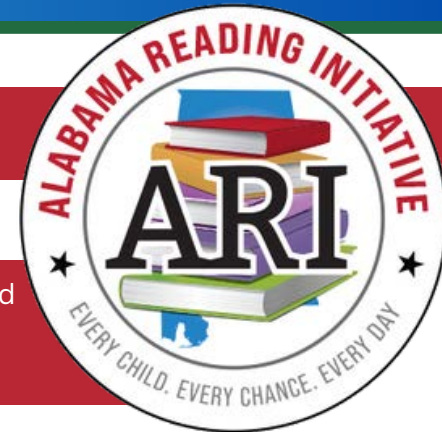


# Alabama Literacy Act K-3 Student Supports Flow Chart



**START**

**Universal Screening**

*(Using Approved Early Years Assessment)*

Does the screening indicate a **deficiency** in one or more areas?

NO

YES

## 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

YES

NO

**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.

*\*Consider multiple data points.*