

Grades 4-8 Student Reading Plan FAQ

Plan Management and Eligibility

1. How will we determine who is eligible for a Student Reading Plan in grades 4-8?

Students who fail the Reading Standards of Learning (SOL) with a Fail/Basic or Fail/Below Basic score will be required to have a Student Reading Plan outlining appropriate interventions. Additionally, any student who receives reading intervention, regardless of SOL status, will also be required to have a Student Reading Plan. Students who pass the Reading SOL with an audio or read-aloud accommodation may receive a Student Reading Plan based on a body of evidence, including data from VALLSS: 4-8. Additional students who participate in VALLSS: 4-8 who were not required to participate may also receive a Student Reading Plan based on a body of evidence, including data from VALLSS: 4-8.

2. How will parents “participate” in the development of the plan?

Parents may provide input into the plan in a variety of ways. Examples include participating in person, providing input over the phone, or providing input in writing about their student. VLP has provided a sample parent letter where parents can indicate if they wish to participate or not. doe.virginia.gov/home/showpublisheddocument/64577

3. Will English language learners (EL) students get a Student Reading Plan in grades 4-8?

If students receiving EL services score Fail/Basic or Fail/Below Basic on the Reading SOL, they will need a Student Reading Plan and intervention using a VBOE approved intervention program. Reading specialists should collaborate with EL teachers when determining appropriate supports for the student in order to best align instruction. Additional guidance can be found here: doe.virginia.gov/home/showdocument?id=63205&t=638889466648177685

4. What is the guidance for students who also have an IEP?

If students with an IEP score Fail/Basic or Fail/Below Basic on the Reading SOL, they will need a Student Reading Plan and an intervention from a VBOE approved intervention program. Instructional time for reading intervention would only count for required IEP service time if skills targeted in SRP/intervention overlap with skills in the IEP. Reading specialists should collaborate with special education teachers overseeing the IEP when determining appropriate supports for the student. Additional guidance found here: literacy.virginia.edu/sites/g/files/jsddwu1421/files/2025-07/guidance-for-IEP-grades-4-8.pdf

5. Can parents refuse a Student Reading Plan?

Yes. If parents wish to decline a Student Reading Plan and intervention services, schools must document this in writing. A copy or record of the parent refusal should be maintained by the school.

6. Will Student Reading Plans carry over from year to year?

No. Plans will be created for the current school year based on the Reading SOL scores from the previous spring. Students who pass the SOL with an audio or read-aloud accommodation or do not have SOL scores may receive a Student Reading Plan based on a body of evidence, including data from VALLSS: 4-8.

7. What data will be used to create Student Reading Plans?

Teachers will use SOL assessment reports, VALLSS reports, and other formal and informal available data to create the Student Reading Plan.

Intervention Guidance

8. What services are considered intervention?

The law states that intervention services “may include the following services for the student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide, extended instructional time in the school day or school year, or additional literacy class (6-8).” Intervention should occur outside of and in addition to core/Tier I English: Reading instructional time; however, local school divisions have the flexibility to determine scheduling and processes for that intervention.

9. What curriculum can be used for intervention services?

Students with a Student Reading Plan must be provided intervention using a Board-approved intervention program in at least one target area identified on their Student Reading Plan. Areas of identified need and instructional targets should also be addressed with “evidence-based literacy instruction” provided by staff identified as supporting the implementation of this plan. Collaborate with your division literacy coach for support with planning interventions and evidenced-based literacy instruction aligned to student needs.

10. What can be used for monitoring progress in grades 4-8?

Measures for evaluating and monitoring students' progress should be determined based on instructional provisions provided to meet students' needs and the associated resources available in the local context. Examples include curriculum-based assessments from approved supplemental, or intervention programs; publicly available or published progress monitoring tools; teacher-administered fluency checks or word reading inventories; rubrics; performance tasks in ELA and content area classrooms, etc.

11. What text should be used in a grades 4-8 intervention?

Students should have multiple opportunities to apply word reading routines to unfamiliar words read within short passages (sentences or paragraphs). Note: for students who may require intensive support, this may include the use of high-interest controlled text. Consider student's targeted needs and their specific goals when choosing text.

Setting Goals and Instructional Targets

12. Who is responsible for writing goals and instructional targets?

While divisions have autonomy to determine who will write student goals and instructional targets, the development of Student Reading Plans should be a collaborative effort. The Code of Virginia Standards of Quality § 22.1-253.13:1., which incorporates the provisions of the Virginia Literacy Act states: "A reading specialist, in collaboration with the teacher of any student who receives reading intervention services pursuant to subdivision 1, shall develop, oversee implementation of, and monitor student progress on a student reading plan."

13. What is the difference between goals and instructional targets in grades 4-8?

Goals are the overarching description of improved reading proficiency while instructional targets are the teachable steps/skills required to get there. A sample goal statement for 4-8 could read: Student A will demonstrate improved proficiency in reading grade-level complex text as measured by assessments and tasks. The instructional target(s) listed below the goal should align to one or more of the identified areas(s) of need based on student data and support growth toward the overarching goal. Collaborate with your division literacy leader for support with developing instructional targets aligned to student needs.

14. How many goals should a student have on their SRP? Do they last all year?

Typically, one overarching goal is sufficient with instructional targets describing the response to each area of need. Goals will last all school year. The process for identifying students eligible for a Student Reading Plan for the following school year will restart with spring SOLs.

15. Is there a resource to support the development of goals, instructional targets, and progress monitoring?

Sample Student Reading Plans in grades 4-8 are available to provide examples of various ways that plans could be written. Divisions will have autonomy around goal writing, instructional targets, and aligned measures for tracking student progress on Student Reading Plans. Plans should be written to reflect the unique needs of individual students and the resources available in the local context.

16. Will goals and instructional targets need to be updated throughout the year?

It is best practice to have a process of cyclical review, but updating the plans is not required by the law. Student Reading Plans can be updated at any time based on new student data, teacher, family input, and resources available to support the student in meeting their goals.

Resources to support Student Reading Plans can be found on the VLP website: literacy.virginia.edu/reading-specialists-administrators

17. Where can I find the links to the approved intervention programs? Is there any way to see the rubrics for each of the approved programs?

Yes! The Approved Instructional Program Guides are housed on the VDOE website, and can be found using the links below:

[K-5 Approved Intervention Instructional Guide](#)

[6-8 Approved Intervention Instructional Guide](#)

The rubrics are also housed on the VDOE website. The pathway to the rubrics is as follows:
[Intervention Instructional Program Guide & Supplemental Instructional Program Guide](#) link

Then, scroll down to the gray “Navigation” box

Select from the following links for Intervention programs:

[K-5 Meets Expectations in All Reviewed Components](#)

[K-5 Meets Expectations in Some but Not All Reviewed Components](#)

[6-8 Meets Expectations in All Reviewed Components](#)

[6-8 Meets Expectations in Some by Not All Reviewed Components](#)

After opening the link, click on the program name. The rubric will be available for download.