

## 2024-2025 SJCS D Reading Intervention Placement Guide MIDDLE 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.

Call Instructional Services (547-6026) for assistance with unique situations.

Grade Level	Student Characteristic "IF"	Course "THEN"	Code A	*Code B
<b>6<sup>th</sup> – 8<sup>th</sup></b>  Decision Tree data to consider:  ELA FAST PM3  CORE Phonics Survey  DIBELS Oral Reading Fluency (ORF)  WIDA	Students on a <b>Tier 2</b> MTSS reading plan & Students with disabilities who have a reading goal on their IEP & Level 3 or higher on ELA FAST PM3	M/J ELA 6 <sup>th</sup> : 1001010 7 <sup>th</sup> : 1001040 8 <sup>th</sup> : 1001070	X	
	ALL students with <b>Level 2</b> on ELA FAST PM3 & Core Phonics Survey Section L ≥ 21 & Oral Reading Fluency 6 <sup>th</sup> ≥ 119 WPM 7 <sup>th</sup> ≥ 122 WPM 8 <sup>th</sup> ≥ 122 WPM	**M/J Intensive Reading (IR) IR 6 (6 <sup>th</sup> grade): 1000010 IR 7 (7 <sup>th</sup> grade): 1000012 IR 8 (8 <sup>th</sup> grade): 1000014  <b>or</b> Unique Skills Curriculum & Learning: 6-8 (ESE only) 7863040		X
	Core Phonics Survey Section L ≥ 21 & Oral Reading Fluency 6 <sup>th</sup> < 119 WPM 7 <sup>th</sup> < 122 WPM 8 <sup>th</sup> < 122 WPM			
	Core Phonics Survey Section L < 21			
	<b>ALL students with Level 1</b> on the ELA FAST PM3			
	<b>ALL students on a Tier 3</b> MTSS reading plan			
	Students with disabilities on Access Points Standards who have a reading goal on their IEP	Access Language Arts 6 <sup>th</sup> : 7810011 7 <sup>th</sup> : 7810012 8 <sup>th</sup> : 7810013	X	
		Unique Skills Curriculum & Learning: 6-8 (ESE only) 7863040		X
	Active ELL students (LY) who score a level 3 on WIDA or WIDA Screener	M/J ELA 6 <sup>th</sup> : 1001010 7 <sup>th</sup> : 1001040 8 <sup>th</sup> : 1001070	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	**M/J Intensive Reading (IR) IR 6 (6 <sup>th</sup> grade): 1000010 IR 7 (7 <sup>th</sup> grade): 1000012 IR 8 (8 <sup>th</sup> grade): 1000014		X

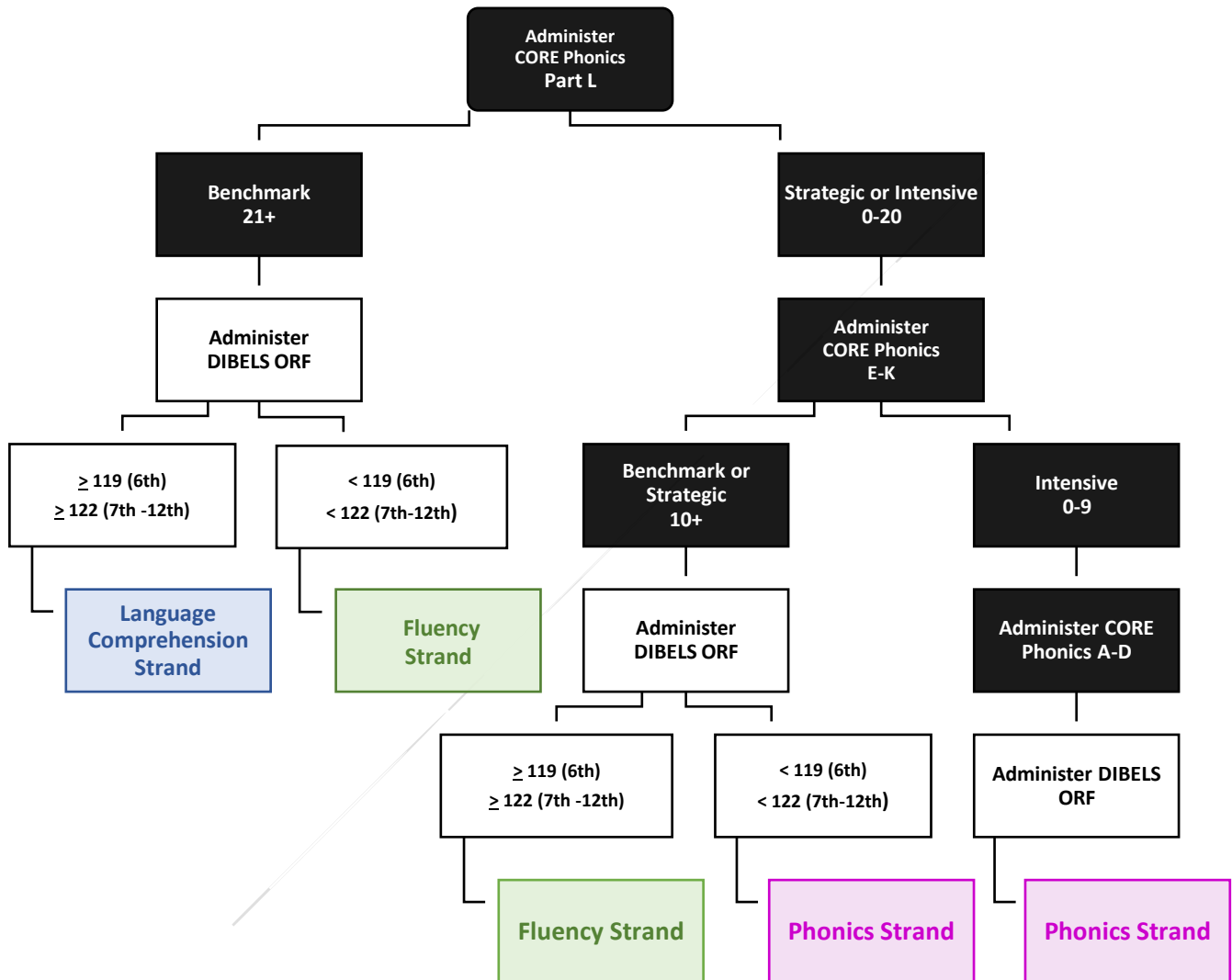
**CODE A:** Student receives **targeted** reading intervention in an ELA course listed above.

**\*CODE B:** Student receives **targeted** reading intervention in an ELA 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



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SJCS D Decision Tree – Middle School (6-8)				
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>StudySync (McGraw-Hill) [adopted resource]</li><li>Edmentum [course recovery]</li></ul>	Basic Reading Skills: Phonics and Phonemic Awareness	<ul style="list-style-type: none"><li>*Just Words</li><li>*Wilson Reading System</li><li>Barton</li><li>Lexia</li><li>Lindamood Phoneme Sequencing (LiPS)</li></ul>	<ul style="list-style-type: none"><li>Phonics for Reading</li><li>REWARDS</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 of intervention</li><li>Change in resource</li></ul> Resources for ESE instruction include any listed in the column to the left as well as <i>Voyager Passport</i> . <div><div>Fluency Strand Example</div><div>T3: Just Words (5x/week for 30 minutes) in IR</div><div>T2: FDL (3x/week for 20 minutes) in ELA or IR</div><div>T1: Study Sync in ELA</div></div> <p><b>REMEMBER:</b> Students with disabilities need a plan for support in all three tiers of instruction. They should be intentionally layered.</p>
	Fluency	<ul style="list-style-type: none"><li>*REWARDS</li><li>*Fluency Development Lesson (FDL), Tim Rasinski</li></ul>	<ul style="list-style-type: none"><li>Fast ForWord</li><li>Read Naturally</li></ul>	
	Reading Comprehension	<ul style="list-style-type: none"><li>*Read 180</li><li>Journeys</li><li>Leveled Literacy Intervention (LLI) - Purple (4-5) and/or Teal (6-8)</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 and Verbalizing</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>Visualizing and 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></li></ul>	