



# The Alaska Reads Act



## AK Reads Act: K-3 MTSS Planning Tool

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 1<sup>st</sup> each year.

Component	Tier I Universal Instruction	Tier II: Targeted Instruction	Tier III: Intensive Instruction
<b>Curriculum/Program</b>	Core Curriculum:	Intervention Programs:	Intervention Programs:
<b>Learner</b>	<i>ALL Students</i>	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.
<b>Frequency</b>	5 days per week	Days per week:	Days per week:
<b>Time</b>	Minutes per day:	Minutes per day:	Minutes per day:
<b>Group Size</b>	Whole class	Small group maximum size:	Small group maximum size:
<b>Assessments used</b>	Screener and Progress Monitoring tool:  How often students are screened using the screening tool:  Diagnostic Reading Assessment(s) used:		
<b>Progress Monitoring:</b>	Not needed at Tier 1	How Often:	How often:
<b>Home Support for Early Literacy</b>			
<b>Professional Development Plan for Reading</b>			
<b>Reads Act Required Summer Learning</b>	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:		



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

	Tier I: Universal Instruction	Tier II: Targeted Instruction	Tier III: Intensive Instruction
<b>Program (intervention tool)</b>	Evidence-based core program implemented with fidelity	Evidence-based, supplemental, short-term interventions implemented with fidelity	Evidence-based, focused intervention implemented with fidelity
<b>Learner</b>	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
<b>Time</b>	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
<b>Grouping</b>	Whole class plus differentiated instruction	Small group intervention (4-8 students)	One-on-one or small group (2-4 students) intervention
<b>Teacher</b>	Classroom teacher	Reading teacher or paraprofessional under the supervision of a reading teacher	Reading teacher
<b>Assessment</b>	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
<b>Support for Early Literacy at Home</b>	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
<b>Professional Development</b>	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)