

## Clay County Reading Intervention Placement and Instructional Guide – Grades 7, 8

Administer Florida Assessments for Instruction in Reading on computer to all students			
Dates: AP1 – August-October 2010		AP2 – November-January 2011	
AP3 – April-May 2011			
If: FCAT Levels 1, 2	If: FCAT Levels 1, 2	If: FCAT Levels 1, 2	If: FCAT Level 2*
And: RC percentile is <30	And: RC percentile is < 30	And: RC percentile is 30-84	And: RC percentile is >= 85
And: Both Maze and WA percentiles are < 30	And: Maze and/or WA percentile is > 30		
Then: Place in <b>Double Block</b> (Tier 3)	Then: Place in <b>Single Block</b> (Tier 2)	Then: Place in <b>Single Block</b> (Tier 2)	Then: Place with <b>CAR-PD</b> trained teacher
Program and Materials: <b>SRA Reach Higher</b>	Programs and Materials: <b>Voyager Passports</b>	Programs and Materials: <b>Voyager Passports</b>	Programs and Materials: <b>Content specific materials</b>

\*Only level 2 students are eligible for CAR-PD. In the event a Level 1 student scores above the 84<sup>th</sup> percentile in reading comprehension, placement must be in a single block using Voyager Passports. See additional note on page 2 concerning curriculum for students in intensive reading for multiple years.

Use boxes 2 – 5 to determine instructional needs and intensity of intervention	
<b>(Box 2)</b> <b>Maze Score</b> <b>is &gt; 30<sup>th</sup> Percentile</b>	<b>(Box 4)</b> <b>Word Analysis Score</b> <b>is &gt; 30<sup>th</sup> Percentile</b>
<b>(Box 3)</b> <b>Maze Score</b> <b>is &lt; 30<sup>th</sup> Percentile</b>	<b>(Box 5)</b> <b>Word Analysis Score</b> <b>is &lt; 30<sup>th</sup> Percentile</b>
<p><b>If a student’s scores fall in Box 2 + 4</b>  <b>Then</b> provide enhanced instruction in the high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <ul style="list-style-type: none"> <li>• Provide differentiated small group instruction during reading block.</li> </ul>	<p><b>If a student’s scores fall in Box 2 + 5</b>  <b>Then</b> student might have a specific weakness in spelling that doesn’t impact reading. Provide targeted instruction in basic spelling patterns and affixes and roots in small group.</p> <ul style="list-style-type: none"> <li>• Determine intensity of intervention and frequency of ongoing progress monitoring (OPM) based on RtI.</li> <li>• Administer Phonics Screening Inventory in Diagnostic Toolkit.</li> <li>• Provide differentiated small group instruction.</li> </ul>
<p><b>If a student’s scores fall in Box 3 + 4</b>  <b>Then</b> work on text reading efficiency (comprehension and fluency).</p> <ul style="list-style-type: none"> <li>• Assess fluency (ORF) using passages in Toolkit</li> <li>• If not fluent (accuracy or rate), practice with repeated readings, cued phrases, etc.</li> <li>• If reading is fluent, then teach using a comprehension focus.</li> <li>• Provide differentiated small group instruction.</li> </ul> <p>Determine intensity of intervention and frequency of progress monitoring based on RtI. Graph data for ORF</p>	<p><b>If a student’s scores fall in Box 3+ 5</b>  <b>Then</b> provide intensive instruction in word study/ word recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.</p> <ul style="list-style-type: none"> <li>• Administer Phonics Screening Inventory in Diagnostic Toolkit.</li> <li>• Provide differentiated small group instruction.</li> </ul> <p>Determine intensity of intervention and frequency of progress monitoring (OPM) based on RtI. Graph data.</p>

**Note: Placement tests for all core programs will be given in order to assure proper placement. If a student is placed in intensive reading for multiple years, adjustments will be made to the intensive reading curriculum. Core curriculum that has not proven effective will be replaced or supplemented with more appropriate materials.**