Alabama Literacy Act K-3 Student Supports Flow Chart

Universal Support (All Students)
- Provide Tier 1 / core instruction utilizing vetted and approved high-quality instructional materials (whole group & small group)

Targeted Support (Some Students)
- Report deficiencies to parents / caregiver (EYA Reports)
- Continue to provide Tier 1 / core instruction utilizing vetted and approved high quality instructional materials (whole group & small group)
- Provide the student with Tier 2 instruction / intervention (small group) based on the identified grade-level deficit and/or formative assessment during core instruction
- Monitor student’s progress and evaluate after every grading period

Intensive Support (Few Students)
- Notify parents of consistent deficiency
- Develop a Student Reading Improvement Plan (SRIP) in collaboration with parents / caregiver
- Provide Tier 3 intensive intervention in addition to Tier 1 and 2 until the student no longer has a deficiency in reading
- Provide monthly report of student progress to parents / care giver
- Provide additional tutorial support (before and/or after school)
- Invite student to attend Summer Reading Camp or the Alabama Summer Achievement Program
- Continue to provide Tier 2 targeted support to accelerate student progress
- Continue to monitor progress toward grade-level proficiency

Does the student demonstrate a consistent deficiency?
- Letter Naming Fluency
- Letter Sound Fluency
- Nonsense Word Reading
- Sight Words
- Oral Reading Accuracy
- Vocabulary
- Comprehension

*Consider multiple data points.

NOTE: The Alabama Literacy Act asserts that an approved dyslexia specific intervention (DSI), as defined by rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia and all struggling readers (consistent deficiencies). Students not making progress in Tier 3/DSI should be screened for characteristics of dyslexia as noted in the Alabama Dyslexia Resource Guide.