2025-2026 SJCSD 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.
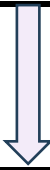
Grade Level	Student Characteristic "IF"		Course "THEN"		CODE A	CODE B*
K – 5th Decision Tree data to consider: Students retained in previous year STAR Early Literacy or STAR Reading (K-3rd) ELA FAST PM (3rd-5th) DRA or BAS CORE Phonics Survey DIBELS Oral Reading Fluency (ORF) WIDA	Based on team discussions, students whose data falls within the intervention range *{see data table below}* should be considered for targeted or intensive support in basic reading skills (phonics), fluency, or reading comprehension.		ELA	K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046	X	
						X
	Students with a Tier 2 MTSS reading plan				X	
	Students with a Tier 3 MTSS reading plan					X
	Student retained in previous year					X
	Students with disabilities who have a reading goal on their IEP		ELA *or* Access Language Arts (only students on access points)	K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046 *or* K: 7710011 1: 7710012 2: 7710013 3: 7710014 4: 7710015 5: 7710016		X
	ALL Active ELL students (LY)	Level 3 or higher on WIDA/WIDA Screener	ELA	K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046	X	
		Level 1 or 2 on WIDA/WIDA Screener				X
		No WIDA score				

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.
[[Florida Statute 1008.25](); [Florida Rule 6A-6.053]()]

ASSESSMENT	FLOW CHART FOR PLACEMENT *{CONSIDER THE BENCHMARK WINDOW DATA CHARTS ON PAGE 2}*		
CORE Phonics	WITHIN Intervention Range	ABOVE Intervention Range	ABOVE Intervention Range
DIBELS ORF		WITHIN Intervention Range	ABOVE Intervention Range
BAS/DRA			WITHIN Intervention Range
FAST (STAR OR CAMBIUM)			
Area of Intervention	Basic Reading Skills *FIRST PRIORITY*	Fluency *SECOND PRIORITY*	Reading Comprehension *FINAL PRIORITY*

BENCHMARK WINDOWS (3-5)

Review all data and other pertinent student information to determine the most suitable instructional placement for the student (i.e., Code A, Code B, MTSS referral). Please note, if a student's data indicates a need for intensive support, but the student has not yet received a Tier 2/Code A intervention, support for the student must begin there with the MTSS team.

BENCHMARK WINDOW: BEGINNING OF YEAR (BOY) DATA

INTERVENTION RANGE	Third Grade		Fourth Grade		Fifth Grade	

CORE Phonics Survey

		PARTS A-D (combined)	PARTS E–K (each part)	PART L
	Targeted	65-82	10-13	15-20
	Intensive	0-64	0-9	0-14

DIBELS ORF

	Third Grade		Fourth Grade		Fifth Grade
Targeted	55-72 WCPM	Targeted	62-86 WCPM	Targeted	81-102 WCPM
Intensive	≤ 54 WCPM	Intensive	≤ 61 WCPM	Intensive	≤ 80 WCPM

DRA/BAS

	DRA	BAS		DRA	BAS		DRA	BAS
Targeted	20, 24	K, L	Targeted	30, 34	O, P	Targeted	38	Q, R
Intensive	18-	J-	Intensive	28-	N-	Intensive	34-	P-

FAST (Cambium)

Targeted	Level 2	21st– 40th %tile
Intensive	Level 1	0 - 20th %tile

BENCHMARK WINDOW: MIDDLE OF YEAR (MOY) DATA

INTERVENTION RANGE	Third Grade		Fourth Grade		Fifth Grade	

CORE Phonics Survey

		PARTS A-D (combined)	PARTS E–K (each part)	PART L
	Targeted	65-82	10-13	15-20
	Intensive	0-64	0-9	0-14

DIBELS ORF

	Third Grade		Fourth Grade		Fifth Grade
Targeted	85-104 WCPM	Targeted	98-120 WCPM	Targeted	108-121 WCPM
Intensive	≤ 84 WCPM	Intensive	≤ 97 WCPM	Intensive	≤ 107 WCPM

DRA/BAS

	DRA	BAS		DRA	BAS		DRA	BAS
Targeted	28, 30	M, N	Targeted	38	P, Q	Targeted	40	R, S
Intensive	24-	L-	Intensive	34-	O-	Intensive	38-	Q-

FAST (Cambium)

Targeted	Level 2	21st– 40th %tile
Intensive	Level 1	0 - 20th %tile

BENCHMARK WINDOW: END OF YEAR (EOY) DATA

INTERVENTION RANGE	Third Grade		Fourth Grade		Fifth Grade	

CORE Phonics Survey

		PARTS A-D (combined)	PARTS E–K (each part)	PART L
	Targeted	65-82	10-13	15-20
	Intensive	0-64	0-9	0-14

DIBELS ORF

	Third Grade		Fourth Grade		Fifth Grade
Targeted	96-113 WCPM	Targeted	99-124 WCPM	Targeted	124-136 WCPM
Intensive	≤ 95 WCPM	Intensive	≤ 98 WCPM	Intensive	≤ 123 WCPM

DRA/BAS

	DRA	BAS		DRA	BAS		DRA	BAS
Targeted	30, 34	N, O	Targeted	38	Q, R	Targeted	40	S, T
Intensive	28-	M-	Intensive	34-	P-	Intensive	38-	R-

FAST (Cambium)

Targeted	Level 2	21st– 40th %tile
Intensive	Level 1	0 - 20th %tile

BENCHMARK WINDOWS (K-2)

Review all data and other pertinent student information to determine the most suitable instructional placement for the student (i.e., Code A, Code B, MTSS referral). Please note, if a student's data indicates a need for intensive support, but the student has not yet received a Tier 2/Code A intervention, support for the student must begin there with the MTSS team.

BENCHMARK WINDOW: BEGINNING OF YEAR (BOY) DATA

INTERVENTION RANGE	Kindergarten	First Grade			Second Grade	

CORE Phonics Survey

		PARTS A-D *(combined)*	PART E	PARTS F-I *SECOND GRADE ONLY (each part)*
Targeted		65-82	10-13	10-13
Intensive		0-64	0-9	0-9

DIBELS ORF

First Grade		Second Grade	
Targeted	5-9 WCPM	Targeted	29-48 WCPM
Intensive	0-4 WCPM	Intensive	0-28 WCPM

DRA/BAS

	DRA	BAS
Targeted	12, 14	G, H
Intensive	10-	F-

FAST (Cambium)

Targeted	Level 2	21st– 40th %tile
Intensive	Level 1	0 - 20th %tile

BENCHMARK WINDOW: MIDDLE OF YEAR (MOY) DATA

INTERVENTION RANGE	Kindergarten	First Grade			Second Grade

CORE Phonics Survey

	PARTS A-D *(combined)*	PART E-G *FIRST & SECOND GRADE (each part)*	PARTS H-J *SECOND GRADE ONLY (each part)*
Targeted	65-82	10-13	10-13
Intensive	0-64	0-9	0-9

DIBELS ORF

First Grade		Second Grade	
Targeted	10-20 WCPM	Targeted	59-77 WCPM
Intensive	0-9 WCPM	Intensive	0-58 WCPM

DRA/BAS

	DRA	BAS		DRA	BAS
Targeted	4, 6	D, E	Targeted	16, 18	I, J
Intensive			Intensive	14-	H-

FAST (Cambium)

Targeted	Level 2	21st– 40th %tile
Intensive	Level 1	0 - 20th %tile

BENCHMARK WINDOW: END OF YEAR (EOY) DATA

INTERVENTION RANGE	Kindergarten	First Grade	Second Grade

CORE Phonics Survey

	PARTS A-D *(combined)*	PART E	PART F-I *FIRST & SECOND GRADE (each part)*	PART J, K *SECOND GRADE ONLY (each part)*	PART L *SECOND GRADE ONLY*
Targeted	65-82	10-13	10-13	10-13	15-20
Intensive	0-64	0-9	0-9	0-9	0-14

DIBELS ORF

First Grade		Second Grade	
Targeted	26-38 WCPM	Targeted	77-93 WCPM
Intensive	0-25 WCPM	Intensive	0-76 WCPM

DRA/BAS

	DRA	BAS		DRA	BAS
Targeted	6-12	E, F, G	Targeted	20	K
Intensive	4	D	Intensive	18-	J-

FAST (Cambium)

Targeted	Level 2	21st– 40th %tile
Intensive	Level 1	0 - 20th %tile

SJCSD Decision Tree – Elementary (K-5)
Supports for <u>Intervention</u> of Students with Reading Deficiencies

Tier 1 INSTRUCTION	Area of Intervention	Intervention Support (intensive, explicit, systematic, multisensory)		TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE
	IF a student has an instructional need in the skill area of…	THEN *consider* using the appropriate combination of resources for…		
		Tier 2 TARGETED INSTRUCTION & Tier 3 TARGETED & INTENSIVE INSTRUCTION *district-supported resource*		
District Provided • *myView Literacy (Savvas) [adopted resource]* • *Wilson Fundations (K-2)* • *Lexia Core5* **ELL Resources** • Reading Eggs • Imagine • Lexia English	**Basic Reading Skills: Phonics and Phonemic Awareness**	• *Fundations Intervention (K-3rd) • *Just Words (4th & 5th) • *Wilson Reading System • Barton • Hearbuilders • Heggerty (phonological)	• Lexia Core5 Skill Builders • Lindamood Phoneme Sequencing (LiPS) • Phonics for Reading (3rd – 5th) • Phonics Launch (K-3rd; Pioneer Valley books) • REWARDS (4th & 5th)	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: o Smaller group size o Increased frequency o Change in resource Resources for ESE instruction include any listed in the column to the left as well as Voyager Passport.
	Fluency	• *Fluency Development Lesson (FDL), Tim Rasinski	• Great Leaps • Read Naturally • REWARDS (4th & 5th)	
	Reading Comprehension	• SRA Early Interventions in Reading • In Tandem (Pioneer Valley books)	• Voyager Passport (4th/5th) • Targeted small group instruction	
	Listening Comprehension	• Conferencing with student after reading	• Visualizing & Verbalizing • Language for Learning	
	Oral Expression	• Conferencing with student for oral expression development	• Language for Learning • Language Lab • Visualizing & Verbalizing	
	Written Expression	• Conferencing with student about their writing with feedback	• Language for Writing	
	Additional Resource Option: Savvas myView Literacy myFocus Intervention			

Example 1	Example 2
T3: Wilson Reading System 30 min, 3x/week	T3: Voyager Passport 30 min, 3x/week
T2: Fundations Intervention 20 min, 3x/week	T2: Savvas myFocus Intervention 20 min, 2x/week
T1: Savvas and/or Fundations	T1: Savvas and/or Fundations

REMEMBER: Students with disabilities need a plan for support in all three tiers of instruction.