









Fall Kindergarten Reading Placement Pathway

SCREENING	Teacher administers <i>Read Well K</i> Placement Inventory.			
				
Diagnosis: Criteria	Scores on subtests A & B less than 16. OR Lang. Acquisition Stage Preproduction/Early Production	Scores on subtests A –D between 17 and 25. OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Scores on subtests A-D greater than 25.	Met goals on at least 3 subtests on Unit 9 assessment.
				
Focus	Intensive Instructional emphasis on oral language development, phonemic awareness and phonics/decoding and including specially designed instruction to meet the needs of students with special needs	Strategic Instructional emphasis on continued oral language development, phonemic awareness, phonics, fluency, vocabulary and comprehension and including specially designed instruction to meet the needs of students with special needs	Benchmark Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary, comprehension and grade level GLEs	Advanced Instructional emphasis on phonics, fluency, vocabulary, comprehension, motivation, cognition and knowledge
Intervene: Program Placement	<ul style="list-style-type: none"> • HOSTS ELD • Prentice Hall <i>Newcomer Program</i> • Oxford Picture Dictionary 	<ul style="list-style-type: none"> • <i>Earobics with Classroom Connection</i> • Oxford Picture Dictionary 	<ul style="list-style-type: none"> • <i>Read Well K Prelude</i> Three Day Plan 	<ul style="list-style-type: none"> • <i>Read Well K</i> Unit 1 or above dependent on Unit test scores
Delivery	Additional 30 minutes oral language development (small group or individual; 1:4 ratio optimal; 1:8 maximum)	Small groups/individual intervention (1:4 ratio optimal; 1:8 maximum)	Whole class and small group instruction.	Whole class and small group instruction.
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • <i>Earobics</i> Report • <i>Read Well K</i> • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • <i>Read Well K</i> Unit Test 	<ul style="list-style-type: none"> • <i>Read Well K</i> Unit Test
Certify Progress	Literacy Foundation Under Development			

These materials shall serve as guidelines for reading placement, instruction, and resources, but should not substitute for informed teacher judgment. Placement in Reading Pathway intervention settings requires alignment of individual student needs with specific program design. Based on continuous progress monitoring, students who have not responded successfully over time to multiple and varied academic instructional methods and materials (Response to Intervention—RTI) per the above reading placement pathway may be referred for more strategic or intensive services and/or referred for special education services. At any time during this process a student may be referred for consideration for a 504 and/or a special education evaluation. Cohort 1 & 2 Reading First schools use Harcourt materials. 5/15/07

Fall Grade 1 Reading Placement Pathway

SCREENING	Teacher administers <i>Read Well</i> Placement Inventory.			
Diagnosis: Criteria	Scores on tasks 2 and 3 less than 10. OR Lang. Acquisition Stage Preproduction/Early Production	Scores on tasks 2 and 3 greater than 9 AND Scores on tasks 4 and 5 below 8 OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Scores on tasks 2 and 3 greater than 9; scores on tasks 4 and 5 at least 8; AND meets fewer than 3 goals on Unit 9 Subtest.	Scores on tasks 2 and 3 greater than 9; scores on tasks 4 and 5 at least 8; AND meets 3 or more goals on Unit 9 Subtest.
Focus	Intensive Instructional emphasis on oral language development, phonemic awareness and phonics/decoding and including specially designed instruction to meet the needs of students with special needs	Strategic Instructional emphasis on continued oral language development, phonemic awareness, phonics, fluency, vocabulary and comprehension and including specially designed instruction to meet the needs of students with special needs	Benchmark Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary, comprehension and grade level GLEs	Advanced Instructional emphasis on phonics, fluency, vocabulary, comprehension, motivation, cognition and knowledge
Intervene: Program Placement	<ul style="list-style-type: none"> • HOSTS ELD • <i>Earobics with Classroom Connection</i> • <i>Read Well</i> • Prentice Hall <i>Newcomer Program</i> • Oxford Picture Dictionary 	<ul style="list-style-type: none"> • <i>Earobics with Classroom Connections</i> • <i>Read Well</i> Unit 1 (with double dose and extra practice as needed) • Oxford Picture Dictionary 	<ul style="list-style-type: none"> • <i>Read Well</i> Unit 1 • <i>Houghton Mifflin Reading</i> 	<ul style="list-style-type: none"> • <i>Read Well</i> Unit 10 or beyond • <i>Houghton Mifflin Reading</i>
Delivery	May be a partial replacement of core. Students should receive targeted intervention with fidelity to research-based implementation.	Core program with scaffolded instruction and flexible small groups at students' instructional levels. (1:7 ratio optimal; 1:8 maximum)	All students in shared, guided, or independent reading and small groups working at instructional levels for 120 minutes in a balanced Language Arts block.	Independent reading with focused mini-lessons to extend whole class reading and writing activities.
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> • <i>Earobics</i> Report • <i>Read Well</i> Unit Test • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • <i>Earobics</i> Report • <i>Read Well</i> Unit Test • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • <i>Read Well</i> Unit Test 	<ul style="list-style-type: none"> • <i>Read Well</i> Unit Test • Integrated Theme Assessments (HM)
Certify Progress	Evidence of Benchmark Performance <ul style="list-style-type: none"> • Completes <i>Read Well</i> • Reads QRI first grade passage with 50+ WCPM 			

These materials shall serve as guidelines for reading placement, instruction, and resources, but should not substitute for informed teacher judgment. Placement in Reading Pathway intervention settings requires alignment of individual student needs with specific program design. Based on continuous progress monitoring, students who have not responded successfully over time to multiple and varied academic instructional methods and materials (Response to Intervention—RTI) per the above reading placement pathway may be referred for more strategic or intensive services and/or referred for special education services. At any time during this process a student may be referred for consideration for a 504 and/or a special education evaluation. Cohort 1 & 2 Reading First schools use Harcourt materials. 5/15/07

Fall Grade 2 Reading Placement Pathway

SCREENING	Teacher administers QRI passage.			
<i>Diagnosis: Criteria</i>	Completed fewer than 20 <i>Read Well</i> Units. Reads QRI Level 2 passage with 25 or fewer words correct per minute. (WCPM) OR Lang. Acquisition Stage Preproduction/Early Production.	Completed <i>Read Well</i> Unit 20. Reads QRI Level 2 passage with at least 26-44 WCPM OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency.	Completed <i>Read Well</i> in first grade. Reads QRI Level 2 passage with at least 45-89 WCPM and 4/5 correct on comprehension questions.	Reads QRI Level 3 passage with at least 90+ WCPM and 4/5 correct on comprehension questions.
<i>Focus</i>	Intensive Instructional emphasis on oral language development, phonemic awareness and phonics/decoding and including specially designed instruction to meet the needs of students with special needs	Strategic Instructional emphasis on continued oral language development, phonemic awareness, phonics, fluency, vocabulary and comprehension and including specially designed instruction to meet the needs of students with special needs	Benchmark Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary, comprehension and grade level GLEs	Advanced Instructional emphasis on phonics, fluency, vocabulary, comprehension, motivation, cognition and knowledge
<i>Intervene: Program Placement</i>	<ul style="list-style-type: none"> • HOSTS ELD • <i>Read Well</i> double dose • <i>Earobics with Classroom Connections</i> • Prentice Hall <i>Newcomer Program</i> • Oxford Picture Dictionary • Instructional Strategies for English Language Learners (HM) • Extra Support Handbook (HM) 	<ul style="list-style-type: none"> • <i>Read Well</i> to end, then • <i>Early Success</i> Level 2 • Oxford Picture Dictionary • Instructional Strategies for English Language Learners (HM) • Extra Support Handbook (HM) 	<ul style="list-style-type: none"> • <i>Houghton Mifflin Reading</i> 	<ul style="list-style-type: none"> • <i>Houghton Mifflin Reading</i> with extension
<i>Delivery</i>	May be a partial replacement of core. Students should receive targeted intervention with fidelity to research-based implementation.	Core program with scaffolded instruction and flexible small groups at students' instructional levels. (1:7 ratio optimal; 1:8 maximum)	120 min. balanced Language Arts block to include whole group instruction on grade level and small groups at instructional levels.	Independent reading and focused mini-lessons to expand reading across genre and extend reading and writing activities.
<i>Verify Progress</i> Monitor response to intervention/instruction	<ul style="list-style-type: none"> • <i>Earobics</i> Report • <i>Read Well</i>/Unit Test • DIBELS ORF • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • DIBELS ORF • <i>Read Well</i>/Unit Test • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • Integrated Theme Assessments (HM, min. 3) 	<ul style="list-style-type: none"> • Integrated Theme Assessments (HM, min. 3)
<i>Certify Progress</i>	Evidence of Benchmark Performance <ul style="list-style-type: none"> • Reads QRI second grade passage with 90+ WCPM 			

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Fall Grade 3 Reading Placement Pathway

SCREENING	Teacher administers <i>QRI</i> passage.			
Diagnosis: Criteria	If student reads QRI passage below Level 3 or reads Level 3 passage with fewer than 75 WCPM, administer <i>Houghton Mifflin Phonics/Decoding Screening Test</i> .		Reads Level 3+ passage with at least 75-100 WCPM and 4/5 correct on comprehension questions. Majority of scores for comprehension reflect <i>good</i> progress (HM)	Reads Level 4 passage with at least 100+ WCPM and 4/5 correct on comprehension questions. Majority of scores for comprehension reflect <i>excellent</i> progress (HM).
	Scores below 80% correct on all tasks OR Lang. Acquisition Stage Preproduction/Early Production	Scores above 80% correct on all tasks OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency		
Focus	Intensive	Strategic	Benchmark	Advanced
Intervene: Program Placement	<ul style="list-style-type: none"> HOSTS ELD <i>Phonics Intervention</i> <i>Earobics</i> with <i>Classroom Connections</i> Prentice Hall <i>Newcomer Program</i> Oxford Picture Dictionary Instructional Strategies for English Language Learners (HM) Extra Support Handbook (HM) 	<ul style="list-style-type: none"> <i>Soar to Success</i> <i>Read Naturally</i> Oxford Picture Dictionary Instructional Strategies for English Language Learners (HM) Extra Support Handbook (HM) 	<ul style="list-style-type: none"> <i>Houghton Mifflin Reading</i> 	<ul style="list-style-type: none"> <i>Houghton Mifflin Reading</i> with extensions
Delivery	May be a partial replacement of core. Students should receive targeted intervention with fidelity to research-based implementation.	Core program with scaffolded instruction and flexible small groups at students' instructional levels. (1:7 ratio optimal; 1:8 maximum)	120 min. balanced Language Arts block to include whole group instruction on grade level and small groups at students' instructional levels.	Independent reading and focused mini-lessons to expand reading across genre and extend reading and writing activities.
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> <i>Earobics</i> Report DIBELS ORF Wa State English Lang. Development Standards L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> DIBELS ORF <i>Read Naturally</i> <i>Soar to Success Retelling Protocol</i> (min. 3) Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> Integrated Theme Assessments (HM, min. 3) 	<ul style="list-style-type: none"> Integrated Theme Assessments (HM, min. 3)
Certify Progress	Evidence of Benchmark Performance <ul style="list-style-type: none"> MAP score of 197 Reads QRI Level 3 passage with 110+ WCPM 			

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Fall Grade 4 Reading Placement Pathway

SCREENING	Teacher administers <i>QRI</i> passage.			
<i>Diagnosis: Criteria</i>	If student reads QRI passage below Level 4 or reads Level 4 passage with fewer than 90 WCPM, administer <i>Houghton Mifflin Phonics/Decoding Screening Test</i> .	Reads at least 90-114 WCPM in Level 4+ passage and 4/5 correct on comprehension questions.	Reads at least 115+ WCPM in Level 5 passage and 4/5 correct on comprehension questions.	Reads at least 115+ WCPM in Level 5 passage and 4/5 correct on comprehension questions.
	Scores below 80% correct on all tasks OR Lang. Acquisition Stage Preproduction/Early Production	Scores above 80% correct on all tasks OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Previous winter MAP 197-203 Majority of scores for comprehension reflect <i>good</i> progress (HM).	Previous winter MAP 204+ Majority of scores for comprehension reflect <i>excellent</i> progress (HM).
<i>Focus</i>	Intensive	Strategic	Benchmark	Advanced
	Primary focus of instruction is oral language development, phonological awareness and phonics/decoding and including specially designed instruction to meet the needs of students with special needs	Primary focus of instruction is fluency, vocabulary and comprehension and including specially designed instruction to meet the needs of students with special needs	Primary focus of instruction is vocabulary, comprehension, cognition and grade level GLEs	Primary focus of instruction is vocabulary, comprehension and cognition
<i>Intervene: Program Placement</i>	<ul style="list-style-type: none"> • HOSTS ELD • <i>Earobics</i> with <i>Classroom Connections</i> • <i>Phonics Intervention</i> • Prentice Hall <i>Newcomer Program</i> • Oxford Picture Dictionary • Instructional Strategies for English Language Learners (HM) • Extra Support Handbook (HM) 	<ul style="list-style-type: none"> • <i>Soar to Success</i> • <i>Read Naturally</i> • Oxford Picture Dictionary • Instructional Strategies for English Language Learners (HM) • Extra Support Handbook (HM) 	<ul style="list-style-type: none"> • <i>Houghton Mifflin Reading</i> • <i>REWARDS</i> 	<ul style="list-style-type: none"> • <i>Houghton Mifflin Reading</i> with extensions
<i>Delivery</i>	May be a partial replacement of core. Students should receive targeted intervention with fidelity to research-based implementation.	Core program with scaffolded instruction and flexible small groups at students' instructional levels. (1:7 ratio optimal; 1:8 maximum)	120 min. balanced Language Arts block to include whole group instruction on grade level and small groups at instructional levels.	Independent reading and focused mini-lessons to expand reading across genre and extend reading and writing activities.
<i>Verify Progress</i> Monitor response to intervention/instruction	<ul style="list-style-type: none"> • <i>Earobics</i> Report • San Diego Quick • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • DIBELS ORF • <i>Read Naturally</i> • <i>Soar to Success Retelling</i> Protocol (min. 3) • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • Integrated Theme Assessments (HM, min. 3) 	<ul style="list-style-type: none"> • Integrated Theme Assessments (HM, min. 3)
<i>Certify Progress</i>	Evidence of Benchmark Performance <ul style="list-style-type: none"> • MAP score of 204 • WASL score of 400 • Reads QRI Level 4 passage with 115+ WCPM 			

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Fall Grade 5 Reading Placement Pathway

SCREENING	Teacher administers QRI passage.			
Diagnosis: Criteria	If student reads QRI passage below Level 5 or reads Level 5 passage with fewer than 105 WCPM, administer <i>Houghton Mifflin Phonics/Decoding Screening Test</i> .		Reads at least 105 WCPM in Level 5+ passage and 4/5 correct comprehension questions. Met standard on 4 th grade WASL. Previous winter MAP 204-209 Majority of scores for comprehension reflect <i>good</i> progress (HM)	Reads at least 125+ WCPM in Level 6 passage and 4/5 correct on comprehension questions. Scored at level 4 on the 4 th grade WASL. Previous winter MAP 210+ Majority of scores for comprehension <i>excellent</i> progress (HM).
	Scores below 80% correct on all tasks OR Lang. Acquisition Stage Preproduction/Early Production	Scores above 80% correct on all tasks OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency		
Focus	Intensive	Strategic	Benchmark	Advanced
Intervene: Program Placement	<ul style="list-style-type: none"> • HOSTS ELD • <i>Phonics Intervention</i> • <i>Earobics with Classroom Connections</i> • Prentice Hall <i>Newcomer Program</i> • Oxford Picture Dictionary • Instructional Strategies for ELL (HM) • Extra Support Handbook (HM) 	<ul style="list-style-type: none"> • <i>Soar to Success</i> • <i>Read Naturally</i> • Oxford Picture Dictionary • Instructional Strategies for English Language Learners (HM) • Extra Support Handbook (HM) 	<ul style="list-style-type: none"> • <i>Houghton Mifflin Reading</i> 	<ul style="list-style-type: none"> • <i>Houghton Mifflin Reading</i> with extensions
Delivery	May be a partial replacement of core. Students should receive targeted intervention with fidelity to research-based implementation.	Core program with scaffolded instruction and flexible small groups at students' instructional levels. (1:7 ratio optimal; 1:8 maximum)	120 min. balanced Language Arts block to include whole group instruction on grade level and small groups at students' instructional levels.	Independent reading and focused mini-lessons to expand reading across genre and extend reading and writing activities.
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> • <i>Earobics</i> Report • DIBELS ORF • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • DIBELS ORF • <i>Read Naturally</i> • <i>Soar to Success</i> Retelling Protocol (min. 3) • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • Integrated Theme Assessments (HM, min. 3) 	<ul style="list-style-type: none"> • Integrated Theme Assessments (HM, min. 3)
Certify Progress	Evidence of Benchmark Performance <ul style="list-style-type: none"> • MAP score of 210+ • Reads QRI Level 5 passage with 125+ WCPM 			









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Fall Grade 6 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
<i>Diagnosis: Criteria</i>	Reading level <i>GE</i> below 3.0. Previous winter <i>MAP</i> below 191 OR Lang. Acquisition Stage Preproduction/Early Production	Reading level <i>GE</i> : 3.0 and 4.9 Previous winter <i>MAP</i> 192-209 OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Reading level <i>GE</i> : 5.0 and 7.0. Majority of scores for comprehension reflect <i>good</i> progress (HM) Previous winter <i>MAP</i> 210-214	Reading level <i>GE</i> above 7.0. Majority of scores for comprehension <i>excellent</i> progress (HM). Previous winter <i>MAP</i> above 214
<i>Focus</i>	Intensive	Strategic	Benchmark	Advanced
<i>Intervene: Program Placement Delivery</i>	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
<i>Verify Progress</i> Monitor response to intervention/instruction	<ul style="list-style-type: none"> • <i>Language!</i> • <i>Earobics</i> with <i>Classroom Connections</i> 	<ul style="list-style-type: none"> • <i>Soar to Success</i> • <i>Read Naturally</i> • <i>Jamestown Readers</i> • <i>REWARDS</i> 	<ul style="list-style-type: none"> • <i>Language of Literature</i> (McDougal Littell) 	<ul style="list-style-type: none"> • <i>Language of Literature</i> (McDougal Littell) with extensions
<i>Certify Progress</i>	Two period block of intensive instruction <u>in lieu of</u> benchmark instruction. (maximum ratio 1:25)			
	Differentiated instruction in English 6 1 period Lit Focus class with flexible groups at students' instructional levels (1:6 ratio optimal; 1:8 maximum)			
	Differentiated instruction in English 6 1 period Literature with flexible groups at students' instructional levels (1:6 ratio optimal; 1:8 maximum)			
	Independent reading and focused mini-lessons to expand reading across genre and extend reading and writing activities.			
	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>Language!</i> Assessments • <i>Earobics</i> Report • QRI • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>Read Naturally</i> • <i>Soar to Success</i> Retelling Protocol (minimum 3) • QRI • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • Extended Reading Response (LA checklist) 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • Extended Reading Response (LA checklist)
	Evidence of Benchmark Performance <ul style="list-style-type: none"> • <i>MAP</i> score of 215+ • <i>STAR GE</i> 6.5 • Reads grade level passage with 145+WCPM 			

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Fall Grade 7 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
				
Diagnosis: Criteria	Reading level <i>GE</i> below 3.0. Prev. winter <i>MAP</i> below 192 OR Lang. Acquisition Stage Preproduction/Early Production	Reading level <i>GE</i> : 3.0 and 5.9. Previous winter <i>MAP</i> 192-214 OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Reading level <i>GE</i> : 6.0 and 8.0. Previous winter <i>MAP</i> 215-218	Reading level <i>GE</i> above 8.0. Previous winter <i>MAP</i> 219+
				
	Intensive	Strategic	Benchmark	Advanced
Focus	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
Intervene: Program Placement	<ul style="list-style-type: none"> <i>Language!</i> <i>Earobics</i> with <i>Classroom Connections</i> 	<ul style="list-style-type: none"> <i>Soar to Success</i> <i>Read Naturally</i> <i>Jamestown Readers</i> <i>REWARDS</i> 	<ul style="list-style-type: none"> <i>Language of Literature</i> (McDougal Littell) 	<ul style="list-style-type: none"> <i>Language of Literature</i> (McDougal Littell) with extensions
Delivery	Two period block of intensive instruction <u>in lieu of</u> benchmark instruction. (maximum ratio 1:25)	1 period English 7 1 period Lit Focus class using flexible groups at students' instructional levels. (1:6 ratio optimal; 1:8 maximum)	One period English 7	One period English 7 (Challenge sites offer Honors English)
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> <i>STAR</i> as needed <i>Language!</i> Assessments QRI <i>Earobics</i> Report Wa State English Lang. Development Standards L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> <i>STAR</i> as needed <i>Read Naturally</i> <i>Soar to Success</i> Retelling Protocol (minimum 3) QRI Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> <i>STAR</i> as needed Extended Reading Response (LA checklist) 	<ul style="list-style-type: none"> <i>STAR</i> as needed Extended Reading Response (LA checklist)
Certify Progress	Evidence of Benchmark Performance <ul style="list-style-type: none"> <i>MAP</i> score of 219 WASL score of 400 <i>STAR GE</i> of 7.5 Reads grade level passage with at 145+ WCPM 			

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Fall Grade 8 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
<i>Diagnosis: Criteria</i>	Reading level <i>GE</i> (grade equivalent) below 3.0. 7 th grade WASL Reading score in Level 1. Previous winter <i>MAP</i> below 192 OR Lang. Acquisition Stage Preproduction/Early Production	Reading level <i>GE</i> between 3.0 and 6.9. 7 th grade WASL Reading score in Level 1 or 2. Previous winter <i>MAP</i> 192-218 OR Lang. Acquisition Stage Speech Emergence or early Intermed Fluency	Reading level <i>GE</i> between 7.0 and 9.0. 7 th grade WASL Reading score in Level 2 or 3. Previous winter <i>MAP</i> 219-222	Reading level <i>GE</i> above 9.0. 7 th grade WASL Reading score in Level 4. Previous winter <i>MAP</i> 223+
<i>Focus</i>	Intensive	Strategic	Benchmark	Advanced
	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
<i>Intervene: Program Placement Delivery</i>	<ul style="list-style-type: none"> • <i>Language!</i> • <i>Earobics</i> with <i>Classroom Connections</i> 	<ul style="list-style-type: none"> • <i>Soar to Success</i> • <i>Read Naturally</i> • <i>Jamestown Readers</i> • <i>REWARDS</i> 	<ul style="list-style-type: none"> • <i>Language of Literature</i> (McDougal Littell) 	<ul style="list-style-type: none"> • <i>Language of Literature</i> (McDougal Littell) with extensions
	Two period block of intensive instruction <u>in lieu of</u> benchmark instruction. (maximum ratio 1:25)	1 period English 8 1 period Lit Focus class using flexible groups at students' instructional levels. (1:6 ratio optimal; 1:8 max)	One period English 8	One period English 8 (Challenge sites offer Honors English)
<i>Verify Progress</i> Monitor response to intervention/instruction	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>Language!</i> Assessments • QRI • <i>Earobics</i> Report • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>Read Naturally</i> • <i>Soar to Success</i> Retelling Protocol (minimum 3) • QRI • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • Extended Reading Response (LA checklist) 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • Extended Reading Response (LA checklist)
<i>Certify Progress</i>	Evidence of Benchmark Performance <ul style="list-style-type: none"> • <i>MAP</i> score of 223 • <i>STAR GE</i> of 8.5 • Reads grade level passage with at 145+ WCPM 			

These materials shall serve as guidelines for reading placement, instruction, and resources, but should not substitute for informed teacher judgment. Placement in Reading Pathway intervention settings requires alignment of individual student needs with specific program design. Based on continuous progress monitoring, students who have not responded successfully over time to multiple and varied academic instructional methods and materials (Response to Intervention—RTI) per the above reading placement pathway may be referred for more strategic or intensive services and/or referred for special education services. At any time during this process a student may be referred for consideration for a 504 and/or a special education evaluation. Cohort 1 & 2 Reading First schools use Harcourt materials. 5/15/07

Fall Grade 9 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
<i>Diagnosis: Criteria</i>	Reading level <i>GE</i> (grade equivalent) below 3.9. Previous winter <i>MAP</i> below 207 OR Lang. Acquisition Stage Preproduction/Early Production	Reading level <i>GE</i> between 4.0 and 7.0. Did not meet 7 th grade WASL Reading standard. Previous winter <i>MAP</i> 207-217 OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Reading level <i>GE</i> between 7.1 and 10.0. Previous winter <i>MAP</i> 218-228	Reading level <i>GE</i> above 10.0. Previous winter <i>MAP</i> 228+
<i>Focus</i>	Intensive	Strategic	Benchmark	Advanced
<i>Intervene: Placement/Delivery</i>	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
<i>Verify Progress</i> Monitor response to intervention/instruction	Two period intervention block <u>in lieu of</u> English • Linguistics II • Comprehensive Literacy Communications Technology	Academic Literacy Block (two period block including Academic Literacy and English 9) Communications Technology	9 th grade block with reading strategies also used with Science and Social Studies texts.	Pre-AP English with approved supplemental tradebooks and reciprocal reading across genre.
<i>Certify Progress</i>	• <i>STAR</i> as needed • <i>Language!</i> Assessments • <i>READ 180</i> Assessments • QRI • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels	• <i>STAR</i> as needed • <i>Six Minute Solution</i> • San Diego Quick • WASL released items • QRI • Wa State English Lang. Development Standards	• <i>STAR</i> as needed • Extended Reading Response (LA checklist)	• <i>STAR</i> as needed • Extended Reading Response (LA checklist)
	Evidence of Benchmark Performance • <i>MAP</i> score of 224+ • <i>STAR GE</i> of 9.5			









These materials shall serve as guidelines for reading placement, instruction, and resources, but should not substitute for informed teacher judgment. Placement in Reading Pathway intervention settings requires alignment of individual student needs with specific program design. Based on continuous progress monitoring, students who have not responded successfully over time to multiple and varied academic instructional methods and materials (Response to Intervention—RTI) per the above reading placement pathway may be referred for more strategic or intensive services and/or referred for special education services. At any time during this process a student may be referred for consideration for a 504 and/or a special education evaluation. Cohort 1 & 2 Reading First schools use Harcourt materials. 5/15/07

Fall Grade 10 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
<i>Diagnosis: Criteria</i>	Reading level <i>GE</i> (grade equivalent) below 3.9. Previous winter <i>MAP</i> below 209 OR Lang. Acquisition Stage Preproduction/Early Production	Reading level <i>GE</i> between 4.0 and 7.0. Did not meet 7 th grade WASL Reading standard. Previous winter <i>MAP</i> 209-220 OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Reading level <i>GE</i> between 7.1 and 11.0. Previous winter <i>MAP</i> 221-230	Reading level <i>GE</i> above 11.0. Previous winter <i>MAP</i> 230+
<i>Focus</i>	Intensive	Strategic	Benchmark	Advanced
<i>Intervene: Placement/Delivery</i>	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
<i>Verify Progress</i> Monitor response to intervention/instruction	Two period intervention block <u>in lieu of</u> English • Linguistics II • Comprehensive Literacy Academic World Studies/Washington History	One period Academic Literacy II <u>in addition to</u> 10 th grade block (English and Social Studies)	10 th grade block (English and Social Studies) with reading strategies	AP English with approved supplemental tradebooks and reciprocal reading across genre.
<i>Certify Progress</i>	• <i>STAR</i> as needed • <i>Language!</i> Assessments • <i>READ 180</i> Assessments • QRI • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels	• <i>STAR</i> as needed • <i>Six Minute Solution</i> • San Diego Quick • WASL released items • QRI • Wa State English Lang. Development Standards	• <i>STAR</i> as needed • Extended Reading Response (LA checklist)	• <i>STAR</i> as needed • Extended Reading Response (LA checklist)
	Evidence of Benchmark Performance • <i>MAP</i> score of 225+ • <i>STAR GE</i> of 10.5 • WASL score of 400			

These materials shall serve as guidelines for reading placement, instruction, and resources, but should not substitute for informed teacher judgment. Placement in Reading Pathway intervention settings requires alignment of individual student needs with specific program design. Based on continuous progress monitoring, students who have not responded successfully over time to multiple and varied academic instructional methods and materials (Response to Intervention—RTI) per the above reading placement pathway may be referred for more strategic or intensive services and/or referred for special education services. At any time during this process a student may be referred for consideration for a 504 and/or a special education evaluation. Cohort 1 & 2 Reading First schools use Harcourt materials. 5/15/07

Fall Grade 11 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
				
Diagnosis: Criteria	Reading level <i>GE</i> (grade equivalent) below 4.9 OR Lang. Acquisition Stage Preproduction/Early Production	Reading level <i>GE</i> between 5.0 and 8.0. Did not meet 10 th grade WASL Reading/Writing standard.	Reading level <i>GE</i> between 8.1 and 12.0.	Reading level <i>GE</i> above 12.0.
				
Focus	Intensive	Strategic	Benchmark	Advanced
	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
Intervene: Placement/ Delivery	Two period intervention block <u>in lieu of</u> English <ul style="list-style-type: none"> Linguistics II Comprehensive Literacy 	One period Benchmark Literacy intervention	11 th grade block (English and Social Studies) with reading strategies	AP English with approved supplemental tradebooks and reciprocal reading across genre.
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> <i>Language!</i> Assessments <i>READ 180</i> Assessments QRI Wa State English Lang. Development Standards L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> <i>Six Minute Solution</i> San Diego Quick WASL released items QRI 	<ul style="list-style-type: none"> Extended Reading Response (LA checklist) 	<ul style="list-style-type: none"> Extended Reading Response (LA checklist)
Certify Progress	Evidence of Benchmark Performance <ul style="list-style-type: none"> MAP score of 225+ <i>STAR GE</i> of 10.5 WASL score of 400 			

These materials shall serve as guidelines for reading placement, instruction, and resources, but should not substitute for informed teacher judgment. Placement in Reading Pathway intervention settings requires alignment of individual student needs with specific program design. Based on continuous progress monitoring, students who have not responded successfully over time to multiple and varied academic instructional methods and materials (Response to Intervention—RTI) per the above reading placement pathway may be referred for more strategic or intensive services and/or referred for special education services. At any time during this process a student may be referred for consideration for a 504 and/or a special education evaluation. Cohort 1 & 2 Reading First schools use Harcourt materials. 5/15/07