

## 2024-2025 SJCS D Reading Intervention Placement Guide ELEMENTARY

Students identified with a **substantial** reading deficiency (as outlined in the Comprehensive Reading Plan Decision Tree) must receive an intervention. The course where the intervention is provided must be coded.

Targeted Reading Intervention= **Code A**      Intensive Reading Intervention= **\*Code B**

Students with disabilities are not limited to ESE courses.

Call Instructional Services (547-6025) for assistance with unique situations.

Grade Level	Student Characteristic "IF"	Course "THEN"	Code A	*Code B
<b>K – 5<sup>th</sup></b>  Decision Tree data to consider:  STAR Early Literacy or STAR Reading (K-3 <sup>rd</sup> )  ELA FAST PM (3 <sup>rd</sup> -5 <sup>th</sup> )  DRA or BAS  CORE Phonics Survey  DIBELS Oral Reading Fluency (ORF)  WIDA	Students with 2 or more of the data characteristics shown below	ELA  K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046	X	
	Students with a Tier 2 MTSS reading plan		X	
	Students with a Tier 3 MTSS reading plan			X
	Students with disabilities who have a reading goal on their IEP	ELA  K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046  <b>or</b> Access Language Arts (only students on access points) K: 7710011 1: 7710012 2: 7710013 3: 7710014 4: 7710015 5: 7710016		X
	Active ELL students (LY) who score a level 3 on WIDA or WIDA Screener	ELA  K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046	X	
	Active ELL students (LY) who score a level 1 or 2 on WIDA or WIDA Screener <b>or</b> do not have a WIDA score			X

### DATA POINTS TO CONSIDER

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>DRA</b> <small>Quarterly Expectations</small>	NA	NA   4   6 (independent)	8   8   12   16 (independent)	18   20   24   28 (independent)	30   30   34   38 (instructional)	40   40   40   40 (instructional)
<b>BAS</b> <small>Quarterly Expectations</small>	NA	NA   C   D (instructional)	E   G   H   I (instructional)	J   K   L   M (instructional)	N   O   P   P (instructional)	Q   R   S   T (instructional)
<b>FAST PM3</b> (previous grade)	NA	Star Early Literacy Level 1 or 2	Star Reading Level 1 or 2	Star Reading Level 1 or 2	Cambium Level 1 or 2	Cambium Level 1 or 2
<b>FAST PM</b> (current grade)	Star Early Literacy ≤ 20 <sup>th</sup> %tile	Star Early Literacy or Star Reading ≤ 20 <sup>th</sup> %tile	Star Reading ≤ 20 <sup>th</sup> %tile	Cambium ≤ 20 <sup>th</sup> %tile	Cambium ≤ 20 <sup>th</sup> %tile	Cambium ≤ 20 <sup>th</sup> %tile
<b>Core Phonics Survey</b>	<b>Q3/Q4</b> Sections A-D: 0-20??	Sections A-D: 0-64 Section E: 0-9	Sections A-D: 0-64 Section E-I: 0-9	Sections A-D: 0-64 Sections E-K: 0-9 Section L: 0-14	Sections A-D: 0-64 Sections E-K: 0-9 Section L: 0-14	Sections A-D: 0-64 Sections E-K: 0-9 Section L: 0-14
<b>DIBELS ORF</b>	NA	0-4 WPM	0-28 WPM	0-54 WPM	0-61 WPM	0-80 WPM

**CODE A:** Student is receiving **targeted** reading intervention in a course listed above.

**\*CODE B:** Student is receiving **targeted** reading intervention **AND** intensive reading interventions (with a reading-endorsed teacher) in a course listed above.

**\*Code B courses must be taught by a reading certified or endorsed teacher.**

# 2024-2025 SJCSD Reading Intervention Placement Guide ELEMENTARY

SJCSD Decision Tree – Elementary (K-5)			
Supports for <u>Intervention</u> of Students with Reading Deficiencies			
Tier 1 INSTRUCTION	Area of Intervention	Intervention Support ( <i>intensive, explicit, systematic, multisensory</i> )	
	IF a student has an instructional need in the skill area of...	THEN <i>consider</i> using the appropriate combination of resources for...	
		TARGETED Tier 2 INSTRUCTION <i>*district-supported resource</i>	TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE
<u>District Provided</u> <ul style="list-style-type: none"><li>• myView Literacy (Savvas) [adopted resource]</li><li>• Wilson Foundations (K-2)</li><li>• Lexia Core5</li></ul> <u>ELL Resources</u> <ul style="list-style-type: none"><li>• Reading Eggs</li><li>• Imagine</li><li>• Lexia English</li></ul>	Basic Reading Skills: Phonics and Phonemic Awareness	<ul style="list-style-type: none"><li>• *Foundations Intervention (K-3<sup>rd</sup>)</li><li>• *Just Words (4<sup>th</sup> &amp; 5<sup>th</sup>)</li><li>• *Wilson Reading System</li><li>• Barton</li><li>• Hearbuilders</li><li>• Heggerty (phonological)</li><li>• Lexia Core5 Skill Builders</li></ul> <ul style="list-style-type: none"><li>• Lindamood Phoneme Sequencing (LiPS)</li><li>• Phonics for Reading (3<sup>rd</sup> – 5<sup>th</sup>)</li><li>• REWARDS (4<sup>th</sup> &amp; 5<sup>th</sup>)</li><li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <i>Plus or Challenge</i></li></ul>	Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made between Tier 2, Tier 3, and/or ESE instruction to include: <ul style="list-style-type: none"><li>○ Smaller group size</li><li>○ Increased frequency</li><li>○ Change in resource</li></ul> Resources for ESE instruction include any listed in the column to the left as well as Voyager Passport.
	Fluency	<ul style="list-style-type: none"><li>• *Fluency Development Lesson (FDL), Tim Rasinski</li></ul> <ul style="list-style-type: none"><li>• Great Leaps</li><li>• Read Naturally</li><li>• REWARDS (4<sup>th</sup> &amp; 5<sup>th</sup>)</li></ul>	
	Reading Comprehension	<ul style="list-style-type: none"><li>• Leveled Literacy Intervention (LLI)- Purple (4-5) and/or Teal (6-8)</li><li>• SRA Early Interventions in Reading</li></ul> <ul style="list-style-type: none"><li>• Targeted small group instruction</li></ul>	
	Listening Comprehension	<ul style="list-style-type: none"><li>• Conferencing with student after reading</li></ul> <ul style="list-style-type: none"><li>• Visualizing &amp; Verbalizing</li><li>• Language for Learning</li></ul>	
	Oral Expression	<ul style="list-style-type: none"><li>• Conferencing with student for oral expression development</li></ul> <ul style="list-style-type: none"><li>• Language for Learning</li><li>• Language Lab</li><li>• Visualizing &amp; Verbalizing</li></ul>	
	Written Expression	<ul style="list-style-type: none"><li>• Conferencing with student about their writing with feedback</li></ul> <ul style="list-style-type: none"><li>• Language for Writing</li></ul>	
	Additional Resource Option: Savvas myView Literacy myFocus Intervention		
			<b>REMEMBER:</b> Students with disabilities need a plan for support in all three tiers of instruction.