2026-2027 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) CORE Phonics Survey QRI-7 DIBELS LNF, PSF, NWF, WRF, ORF, Maze 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 K: 5010041 1: 5010042 2: 5010043 3: 5010044 4: 5010045 5: 5010046 **or** 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			

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 TO DETERMINE AREA OF NEED (3rd-5th grade) *{CONSIDER THE BENCHMARK WINDOW DATA CHARTS ON PAGE 2}*		
DIBELS LNF DIBELS PSF DIBELS NWF DIBELS WRF CORE Phonics	WITHIN Targeted or Intensive Range	ABOVE Targeted or Intensive Range	ABOVE Targeted or Intensive Range
DIBELS ORF	↓	WITHIN Targeted or Intensive Range	ABOVE Targeted or Intensive Range
DIBELS Maze QRI-7 FAST	↓	↓	WITHIN Targeted or Intensive Range
Area of Need	Basic Reading Skills *FIRST PRIORITY*	Fluency *SECOND PRIORITY*	Reading Comprehension *FINAL PRIORITY*

2026-2027 SJCSD Reading Intervention Placement Guide ELEMENTARY

Based on the time of year, refer to the data table below to determine a targeted academic need for students.

Assessment		Support Level	KINDERGARTEN			FIRST GRADE			SECOND GRADE		
			WINDOW 1	WINDOW 2	WINDOW 3	WINDOW 1	WINDOW 2	WINDOW 3	WINDOW 1	WINDOW 2	WINDOW 3
DIBELS LNF		Targeted	16-24	31-36	35-41	32-41	51-56	53-58			
		Intensive	0-15	0-30	0-34	0-31	0-50	0-52			
DIBELS PSF		Targeted	1-4	23-28	37-43	19-30	34-42	37-44			
		Intensive	0	0-22	0-36	0-18	0-33	0-36			
DIBELS NWF (CLS)		Targeted	4-8	16-24	24-30	25-29	41-51	45-54	41-49	54-67	54-75
		Intensive	0-3	0-15	0-23	0-24	0-40	0-44	0-40	0-53	0-53
DIBELS NWF (WRC)		Targeted	0	1-2	4-6	1-4	10-13	11-14	10-14	15-19	17-21
		Intensive	-	0	0-3	0	0-9	0-10	0-9	0-14	0-16
DIBELS WRF		Targeted	0	1-3	6-9	8-11	14-16	17-24	18-25	23-35	27-42
		Intensive	-	0	0-5	0-7	0-13	0-16	0-17	0-22	0-26
CORE Phonics	Parts A-D	Targeted		65-82	65-82	65-82	65-82	65-82	65-82	65-82	65-82
		Intensive		0-64	0-64	0-64	0-64	0-64	0-64	0-64	0-64
	Parts E-K	Targeted		10-13	10-13	10-13	10-13	10-13	10-13	10-13	10-13
		Intensive		0-9	0-9	0-9	0-9	0-9	0-9	0-9	0-9
	Part L	Targeted						15-20	15-20	15-20	15-20
		Intensive						0-14	0-14	0-14	0-14
DIBELS ORF (Words)		Targeted				5-9	10-20	26-38	29-48	59-77	77-93
		Intensive				0-4	0-9	0-25	0-28	0-58	0-76
DIBELS ORF (Accuracy)		Targeted				41-66%	54-86%	85-90%	84-91%	91-95%	91-95%
		Intensive				0-40%	0-53%	0-84%	0-83%	0-90%	0-90%
DIBELS MAZE		Targeted							2.5-4.5	6.5-8.5	7-9
		Intensive							0-2	0-6	0-6.5
QRI-7 (Total Accuracy)		Targeted							Instructional	Instructional	Instructional
		Intensive							Frustration	Frustration	Frustration
QRI-7 (Rate WCPM)		Targeted							25th-50th %tile	25th-50th %tile	25th-50th %tile
		Intensive							<24th %tile	<24th %tile	<24th %tile
QRI-7 (Prosody)		Targeted							2	2	2
		Intensive							1	1	1
QRI-7 (Comprehension)		Targeted							Instructional	Instructional	Instructional
		Intensive							Frustration	Frustration	Frustration
FAST		Targeted	Level 2: 21st– 40th %tile								
		Intensive	Level 1: 0-20th %tile								

2026-2027 SJCSD Reading Intervention Placement Guide ELEMENTARY

Based on the time of year, refer to the data table below to determine a targeted academic need for students.

Assessment		Support Level	Third Grade			Fourth Grade			Fifth Grade		
DIBELS NWF (CLS)		Targeted	52-75	78-93	80-104						
		Intensive	0-51	0-77	0-79						
DIBELS NWF (WRC)		Targeted	18-23	23-29	24-30						
		Intensive	0-17	0-22	0-23						
DIBELS WRF		Targeted	30-39	40-49	47-54						
		Intensive	0-29	0-39	0-46						
CORE Phonics	**Parts A-D**	Targeted	65-82	65-82	65-82	65-82	65-82	65-82	65-82	65-82	65-82
		Intensive	0-64	0-64	0-64	0-64	0-64	0-64	0-64	0-64	0-64
	Parts E-K	Targeted	10-13	10-13	10-13	10-13	10-13	10-13	10-13	10-13	10-13
		Intensive	0-9	0-9	0-9	0-9	0-9	0-9	0-9	0-9	0-9
	Part L	Targeted	15-20	15-20	15-20	15-20	15-20	15-20	15-20	15-20	15-20
		Intensive	0-14	0-14	0-14	0-14	0-14	0-14	0-14	0-14	0-14
DIBELS ORF (Words)		Targeted	55-72	85-104	96-113	62-86	98-120	99-124	81-102	108-121	124-136
		Intensive	0-54	0-83	0-95	0-61	0-97	0-98	0-80	0-107	0-123
DIBELS ORF (Accuracy)		Targeted	91-95%	91-95%	91-95%	91-95%	91-95%	91-95%	91-95%	91-95%	91-95%
		Intensive	0-90%	0-90%	0-90%	0-90%	0-90%	0-90%	0-90%	0-90%	0-90%
DIBELS MAZE		Targeted	5-7.5	9.5-11.5	12-15	11-14	13-16	14-16.5	10.5-13	14.5-16.5	18-20.5
		Intensive	0-4.5	0-9	0-11.5	0-10.5	0-12.5	0-13.5	0-10	0-14	0-17.5
QRI-7 (Total Accuracy)		Targeted	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional
		Intensive	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration
QRI-7 (Rate WCPM)		Targeted	25th-50th %tile	25th-50th %tile	25th-50th %tile	25th-50th %tile	25th-50th %tile	25th-50th %tile	25th-50th %tile	25th-50th %tile	25th-50th %tile
		Intensive	<24th %tile	<24th %tile	<24th %tile	<24th %tile	<24th %tile	<24th %tile	<24th %tile	<24th %tile	<24th %tile
QRI-7 (Prosody)		Targeted	2	2	2	2	2	2	2	2	2
		Intensive	1	1	1	1	1	1	1	1	1
QRI-7 (Comprehension)		Targeted	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional	Instructional
		Intensive	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration	Frustration
FAST		Targeted	Level 2: 21st– 40th %tile								
		Intensive	Level 1: 0-20th %tile								

2026-2027 SJCSD Reading Intervention Placement Guide ELEMENTARY

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

Tier 1 INSTRUCTION

District Provided
- *Benchmark Advance*

ELL Resources
- ELLevation
- Reading Eggs
- Imagine
- Lexia English

Area of Intervention IF a student has an instructional need in the skill area of…	Intervention Support *(intensive, explicit, systematic, multisensory)* THEN *consider* using the appropriate combination of resources for… Tier 2 TARGETED INSTRUCTION & Tier 3 TARGETED & INTENSIVE INSTRUCTION **district-supported resource*
Basic Reading Skills: Phonics and Phonemic Awareness	• *Fundations Intervention (K-3rd) • *Wilson Reading System • *Just Words (4th & 5th) • *Benchmark Advance: Phonics Intervention (K-5th) • Barton • Phonics Launch (K-3rd) • REWARDS (4th & 5th) • Phonics for Reading (3rd–5th) Phonemic Awareness • *Benchmark Advance: Phonological Awareness Intervention (K-3rd) • Hearbuilders • Heggerty • Lindamood Phoneme Sequencing (LiPS)
Fluency	• *Fluency Development Lesson (FDL), Tim Rasinski • Read Naturally • REWARDS (4th & 5th) • *Benchmark Advance: Comprehension Intervention (2nd-5th)
Reading Comprehension	• *Benchmark Advance: Comprehension Intervention (2nd-5th) • Voyager Passport (4th & 5th) • Targeted small group instruction
Listening Comprehension	• Conferencing with student after reading • HearBuilder • Visualizing & Verbalizing • Story Champs
Oral Expression	• Conferencing with student for oral expression development • HearBuilder • Visualizing & Verbalizing • Story Champs
Written Expression	• Conferencing with student about their writing with feedback • *Benchmark Advance Writing Lessons for B.E.S.T. Success (2nd – 5th)

TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE

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.

Example 1	Example 2
T3: Wilson Reading System 30 min, 3x/week	T3: Voyager Passport 30 min, 3x/week
T2: Phonics Intervention 20 min, 3x/week	T2: Comprehensive Intervention 20 min, 2x/week
T1: Benchmark Advance	T1: Benchmark Advance

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