2025-2026 SJCSD 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***

==When needed, consider longitudinal Decision Tree data [i.e., past years of PM1, PM2, PM3 scale scores, CORE Phonics results, DIBELS ORF results] 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*
6th – 8th Decision Tree data to consider: ELA FAST PM3 CORE Phonics Survey DIBELS Oral Reading Fluency (ORF) WIDA	Students on a **Tier 2** MTSS reading plan **&**	**Level 3 or higher** on ELA FAST PM3	M/J ELA 6th: 1001010 7th: 1001040 8th: 1001070	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 **≥** 21 & Oral Reading Fluency Semester 1: **≥** 112 WCPM / Semester 2: **≥** 122 WCPM			
		Core Phonics Survey Section L **≥** 21 & Oral Reading Fluency Semester 1: **< 112** WCPM / Semester 2: **< 122** WCPM	****M/J Intensive Reading (IR)** IR 6 (6th grade): 1000010 IR 7 (7th grade): 1000012 IR 8 (8th grade): 1000014 ***or*** Unique Skills Curriculum & Learning: 6-8 *(ESE only)* 7863040		X
		Core Phonics Survey Section L **< 21**			
	ALL students with **Level 1** on the 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 Language Arts 6th: 7810011 7th: 7810012 8th: 7810013	X	
			Unique Skills Curriculum & Learning: 6-8 *(ESE only)* 7863040		X
	ALL Active ELL students (LY)	Level 3 or higher on WIDA or WIDA Screener	M/J ELA 6th: 1001010 7th: 1001040 8th: 1001070	X	
		Level 1 or 2 on WIDA or WIDA Screener	****M/J Intensive Reading (IR)** IR 6 (6th grade): 1000010 IR 7 (7th grade): 1000012 IR 8 (8th grade): 1000014		X
		No WIDA score			

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 an Intensive Reading or Unique Skills course as listed above.

*CODE B courses must be taught by a reading certified or endorsed teacher.
[Florida Statute 1008.25; Florida Rule 6A-6.053]

**Place students in IR course by strand (Phonics, Fluency, or Language Comprehension) based on identified need, not grade level. Refer to the data table on page 2 to determine strand placement.

Data Table for Intensive Reading Strand Placement

ASSESSMENT		SCORE RANGE & PLACEMENT					
CORE Phonics Part L		21-24		15-20			0-14
CORE Phonics Parts E-K				10-15 *ALL parts*		0-9 *ANY part*	
DIBELS Oral Reading Fluency *note semester*	S1	112+	0-111	112+	0-111		
	S2	122+	0-121	122+	0-121		
Intensive Reading Strand Placement		Language Comprehension	Fluency	Fluency	Phonics	Phonics	Phonics

How to Use the Data Table for Placement

1. **Administer CORE Phonics and DIBELS Oral Reading Fluency (if needed).**
   Gather the student's scores from the CORE Phonics and, if needed, the DIBELS Oral Reading Fluency assessment.

2. **Check the Score Ranges.**
   Locate where each score falls within the ranges shown in the table.

3. **Determine the Best Fit.**
   Use the table to see which Intensive Reading strand is most appropriate for the student.

Tier 1 INSTRUCTION	SJCSD Decision Tree – Middle School (6-8) 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…**	
		Tier 2 TARGETED INSTRUCTION & Tier 3 TARGETED & INTENSIVE INSTRUCTION **district-supported resource*	**TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE**
District Provided • *StudySync* (McGraw-Hill) [adopted resource] • *Edmentum* [course recovery]	**Basic Reading Skills**	• *Just Words • *Wilson Reading System • Barton • Lexia Power Up • Phonics for Reading • REWARDS	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 of intervention o Change in resource Resources for ESE instruction include any listed in the column to the left as well as *Journeys*.
	Fluency	• *REWARDS • *Read 180 • Read Naturally	
	Reading Comprehension	• *Read 180 • Journeys • Targeted small group instruction	
	Listening Comprehension	• Conferencing with student after reading • Visualizing and Verbalizing	
	Oral Expression	• Conferencing with student for oral expression development • Visualizing and Verbalizing	
	Written Expression	• Conferencing with student about their writing with feedback	

Fluency Strand Example

Fluency Strand Example
T3: Just Words (5x/week for 30 minutes) in IR
T2: FDL (3x/week for 20 minutes) in ELA or IR
T1: Study Sync in ELA

REMEMBER: Students with disabilities need a plan for support in all three tiers of instruction. They should be intentionally layered.