

2025-2026 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.

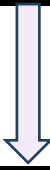
Grade Level	Student Characteristic “IF”		Course “THEN”	CODE A	CODE B*
K – 5th Decision Tree data to consider: Students retained in previous year STAR Early Literacy or STAR Reading (K-3 rd) ELA FAST PM (3 rd -5 th) DRA or BAS CORE Phonics Survey DIBELS Oral Reading Fluency (ORF) WIDA	Based on team discussions, students whose data falls within the intervention range {see <i>data table below</i> } 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	
	Students with a Tier 2 MTSS reading plan				X
	Students with a Tier 3 MTSS reading plan			X	
	Student retained in previous year				X
					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 <u>or</u> Access Language Arts (only students on access points) 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			X

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 <i>FIRST PRIORITY</i>	Fluency <i>SECOND PRIORITY</i>	Reading Comprehension <i>FINAL PRIORITY</i>

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

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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	SECOND GRADE ONLY PARTS F-I (each part)		
				Targeted	65-82		10-13	10-13		
				Intensive	0-64		0-9	0-9		
	DIBELS ORF			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	21 st - 40 th %tile					
			Intensive	Level 1	0 - 20 th %tile					
BENCHMARK WINDOW: MIDDLE OF YEAR (MOY) DATA	INTERVENTION RANGE	Kindergarten		First Grade			Second Grade			
	CORE Phonics Survey		PARTS A-D (combined)	FIRST & SECOND GRADE PART E-G (each part)		SECOND GRADE ONLY PARTS H-J (each part)				
		Targeted	65-82	10-13		10-13				
		Intensive	0-64	0-9		0-9				
	DIBELS ORF			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		
			Intensive				Intensive	14-		
			Intensive				Intensive	H-		
FAST (Cambium)			Targeted	Level 2	21 st - 40 th %tile					
			Intensive	Level 1	0 - 20 th %tile					
BENCHMARK WINDOW: END OF YEAR (EOY) DATA	INTERVENTION RANGE	Kindergarten		First Grade			Second Grade			
	CORE Phonics Survey		PARTS A-D (combined)	PART E	FIRST & SECOND GRADE PART F-I (each part)		SECOND GRADE ONLY PART J, K (each part)		SECOND GRADE ONLY PART L	
		Targeted	65-82	10-13	10-13		10-13		15-20	
		Intensive	0-64	0-9	0-9		0-9		0-14	
	DIBELS ORF			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		
			Intensive	4	D		Intensive	18-		
			Intensive				Intensive	J-		
FAST (Cambium)			Targeted	Level 2	21 st - 40 th %tile					
			Intensive	Level 1	0 - 20 th %tile					

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SJCSJ 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...									
		Tier 2 TARGETED INSTRUCTION & Tier 3 TARGETED & INTENSIVE INSTRUCTION <i>*district-supported resource</i>	TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE								
<u>District Provided</u> - myView Literacy (Savvas) [adopted resource] - Wilson Foundations (K-2) - Lexia Core5 <u>ELL Resources</u> - Reading Eggs - Imagine - Lexia English	Basic Reading Skills: Phonics and Phonemic Awareness	*Foundations 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: - Smaller group size - Increased frequency - Change in resource Resources for ESE instruction include any listed in the column to the left as well as Voyager Passport. <table><tr><td>Example 1</td><td>Example 2</td></tr><tr><td>T3: Wilson Reading System 30 min, 3x/week</td><td>T3: Voyager Passport 30 min, 3x/week</td></tr><tr><td>T2: Foundations Intervention 20 min, 3x/week</td><td>T2: Savvas myFocus Intervention 20 min, 2x/week</td></tr><tr><td>T1: Savvas and/or Foundations</td><td>T1: Savvas and/or Foundations</td></tr></table>	Example 1	Example 2	T3: Wilson Reading System 30 min, 3x/week	T3: Voyager Passport 30 min, 3x/week	T2: Foundations Intervention 20 min, 3x/week	T2: Savvas myFocus Intervention 20 min, 2x/week	T1: Savvas and/or Foundations	T1: Savvas and/or Foundations
	Example 1	Example 2									
	T3: Wilson Reading System 30 min, 3x/week	T3: Voyager Passport 30 min, 3x/week									
	T2: Foundations Intervention 20 min, 3x/week	T2: Savvas myFocus Intervention 20 min, 2x/week									
	T1: Savvas and/or Foundations	T1: Savvas and/or Foundations									
	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											
			REMEMBER: Students with disabilities need a plan for support in all three tiers of instruction.								