

RIVERSIDE ELEMENTARY

MTSS Reading Strategy & Monitoring Chart | Kindergarten–Grade 2

Start with the meeting questions, then use the grade-level chart to match the student's need to a tier, strategy, delivery plan, and progress-monitoring measure.

Kindergarten–Grade 2

Tier	Students	Use This	Teacher Strategy	Delivery	Progress Monitor
TIER 1	All students	- Benchmark Advance - UFLI - Heggerty	- Explicit phonemic-awareness and phonics routines - Modeling and guided practice - Review and feedback - Teacher-led small groups	Core block whole + small group	- FAST screening - Benchmark weekly/unit checks - UFLI checks - Classroom letters/sounds and reading evidence
TIER 2	PMP criteria or targeted foundational-skill need.	- UFLI - Small intensive guided group	- Target one skill gap - Use I do / We do / You do - Increase student responses - Use decodable text matched to taught patterns	30 min daily 4 days/week small group	- FAST PM - Letters/Sounds Checklist - UFLI checks about every 2 lessons/5 days - Graph assessments and trends
TIER 3	Significantly below benchmark with limited Tier 2 response.	- UFLI - Reading Horizons for phonics and phonemic awareness	- Use diagnostic data - Teach explicitly in a cumulative sequence - Add feedback and practice - Use smaller group and greater intensity	20–30 min daily group of 2–4	- Weekly matched-skill measure - FAST PM - Program assessment - Graph data and review fidelity each meeting

K–2: Match the Strategy to the Reading Need

Need	Tier 1 Move	Tier 2 Move	Tier 3 Move
Phonemic Awareness	Daily Heggerty routine; oral blending and segmenting.	UFLI small group focused on the missing skill.	UFLI + Reading Horizons with added practice and weekly monitoring.
Phonics / Decoding	Benchmark Advance + UFLI explicit sound-spelling instruction.	UFLI targeted lesson and decodable-text practice.	Diagnostic sequence using UFLI / Reading Horizons.
Fluency	Modeled, echo, and repeated reading.	Brief repeated reading with feedback.	Short controlled text; accuracy before rate.
Vocabulary / Comprehension	Benchmark Advance oral language, vocabulary, and text discussion; Frayer Model, morphology, context clues when appropriate.	Small-group reteach with explicit vocabulary and questioning.	Individualized language/comprehension support tied to assessed need.

RIVERSIDE ELEMENTARY

MTSS Reading Strategy & Monitoring Chart | Grades 3–5

Grades 3–5: identify the reading barrier first, then match the tier, strategy, delivery, and progress-monitoring measure to the data.

Grades 3–5

Tier	Students	Use This	Teacher Strategy	Delivery	Progress Monitor
TIER 1	All students	- Benchmark Advance - i-Ready / Toolbox - Magnetic and Tools for Scaffolding - BCPS Lesson Pathways	- Explicit vocabulary/comprehension - Grade-level text discussion - Word study/decoding support - Fluency practice	Core block whole class + small group	- FAST screening - Benchmark assessments - i-Ready Inform when used - Classroom evidence
TIER 2	PMP criteria: FAST Level 1/2, lowest quartile, or ESE support services.	- Intensive Skills Group - i-Ready / Toolbox - Vocabulary Surge - UFLI Grade 3 when matched - BCPS Lesson Pathways	- Target barrier - Explicit modeling, guided practice, feedback - Focused decoding, fluency, vocabulary, or comprehension - Cumulative review	30 min 4 days/week small group	- FAST PM - BCPS screeners - Cold reads - Program assessments - i-Ready Inform - Graph matched skill
TIER 3	Significantly below benchmark with limited response to Tier 2.	- Benchmark Advance - Diagnostic intensive intervention - Intensive Skills Group - Bridging the Gap - i-Ready / Toolbox - Vocabulary Surge - UFLI Grade 3 - BCPS Pathways	- Use diagnostic data - Teach decoding/word recognition systematically - Increase practice, feedback, and frequency - Integrate fluency, vocabulary, and comprehension	30 min daily group of 2–4	- Weekly matched-skill measure - FAST PM - Program assessment - Cold reads / i-Ready Inform when matched - Review data and fidelity

Use the table after the team identifies the main reading barrier; move across the row so the decision stays connected to the data.

Grades 3–5: Match the Strategy to the Reading Need

Need	Tier 1 Move	Tier 2 Move	Tier 3 Move
Decoding / Word Study	Use Benchmark Advance word study routines with explicit instruction in multisyllabic word reading.	Provide a focused word-study group using Bridging the Gap or i-Ready Toolbox when matched to the student's need.	Use Reading Horizons or Phonics for Reading in a diagnostic sequence with frequent practice and feedback.
Fluency	Model fluent reading, use phrase reading, and support repeated reading with grade-level text.	Use repeated reading with accuracy checks, corrective feedback, and short goal-focused practice.	Use controlled text, frequent feedback, and weekly accuracy/fluency data to guide next steps.
Vocabulary / Language	Teach academic vocabulary, morphology, and context clues within grade-level text.	Use Vocabulary Surge or a focused small-group vocabulary routine. Include the updated Frayer Model for academic vocabulary, word morphology, and context clues when appropriate.	Provide individualized language instruction based on diagnostic data and monitored closely for response.
Comprehension	Model thinking aloud, text-structure use, questioning, and written responses during grade-level reading.	Use an Intensive Skills Group to reteach the specific comprehension skill with modeling, guided practice, and feedback.	Create an individualized comprehension plan after confirming the student has access to the decoding and language skills needed for the text.

RIVERSIDE ELEMENTARY

Progress Monitoring: What Teachers Do at Each Tier

Use a measure that directly matches the skill being taught. A phonics intervention needs a phonics/decoding measure; a fluency intervention needs an accuracy/fluency measure; a comprehension intervention needs a comprehension measure.

Tier	When	Possible Measures	Graph	Review	Teacher Response	Bring to Meeting
TIER 1	Universal screening; core checks	FAST; Benchmark weekly/unit assessments; classroom measures	Track benchmark and classroom patterns	Grade-level / PLC cycle	Differentiate, reteach, regroup, or enrich	Screening data, core assessment, student work
TIER 2	Weekly or biweekly, based on the matched measure	FAST PM; letters/sounds; UFLI checks; cold reads; i-Ready Inform, when matched	Plot every data point against the goal	At regular MTSS / PLC review	Continue if responding; adjust strategy, group, dose, or explicitness if not	Graph, intervention log, attendance, work sample
TIER 3	Weekly	FAST PM; program-embedded assessments; diagnostic skill measures; cold reads, when matched	Graph weekly and note instructional changes	At each MTSS review	Continue, intensify, or change the matched intervention based on data and fidelity	Graph, fidelity evidence, diagnostic data, lesson record

Progress-Monitoring Quality Check

MATCH	SCHEDULE	FIDELITY	TREND	ACTION
Does the measure assess the skill being taught?	Were data collected at the planned frequency?	Was the strategy delivered as planned?	Is the student moving toward the goal?	What specific instructional adjustment follows?