*This tool is to be used for planning only. It will not be turned into AK DEED. Information from it will be transferred to the K-3 MTSS Reading Plan. The K-3 MTSS Reading Plan will be submitted by September 1st each year.*

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| --- | --- | --- | --- |
| Component | Tier I  Universal Instruction | Tier II:  Targeted Instruction | Tier III:  Intensive Instruction |
| Curriculum/Program | Core Curriculum: | Intervention Programs: | Intervention Programs: |
| Learner | *ALL Students* | Students identified with a reading deficiency on the screening tool. | Students with reading deficiencies identified by the screening tool that is persistent, even with intervention from Tier II. |
| Frequency | 5 days per week | Days per week: | Days per week: |
| Time | Minutes per day: | Minutes per day: | Minutes per day: |
| Group Size | Whole class | Small group maximum size: | Small group maximum size: |
| Assessments used | Screener and Progress Monitoring tool:  How often students are screened using the screening tool:  Diagnostic Reading Assessment(s) used: | | |
| Progress Monitoring: | Not needed at Tier 1 | How Often: | How often: |
| Home Support for Early Literacy |  | | |
| Professional Development Plan for Reading |  | | |
| Reads Act Required Summer Learning | Notes for planning the Alaska Reads Act required 20 hours of summer learning for students moving from third grade to fourth grade through a waiver: | | |

**Best Practice for Planning the K-3 MTSS Reading Plan**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Tier I: Universal  Instruction | Tier II: Targeted  Instruction | Tier III: Intensive  Instruction |
| **Program (intervention tool)** | Evidence-based core program implemented with fidelity | Evidence-based, supplemental, short-term interventions implemented with fidelity | Evidence-based, focused intervention implemented with fidelity |
| **Learner** | *ALL* students | Students identified with reading deficiencies on screening tool. Individual Reading Improvement Plan is implemented | Students with reading deficiencies, despite Tier I and II efforts |
| **Time** | From 90-120 minutes per day | From 30-45 additional minutes per day, three-to-five times per week | From 45-60 additional minutes per day |
| **Grouping** | Whole class plus differentiated instruction | Small group intervention (4-8 students) | One-on-one or small group (2-4 students) intervention |
| **Teacher** | Classroom teacher | Reading teacher or paraprofessional under the  supervision of a reading teacher | Reading teacher |
| **Assessment** | Screening three times per year for all students; regular progress monitoring for students with deficiencies | Progress monitoring monthly and/or diagnostic assessment in reading as needed | Progress monitoring weekly or bi-weekly; diagnostic assessment as needed |
| **Support for Early Literacy at Home** | District-provided resources and/or parent training support early literacy at home | District-provided resources and/or parent training support early literacy at home | District-provided resources and/or parent training support early literacy at home |
| **Professional Development** | Ongoing training and support aligned with the core reading program, assessment and data-based decision making. | Ongoing training and support aligned with core and intervention programs, assessment and data-based  decision making | Ongoing training and support with intervention program, assessment and data-based decision making |

(Honig et.al., 2018)