

HMHISG Student Reading Inventory Guidance

Grade	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
3	BR -329	330 -519	520 -820	821 - Above
4	BR -539	540 -739	740 -940	941 - Above
5	BR -619	620 -829	830 -1010	1011 - Above
6	BR -729	730 -924	925 -1070	1071 - Above
7	BR -769	770 -969	970 -1120	1121 - Above
8	BR -789	790 -1009	1010 -1185	1186 - Above
9	BR -849	850 -1049	1050 -1260	1261 - Above
10	BR -889	890 -1079	1080 -1335	1336 - Above
11/12	BR -984	985 -1184	1185 -1385	1386 - Above

Student Reading Inventory (SRI) ranges for students entering grades in September.

- All students will receive core curriculum instruction through the literacy block. Curriculum related scaffolds and interventions will be delivered throughout the literacy block.
- Students scoring in the “Below and Approaching” levels are to receive additional targeted reading instruction beyond the literacy block. (See chart of vetted interventions below)
- Students in grades 3-5 with lexile scores **400L and below** and students in grades 6-12 with **600L or below** may lack foundational phonics. These students should be tested with a phonics inventory assessment to determine their level of phonemic awareness and placed in an appropriate intervention.
- Intervention periods:
 - Minimum of 5X per week 45-60 minutes
 - Consistent teacher/academic interventionist
 - Progress monitoring will indicate if student has met criteria to accelerate out of the intervention
 - Intervention teacher/academic interventionist regularly meets with core teacher to discuss progress and strategies

Reader	Below Expectations	Approaching Expectations
Identifying behaviors and traits	<ul style="list-style-type: none"> ● Little to no phonemic awareness (inclusive of poor letter Id) ● Limited oral vocabulary ● Limited auditory comprehension ● No automaticity ● No comprehension OR ● Some phonemic awareness ● Limited tiered vocabulary ● Poor automaticity ● Poor fluency ● Poor comprehension ● Oral comprehension may be in place 	<ul style="list-style-type: none"> ● Basic phonics <ul style="list-style-type: none"> ○ Decodes/encodes ○ Missing higher level phonics (vowel teams, spelling rules, generalizations) ● Basic sight words ● Poor vocabulary ● Poor accuracy ● Poor automaticity ● Poor comprehension ● Auditory comprehension OR ● Proficient with phonics ● Phonemic awareness ● Basic vocabulary ● Basic automaticity ● Basic fluency ● Basic comprehension
Intervention	System 44	Read 180