# 2024-2025 SJCSD Reading Intervention Placement Guide HIGH SCHOOL

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**

==Consider historical data when determining the best placement for all students.==
Students with disabilities are not limited to ESE courses.
If a student shows proficiency via another state approved method (i.e., FAST waiver, ACT/SAT/CLT concordant score), then he/she may not need a reading intervention code.
Call Instructional Services (547-6026) for assistance with unique situations.

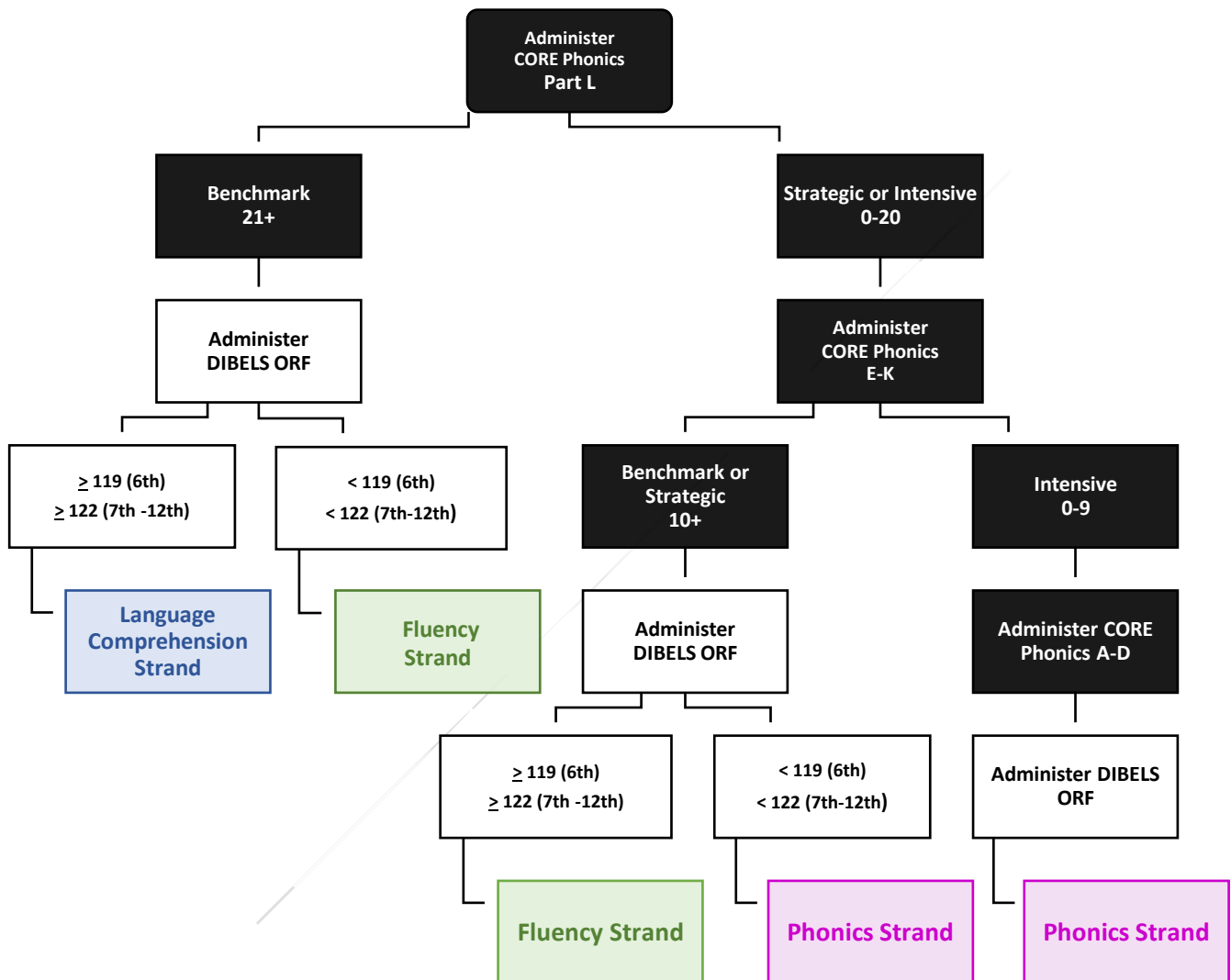| Grade Level | Student Characteristic "IF" | | Course "THEN" | Code A | *Code B |
|---|---|---|---|---|---|
| **9th -12th**<br><br>Decision Tree data to consider:<br><br>ELA FAST PM3<br><br>CORE Phonics Survey<br><br>DIBLELS Oral Reading Fluency (ORF)<br><br>WIDA | Students on a **Tier 2** MTSS reading plan **&** | **Level 3 or higher** on ELA FAST PM3 | English 1: 1001310<br>English 2: 1001340<br>English 3: 1001370<br>English 4: 1001400 | X | |
| | Students with disabilities who have a reading goal on their IEP **&** | | | | |
| | **ALL** students with **Level 2** on ELA FAST PM3 **&** | Core Phonics Survey Section L $\geq$ 21 & ORF $\geq$122 WPM | | | |
| | | Core Phonics Survey Section L $\geq$ 21 & ORF <122 WPM | **\*\*Intensive Reading (IR)**<br>IR 1 (9th grade): 1000412<br>IR 2 (10th grade): 1000414<br>IR 3 (11th grade): 1000416<br>IR 4 (12th grade): 1000418<br><br>**or**<br><br>Unique Skills Curriculum & Learning: 9-12 *(ESE only)* 7963170 | | X |
| | | Core Phonics Survey Section L < 21 | | | |
| | **ALL** students with **Level 1** on ELA FAST PM3 | | | | |
| | **ALL** students on a **Tier 3** MTSS reading plan | | | | |
| | Students with disabilities on Access Points Standards who have a reading goal on their IEP | | Access English<br>9th: 7910120<br>10th: 7910125<br>11th: 7910130<br>12th: 7910135 | X | |
| | | | Unique Skills Curriculum & Learning: 9-12 *(ESE only)* 7963170 | | X |
| | Active ELL students (LY) who score a level 3 on WIDA or WIDA Screener | | English 1: 1001310<br>English 2: 1001340<br>English 3: 1001370<br>English 4: 1001400 | X | |
| | Active ELL students (LY) who score a level 1 or 2 on WIDA or WIDA Screener **or** do not have a WIDA score | | **\*\*Intensive Reading (IR)**<br>IR 1 (9th grade): 1000412<br>IR 2 (10th grade): 1000414<br>IR 3 (11th grade): 1000416<br>IR 4 (12th grade): 1000418 | | X |

**CODE A:** Student receives **targeted** reading intervention in an English course listed above.

**\*CODE B:** Student receives **targeted** reading intervention in an English course **AND intensive** reading intervention (with a reading-endorsed teacher) in a Unique Skills or Intensive Reading course as listed above.

**\*Code B courses must be taught by a reading certified or endorsed teacher.**
**\*\*Place students in IR course by strand (Phonics, Fluency, or Language Comprehension) based on identified need, not grade level. Refer to the data flow chart on page 2 to determine strand placement.**

# Strand Placement for Intensive Reading

Administer CORE Phonics Part L

**Benchmark 21+**
- Administer DIBELS ORF
  - ≥ 119 (6th), ≥ 122 (7th -12th) → **Language Comprehension Strand**
  - < 119 (6th), < 122 (7th-12th) → **Fluency Strand**

**Strategic or Intensive 0-20**
- Administer CORE Phonics E-K
  - **Benchmark or Strategic 10+**
    - Administer DIBELS ORF
      - ≥ 119 (6th), ≥ 122 (7th -12th) → **Fluency Strand**
      - < 119 (6th), < 122 (7th-12th) → **Phonics Strand**
  - **Intensive 0-9**
    - Administer CORE Phonics A-D
      - Administer DIBELS ORF → **Phonics Strand**

May 2024

| Tier 1 INSTRUCTION | SJCSD Decision Tree – High School (9-12) Supports for <u>Intervention</u> of Students with Reading Deficiencies | | |
|---|---|---|---|
| | **Area of Intervention** | **Intervention Support** *(intensive, explicit, systematic, multisensory)* | |
| | IF a student has an instructional need in the skill area of… | THEN *consider* using the appropriate combination of resources for… | |
| | | **TARGETED Tier 2 INSTRUCTION** *\*district-supported resource* | **TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE** |
| *District Provided* <br><br> • *StudySync* (McGraw-Hill) [adopted resource] <br><br> • *Edmentum* [course recovery] | **Basic Reading Skills: Phonics and Phonemic Awareness** | • *Just Words <br> • *Wilson Reading System <br> • Barton <br> • Lexia <br> • Lindamood Phoneme Sequencing (LiPS) <br> • Phonics for Reading <br> • REWARDS <br> • Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) *Plus or Challenge* | 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: <br><br> o Smaller group size <br> o Increased frequency <br> o Change in resource <br><br> Resources for ESE instruction include any listed in the column to the left as well as *Voyager Passport*. <br><br> **Fluency Strand Example** <br> T3: REWARDS (5x/week for 30 minutes) in IR <br> T2: FDL (3x/week for 20 minutes) in ELA or IR <br> T1: Study Sync in ELA <br><br> **REMEMBER**: Students with disabilities need a plan for support in all three tiers of instruction. |
| | **Fluency** | • *REWARDS <br> • *Fluency Development Lesson (FDL) by Tim Rasinski <br> • Fast ForWord <br> • Read Naturally | |
| | **Reading Comprehension** | • *Read 180 <br> • Targeted small group instruction | |
| | **Listening Comprehension** | • Conferencing with student after reading <br> • Visualizing and Verbalizing | |
| | **Oral Expression** | • Conferencing with student for oral expression development <br> • Visualizing and Verbalizing | |
| | **Written Expression** | • Conferencing with student about their writing with feedback | |