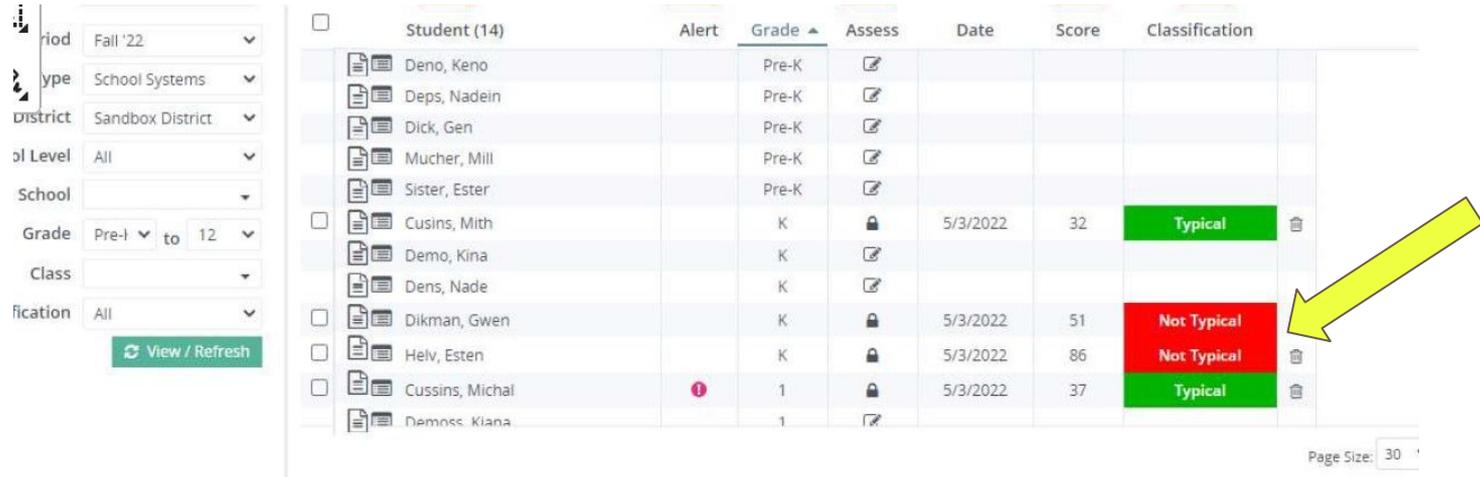
The RAN is a test for students in grades K-3. The RAN is broken down into two separate tests. The first test is the **RAN Objects** test. The second is the **RAN Color and Shapes** test.

Students will name the objects, colors and shapes in quick succession and the teacher will track how much time it took the students to complete each task. This assessment is tracked in Aimsweb.

This is an example of what students will see:



Analyzing the RAN



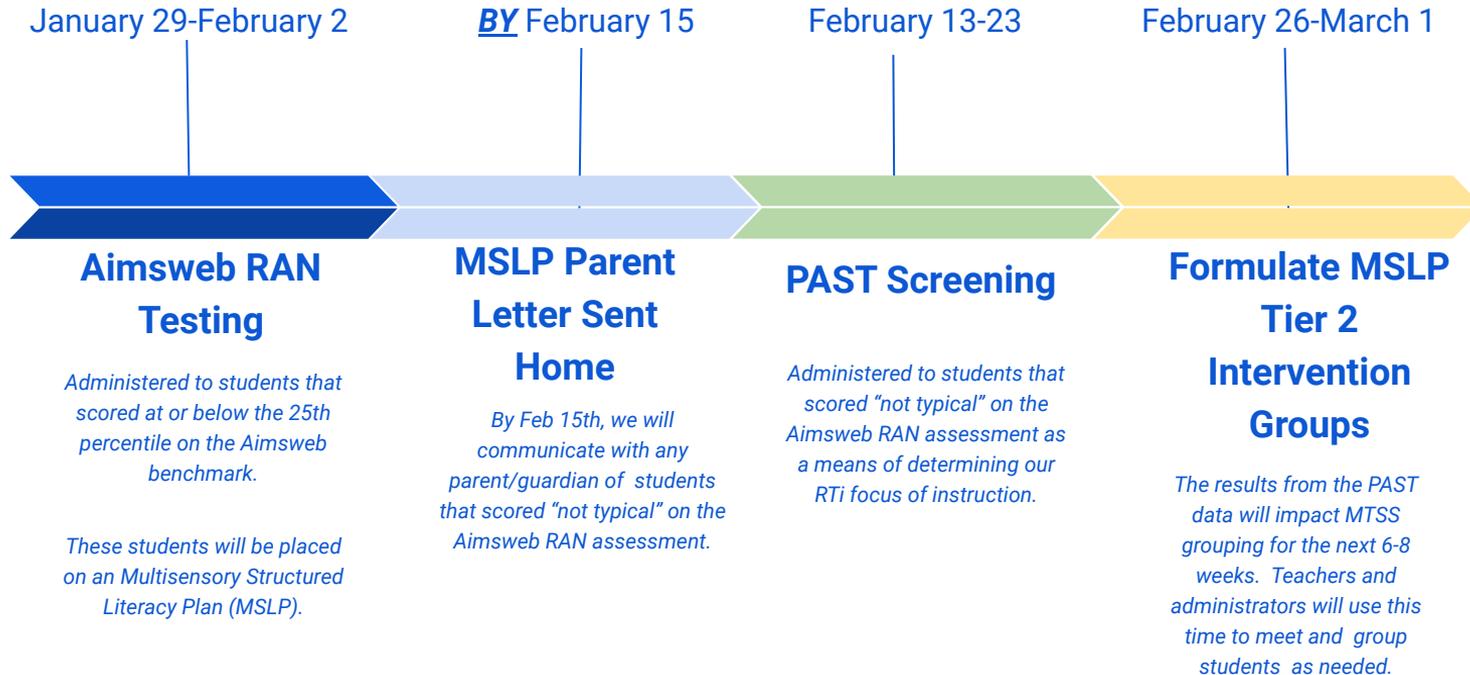
The screenshot displays a software interface for analyzing RAN (Rapid Automated Naming) test results. On the left, there are filters for Period (Fall '22), Type (School Systems), District (Sandbox District), All Level, School, Grade (Pre-1 to 12), Class, and Classification (All). A 'View / Refresh' button is located below the filters. The main table lists 14 students with columns for Student, Alert, Grade, Assess, Date, Score, and Classification. A yellow arrow points to the 'Not Typical' classification for student Dikman, Gwen.

Student (14)	Alert	Grade	Assess	Date	Score	Classification
Deno, Keno		Pre-K				
Deps, Nadein		Pre-K				
Dick, Gen		Pre-K				
Mucher, Mill		Pre-K				
Sister, Ester		Pre-K				
Cusins, Mith		K		5/3/2022	32	Typical
Demo, Kina		K				
Dens, Nade		K				
Dikman, Gwen		K		5/3/2022	51	Not Typical
Helv, Esten		K		5/3/2022	86	Not Typical
Cussins, Michal		1		5/3/2022	37	Typical
Demoss, Kiana		1				

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Any student whose score is classified as “Not Typical” on the RAN test will receive further testing as well as Tier 2 interventions and progress monitoring in Phonemic Awareness.

Implementation Schedule for Southwest Local Schools



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