

Guidelines for Participation and Exit

Secondary Reading Interventions

Consultation with special education and DCI specialists is encouraged when selecting programs.
Interventions meet *in addition* to regular programming.

Approved Audience	Entry	Intervention	Exit
Grades 9-10 SE GE/SE/ELL	<p>MSA Basic spring of grade 8 school year</p> <p>Previous grade spring MAP-R RIT Scores: basic and not proficient in</p> <ul style="list-style-type: none"> • General Reading Processes • Informational Text: Comprehension, Ideas, Language • Informational Text: Varieties, Features, Patterns <p>Content Reading Inability or difficulty using independent reading strategies to comprehend text in content areas</p>	<p>College Prep Literacy 9 and 10</p>	<ul style="list-style-type: none"> • Proficiency on MSA • Proficiency on MAP-R • Observed improvement in the independent application of reading strategies in content classes
Grades 6-11 SE	<p>MSA Basic spring of previous school year</p> <p>MAP-R RIT Scores: not proficient in General Reading Processes</p> <p>Woodcock Johnson Subtests: standard scores < 85</p> <ul style="list-style-type: none"> • Letter Word ID • Word Attack • Fluency • Spelling • Passage Comprehension <p>Informal Reading Inventory: frustration level at multiple grade level passages, below the student's current grade placement</p> <ul style="list-style-type: none"> • Word Recognition (graded word lists and graded passages) <p>Individual Education Program (IEP): Decoding and knowledge of word structure in IEP goals</p> <p>Inability to decode grade level text</p> <p>Fluency < 60 words per minute</p>	<p>Corrective Reading</p>	<ul style="list-style-type: none"> • Proficiency on MSA without reading accommodation • MAP-R RIT Scores: proficient in General Reading Processes • Woodcock Johnson Subtests: standard scores > 85 <ul style="list-style-type: none"> ○ Letter Word ID ○ Word Attack • Informal Reading Inventory: <ul style="list-style-type: none"> ○ Instructional level reaches one year below grade level ○ Word Recognition (graded word lists and graded passages) • Individual Education Program (IEP): absence of decoding and knowledge of word structure IEP goals • Completion of Level C <i>(Consider other data when Level B2 is completed)</i>

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<p>Grades 6 –10 GE/SE/ELL</p>	<p>MSA Basic spring of previous school year MAP-RIT spring score not proficient in</p> <ul style="list-style-type: none"> • General Reading Processes • Informational Text: • Informational Text: Comprehension:, Ideas, Language • Informational Text: Varieties, Features, Patterns <p>Fluency Classroom/observation data</p> <ul style="list-style-type: none"> • Difficulty with expression, grouping of words, smoothness, and natural pace at reading words per minute: (10 x age when reading aloud) <p>Content Reading Inability to use reading strategies to comprehend text in content areas</p> <p>ESOL students must have an overall score and a reading score of low intermediate or above on the LAS Links English Language Proficiency Census Assessment</p>	<p>READ 180</p>	<ul style="list-style-type: none"> • Proficiency on MSA • Proficiency on MAP-R • Observed improvement in the independent application of reading strategies in content classes • Grade Level SRI Performance
<p>Grades 7 and 8 GE/SE/ELL</p>	<p>MSA Basic spring of previous school year</p> <p>MAP-R RIT scores not proficient in</p> <ul style="list-style-type: none"> • General Reading Processes • Informational Text: Comprehension, Ideas, Language • Informational Text: Varieties, Features, Patterns • Literary Text: Features and Elements • Literary Text: Understanding, Language, Ideas <p>Content Reading Difficulty in using independent reading strategies to comprehend text in content areas</p> <p>ESOL students must have an overall score and a reading score of low intermediate or above on the LAS Links English Language Proficiency Census Assessment</p>	<p>MCPS READING 7 and 8</p>	<ul style="list-style-type: none"> • Proficiency on MSA • Proficiency on MAP-R • Observed improvement in the independent application of reading strategies in content classes • Proficiency on End of Unit Assessments and BCRs

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<p align="center">SE Grades 6-10</p>	<p>MSA Basic spring of previous school year</p> <p>MAP-R RIT Scores: Not proficient in General Reading Processes</p> <p>Woodcock Johnson Subtests: standard scores < 85</p> <ul style="list-style-type: none"> • Letter Word ID • Word Attack • Fluency • Spelling • Passage Comprehension <p>Informal Reading Inventory: frustration level on multiple grade level passages, below student's current grade level placement</p> <ul style="list-style-type: none"> • Word Recognition (graded word lists and graded passages) <p>Individual Education Program (IEP): Decoding and knowledge of word structure on IEP goals</p> <p>Inability to decode grade level text</p> <p>Fluency < 60 words per minute</p>	<p align="center">Wilson Reading</p>	<ul style="list-style-type: none"> • Proficiency on MSA without reading accommodation • MAP-R RIT Scores: proficient in General Reading Processes • Completion of Step 12 in the program: (<i>Consider other data when reaching Step 9/10</i>) • Woodcock Johnson Subtests: standard scores > 85 <ul style="list-style-type: none"> ○ Letter Word ID ○ Word Attack • Informal Reading Inventory: <ul style="list-style-type: none"> ○ Instructional level reaches one year below grade level ○ Word Recognition (graded word lists and graded passages) ○ Passage Comprehension • Individual Education Program (IEP): Absence of decoding and knowledge of word structure IEP goals

Programs listed above this dividing line are scheduled courses.

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Grades 6-10 SE	<p>MAP-R RIT Scores: Not proficient in General Reading Processes</p> <p>Edmark Assessment: Level 1</p>	<p>Edmark</p>	<ul style="list-style-type: none"> MAP-R RIT Scores: proficient in General Reading Processes Completion of Level 2
Grades 6-8 GE/SE/ELL	<p>MSA Basic spring of previous school year MAP-RIT spring score not proficient in</p> <ul style="list-style-type: none"> General Reading Processes Informational Text: Informational Text: Comprehension: Ideas, Language Informational Text: Varieties, Features, Patterns <p>Content Reading Inability to use reading strategies to comprehend text in content areas</p> <p>ESOL students must have an overall score and a reading score of low intermediate or above on the LAS Links English Language Proficiency Census Assessment</p>	<p>High Five</p>	<ul style="list-style-type: none"> Proficiency on MSA Proficiency on MAP-R Observed improvement in the independent application of reading strategies in content classes
Grades 6-8 GE/SE/ELL	<p>MSA Basic spring of previous school year MAP-R RIT Scores: below grade level RIT score in General Reading Processes</p> <p>Woodcock Johnson Subtests: standard scores < 85 in one or more areas</p> <ul style="list-style-type: none"> Letter Word ID Word Attack Fluency Spelling <p>Informal Reading Inventory: frustration level at multiple grade levels, below student's current level placement</p> <ul style="list-style-type: none"> Word Recognition (graded word lists and graded passages) <p>Fluency < 60 words per minute</p>	<p>Lexia SOS (Usually accompanies the Wilson Reading System.)</p>	<ul style="list-style-type: none"> Proficiency on MSA without reading accommodation MAP-R RIT Scores: proficient in General Reading Processes Woodcock Johnson Subtests: standard scores > 85: Letter Word ID and Word Attack Informal Reading Inventory: Instructional level one year below grade level Word Recognition (graded word lists and graded passages) Individual Education Program (IEP): Absence of decoding and knowledge of word structure IEP goals

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<p>Grades 6-8 GE/SE/ELL</p>	<p>MSA Basic spring of previous school year MAP-RIT spring score not proficient in</p> <ul style="list-style-type: none"> • General Reading Processes • Informational Text: • Informational Text: Comprehension.; Ideas, Language • Informational Text: Varieties, Features, Patterns <p>Fluency Classroom/observation data</p> <ul style="list-style-type: none"> • Difficulty with expression, grouping of words, smoothness, and natural pace at reading words per minute: (10 x age when reading aloud) <p>Content Reading Inability to use reading strategies to comprehend text in content areas</p> <p>ESOL students must have a reading and overall score of low intermediate or higher on the LAS Links English Language Proficiency Census Assessment</p> <ul style="list-style-type: none"> • Few, if any ESOL 1 students are appropriate for placement in this program since it begins with lexile level 300 and many ESOL students do not score above 200. Consultation with ESOL teacher/team expected. 	<p style="text-align: center;">Read About</p>	<ul style="list-style-type: none"> • Proficiency on MSA • Proficiency on MAP-R • Observed improvement in the independent application of reading strategies in content classes • Grade Level SRI Performance
<p>Grades 6-12 GE/SE/ELL</p>	<p>MAP-R Scores: RIT score in General Reading Processes is below grade level Woodcock Johnson Subtests: standard score < 85 in Fluency Fluency is < 60 words per minute Word Recognition: < 50 words ESOL Students: Low literacy ESOL students in a METS program who have decoding skills. ESOL students require monitoring of comprehension skills in coordination with fluency.</p>	<p style="text-align: center;">Read Naturally</p>	<ul style="list-style-type: none"> • Proficiency on MAP-R • Woodcock Johnson Subtests: standard score ≥ 85 in Fluency • Fluency is > 120 words per minute

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Grades 6-12 GE/SE/ELL	<p>MSA Basic spring of previous school year</p> <p>MAP-R RIT Scores: not proficient in General Reading Processes > Grade 3 but below student's current grade placement</p> <p>Woodcock Johnson Subtests: standard scores < 85 in one or more areas</p> <ul style="list-style-type: none"> • Letter Word ID • Word Attack • Fluency • Spelling <p>Informal Reading Inventory: Instructional level > Grade 3</p> <ul style="list-style-type: none"> • Word Recognition (graded word lists and graded passages) <p>Fluency is between 60 and 120 words per minute</p>	<p>Rewards*</p> <p>*For students who lack advanced word identification skills and are slower oral readers than their peers.</p>	<ul style="list-style-type: none"> • Proficiency on MSA without reading accommodation • MAP-R RIT Scores: proficient in General Reading Processes • Woodcock Johnson Subtests: standard scores > 85 <ul style="list-style-type: none"> ○ Letter Word ID ○ Word Attack • Informal Reading Inventory: <ul style="list-style-type: none"> ○ Instructional level reaches one year below grade level ○ Word Recognition (graded word lists and graded passages) • Individual Education Program (IEP): Absence of decoding and knowledge of word structure IEP goals • Completion of the Rewards scope and sequence
Grades 6-12 GE/SE/ELL	<p>Same as criteria listed above for Rewards</p> <p>*For students who have completed the Rewards program, continue to lack advanced word identification skills, and are slower oral readers than their peers. Students complete the 15 lessons and exit.</p>	<p>Rewards Plus Social Studies*</p>	<ul style="list-style-type: none"> • Completion of the Rewards Plus Social Studies program

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Grades 6-8 GE/SE/ELL	<p>MSA Basic spring of previous school year</p> <p>MAP-R RIT scores not proficient in</p> <ul style="list-style-type: none"> • General Reading Processes • Informational Text: Comprehension, Ideas, Language • Informational Text: Varieties, Features, Patterns • Literary Text: Features and Elements • Literary Text: Understanding, Language, Ideas <p>Content Reading Difficulty in using independent reading strategies to comprehend text in content areas</p> <p>ESOL students must have an overall score and a reading score of low intermediate or above on the LAS Links English Language Proficiency Census Assessment</p>	<p style="text-align: center;">Soar to Success</p>	<ul style="list-style-type: none"> • Proficiency on MSA • Proficiency on MAP-R • Observed improvement in the independent application of reading strategies in content classes
Grades 6-12 GE/SE	<p>MAP-R RIT Scores: RIT score in General Reading Processes is below grade level</p> <p>Woodcock Johnson Subtests: standard score < 85 in Fluency</p> <p>Fluency is < 60 words per minute</p>	<p style="text-align: center;">Soliloquy</p>	<ul style="list-style-type: none"> • MAP-R RIT score in General Reading Processes is proficient • Woodcock Johnson Subtests: standard score > 85 in Fluency • Fluency is > 120 words per minute