2026-2027 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.

<table>
<tr><th>Grade Level</th><th colspan="4">Student Characteristic "IF"</th><th>Course "THEN"</th><th>CODE A</th><th>CODE B*</th></tr>
<tr><td rowspan="11">6th – 8th

Decision Tree data to consider:

ELA FAST PM3

CORE Phonics Survey

DIBELS Oral Reading Fluency (ORF)

WIDA</td><td colspan="4">ALL students on a Tier 3 MTSS reading plan</td><td rowspan="3">**M/J Intensive Reading (IR)
IR 6 (6th grade): 1000010
IR 7 (7th grade): 1000012
IR 8 (8th grade): 1000014
(See Data Table for Intensive Reading Strand Placement)
<u>or</u>
Unique Skills Curriculum & Learning: 6-8
(ESE only)
7863040</td><td rowspan="3"></td><td rowspan="3">X</td></tr>
<tr><td colspan="4">ALL students with Level 1 on ELA FAST PM3</td></tr>
<tr><td rowspan="2">ALL students with Level 2 on ELA FAST PM3 OR</td><td rowspan="2">Students with disabilities who have a reading goal on their IEP &</td><td>Core Phonics Survey Section L < 21</td><td colspan="2"></td></tr>
<tr><td>Core Phonics Survey Section L <u>></u> 21
&
Oral Reading Fluency
<table><tr><th></th><th>BOY</th><th>MOY</th><th>EOY</th></tr><tr><td>5</td><td>0-80</td><td>0-107</td><td>0-123</td></tr><tr><td>6</td><td>0-98</td><td>0-116</td><td>0-124</td></tr><tr><td>7</td><td>0-100</td><td>0-120</td><td>0-126</td></tr><tr><td>8</td><td>0-109</td><td>0-115</td><td>0-120</td></tr></table></td><td></td><td></td></tr>
<tr><td colspan="2">Students with Level 3 or higher on ELA FAST PM3 &</td><td>a Tier 2 MTSS reading plan
Core Phonics Survey Section L <u>></u> 21
&
Oral Reading Fluency
<table><tr><th></th><th>BOY</th><th>MOY</th><th>EOY</th></tr><tr><td>5</td><td>81+</td><td>108+</td><td>124+</td></tr><tr><td>6</td><td>99+</td><td>117+</td><td>125+</td></tr><tr><td>7</td><td>101+</td><td>121+</td><td>127+</td></tr><tr><td>8</td><td>110+</td><td>116+</td><td>121+</td></tr></table></td><td>M/J ELA
6th: 1001010
7th: 1001040
8th: 1001070</td><td>X</td><td></td></tr>
<tr><td colspan="4">Students with disabilities on Access Points Standards who have a reading goal on their IEP</td><td>Access Language Arts
6th: 7810011
7th: 7810012
8th: 7810013</td><td></td><td>X</td></tr>
<tr><td colspan="4"></td><td>Unique Skills Curriculum & Learning: 6-8 (ESE only)
7863040</td><td></td><td>X</td></tr>
<tr><td rowspan="3">ALL Active ELL students (LY)</td><td colspan="3">Level 3 or higher on WIDA or WIDA Screener (reading, speaking, and listening)</td><td>M/J ELA
6th: 1001010
7th: 1001040
8th: 1001070</td><td>X</td><td></td></tr>
<tr><td colspan="3">Level 1 or 2 on WIDA or WIDA Screener (reading, speaking, or listening)</td><td rowspan="2">**M/J Intensive Reading (IR)
IR 6 (6th grade): 1000010
IR 7 (7th grade): 1000012
IR 8 (8th grade): 1000014
(See Data Table for Intensive Reading Strand Placement)
<u>or</u>
M/J Developmental Language Arts through ESOL /Reading (ELL only)
1002181</td><td rowspan="2"></td><td rowspan="2">X</td></tr>
<tr><td colspan="3">No WIDA score</td></tr>
</table>

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]**

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Data Table for Intensive Reading Strand Placement

****Place students in IR course by strand (Phonics, Fluency, or Language Comprehension) based on identified need, not grade level. Based on the time of year, refer to the data table below to determine strand placement.**

ASSESSMENT		SCORE RANGE & PLACEMENT BOY (AUG. 10-NOV. 20)							
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	FAST	Level 1		Level 2					
	6TH	123+	99-122	0-98	123+	99-122	0-98		
	7TH	126+	101-125	0-100	126+	101-125	0-100		
	8TH	125+	110-124	0-109	125+	110-124	0-109		
Intensive Reading Strand Placement		Language Comp-rehension	Fluency		Language Comp-rehension	Fluency	Phonics	Phonics	Phonics

ASSESSMENT		SCORE RANGE & PLACEMENT MOY (NOV. 30 – FEB. 26)							
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	FAST	Level 1		Level 2					
	5th	122+	108-121	0-107	122+	108-121	0-107		
	6TH	133+	117-132	0-116	133+	117-132	0-116		
	7TH	136+	121-135	0-120	136+	121-135	0-120		
	8TH	131+	116-130	0-115	131+	116-130	0-115		
Intensive Reading Strand Placement		Language Comp-rehension	Fluency		Language Comp-rehension	Fluency	Phonics	Phonics	Phonics

ASSESSMENT		SCORE RANGE & PLACEMENT EOY (MAR. 1 – MAY 28)							
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	FAST	Level 1		Level 2					
	5th	137+	124-136	0-123	137+	124-136	0-123		
	6TH	141+	125-140	0-124	141+	125-140	0-124		
	7TH	141+	127-140	0-126	141+	127-140	0-126		
	8TH	135+	121-134	0-120	135+	121-134	0-120		
Intensive Reading Strand Placement		Language Comp-rehension	Fluency		Language Comp-rehension	Fluency	Phonics	Phonics	Phonics

How to Use the Data Table for Placement

Administer Assessments	Check the Score Ranges	Determine the Best Fit
Gather the student's scores from the **CORE Phonics** and, if needed, the **DIBELS Oral Reading Fluency** assessment.	Locate where **each score** falls within the ranges shown in the table above (based on time of year).	Use the table to see which **Intensive Reading strand** is most appropriate for the student.

SJCSD Decision Tree – Middle School (6-8)
Supports for Intervention of Students with Reading Deficiencies

Tier 1 INSTRUCTION

District Provided

- *StudySync* (McGraw-Hill) [adopted resource]
- *Edmentum* [course recovery]

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*	**TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE**
Basic Reading Skills	• ***T3:** Read 180 (Code) *Intensive Reading curriculum, Phonics Strand* • *Wilson Reading System *only with training* • Barton • Phonics for Reading • REWARDS *only with training*	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 of intervention ○ Change in resource
Fluency	• ***T3:** Read 180 *Intensive Reading curriculum, Fluency Strand* • Fluency Development Lessons by Tim Rasinski • REWARDS *only with training* • Read Naturally	
Reading Comprehension	• ***T3:** Read 180 *Intensive Reading curriculum, Language Comprehension Strand* • Journeys • Targeted small group instruction	
Listening Comprehension	• Conferencing with student after reading • HearBuilder • Visualizing and Verbalizing *only with training*	
Oral Expression	• Conferencing with student for oral expression development • HearBuilder • Visualizing and Verbalizing *only with training*	
Written Expression	• Conferencing with student about their writing with feedback	

Fluency Strand Example
T3: Read 180 (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.