

Pasco School District English K-6 Reading Interventions Resource Document

The purpose of this document is to provide users with information regarding English Reading Interventions available at K-6 buildings in the Pasco School District. It is intended to help those who access the document make informed decisions about specific interventions to use with particular children as well as the future purchase of interventions.

This document is a work in progress and new information will be added as it becomes available. Please direct questions to: Carla Lobos (clobos@psd1.org)

Committee Members: Diane Allen, Lynnsey Campbell, Jana Hardman, Sharon Huisingh, Jill McColloch, Marcy Miller, Marisa Morales, JoAnn Sparks-Perry

Rating Scale: The interventions were examined by separate categories and rated according to a rubric. When possible, each intervention was rated separately by grade level.



KEY

LEVELS=Text Levels CAP=Concepts About Print LTR KNOWL=Letter Knowledge PA=Phonemic Awareness PH=Phonics WS=Word Study HFW=High Frequency Words
VOCAB=Vocabulary FLUENCY=Fluency COMP=Comprehension READ STRAT=Reading Strategies WRITING=Writing TEXT QUAL=Text Quality

Navigating the Document: Page 2 (Home Page) provides the ratings for each category for all of the interventions. For more details regarding a specific intervention, click on the title of the intervention. To go back to the Home Page, click on the Home icon.

GRADE 1 ENGLISH READING INTERVENTIONS (Page 1 of 2)

Gr. 1 Intervention	LEVELS	CAP	LTR KNOWL	PA/PH/WS	HFW	VOCAB	FLUENCY	COMP	READ STRAT	WRITING	TEXT QUAL
Hopscotch (Gr. 1)	<i>D-1 4-16</i>	1	2	2	3	0	2	3	2	2	3
Reading Explorers Pathfinders (Gr. K-2)	<i>A-M</i>	0	3	2	3	0	2	4	2	4	2
Leveled Literacy Intervention: LLI (Gr. 1-Green)	<i>A-J</i>	0	3	2	3	0	2	4	2	4	2
RAZ Kids (Gr. K-6)		0	0	0	0	0	2	2	0	0	4
Journeys Decoding Power (Gr. 1)		0	0	3	2	0	0	0	1	0	1
Journeys Strategic Intervention (Gr. 1)		0	0	3	2	0	4	3	1	1	2
Read Naturally (Gr. 1-8)		0	0	0	0	2	2	2	0	2	3
Wright Group Early Reading Intervention (Gr. 1)	<i>F-J</i>	0	0	4	3	3	2	5	3	2	5
SRA Reading Laboratory 1C (Gr. 1-3)		0	0	1	0	1	0	1	0	0	1
SRA Reading Laboratory 2A (Gr. 1-3)		0	0	1	0	1	1	1	0	0	1
Reading Recovery	<i>1-20</i>	5	5	4	5	4	5	4	5	5	5



GRADE 1 ENGLISH READING INTERVENTIONS (Page 2 of 2)

Gr. 1 Intervention	<i>LEVELS</i>	CAP	LTR KNOWL	PA/PH/WS	HFW	VOCAB	FLUENCY	COMP	READ STRAT	WRITING	TEXT QUAL
Imagine Learning (Gr. K-6)		0	4	4	3	3	1	3	1	1	1
Istation Reading (Gr. K-3)		1	3	3	2	2	1	3	1	1	1

HOPSCOTCH: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 30-35 minutes/day	Concepts About Print (CAP): CAP skills assessed daily, but not taught or linked to instruction.
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): Entire alphabet is reviewed daily with no differentiation.
	Number of Weeks: 9 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Includes word family cards, but the Teacher's Guide only instructs teacher to 'engage in' instruction for every lesson with no specific activities or directions (<i>extension activities are provided, not included in rating</i>).
Suggested Group Size: 6 students maximum	High Frequency Words (HFW): Called 'vocabulary building'. Teacher instructions are to 'review' with cards with no specific instructions. Master word list is questionable with capital and lowercase words listed separately and inconsistently. Words are linked to text.	
Cost: \$1,974.50	Vocabulary (VOCAB):	
Writing Component: Yes	Fluency: Students read familiar books daily for five minutes (2-3 books). There is a short blurb at the beginning of the Teacher's Guide to encourage fluency, but very limited and there are no specific prompts within the lessons for fluency.	
Other Notes: *guided reading training necessary *running record training necessary	Comprehension (COMP): Daily oral retell is tied to writing. Parent letter includes general comprehension questions, although the parent letter is the same letter sent home each day with a new book title filled in the blank. (<i>Some extension activities involve comprehension questions- this is not included in the rating</i>).	
	Reading Strategies: Beginning of Teacher's Guide lists some potential problem areas with some very limited suggestions for the teacher. However, some of the suggestions are concerning. Within lessons, there are some general strategies to look for and monitor, but never suggestions for how to teach for or prompt to them. The Teacher's Guide talks about 'supportive prompts', but never supplies these prompts.	
	Guided Reading Format: New book each day, with the same format every day, repeating without any detailed teacher instructions. The book orientation is inconsistent with little/limited support. At times it includes a picture walk, but it is unstructured and is inconsistent with locating important visual information and/or structures.	
	Writing: General strategies listed at beginning of Teacher's Guide, but nothing within lesson (Teacher's Guide tells teacher what to observe, but not how to teach or prompt).	
	Text Quality: All realistic fiction. Questionable leveling because of up to 3+ levels of discrepancy between labeled levels and Fountas and Pinnell assigned levels.	



READING EXPLORERS PATHFINDERS: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 30-45 minutes/day	Concepts About Print (CAP):
	Days per Week: 4 days/week	Letter Knowledge (LTR KNOWL): First 36 lessons are exactly the same with explicit instructions based on a different letter each day (letter cards, picture/word cards).
	Number of Weeks: 9 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Word work in each lesson. After the letter lessons, the lessons start with blends and they are the exact same format as the letter lessons. Teacher's Guide provides specific teacher instructions. This portion is very teacher controlled with the students not expected to be very active.
Suggested Group Size: 1:1 ideally, can be small group	High Frequency Words (HFW): High frequency words are reviewed with cards during writing, then added to a 'personal dictionary' (some words are repeated over multiple lessons).	
Cost: \$9006.00 (includes one training day)	Vocabulary (VOCAB): <i>(Only in comprehension extension-not scored)</i> .	
Writing Component: Yes	Fluency: Multiple readings of book, teacher models reading Day 1 of lesson cycle, teacher reads aloud every day (modeling fluency), some limited general prompts are listed at the beginning of the Teacher's Guide, but not within lessons.	
Other Notes:	Comprehension (COMP): Read aloud and book introduction include topical comprehension questions. Specific, story-related questions after the read aloud and the student text (oral discussion). Writing relates to text. Extra comp. piece (15 min. added to the lesson for those struggling with comprehension) that focuses on comprehension through deductive reasoning "text-dependent questions for extended involvement with text".	
	Reading Strategies: General strategies listed at beginning of Teacher's Guide, but not within the lessons.	
	Guided Reading Format: New book every other day. In book orientation, the teacher gives the gist of the story with a very specific script, but never guides students to any specific visual information or structures. Day 1 of lesson cycle: teacher reads the book aloud first. Both days of cycle: teacher reads with student and is directed to point to each word as a model for the student, then student reads independently.	
	Writing: Writing is always based on text, a 2 day cycle: Day 1 is brainstorming, then writing on Day 2. Teacher's Guide provides explicit teacher verbiage. Earlier levels use sentence frames on Day 1, and all lessons use graphic organizers.	
	Text Quality: Students read only non-fiction texts, but they listen to the teacher read fiction text each lesson. Up to 4 levels discrepancy between labeled levels and Fountas and Pinnell assigned levels.	



LEVELED LITERACY INTERVENTION (LLI): ENGLISH GRADE 1 (GREEN)

Duration of Intervention	Minutes per Day: 30 minutes/day	Concepts About Print (CAP): In the first 10 'Getting Started' lessons that use big books, there is some modeling and discussion of CAP skills.
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): Letter knowledge is a part of the Word Study lessons, which occur 5 days/week. Lessons include letter cards, My ABC Book (letters and picture are preprinted, when letter is introduced students add pictures or words that start with that letter), My Vowel Book, letter minibooks (letter, picture, word), alphabet linking charts in lower levels, consonant cluster linking chart in later lessons.
	Number of Weeks: 12-20 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): The LK/PA/PH/WS portion of the lessons are from Fountas and Pinnell's Word Study lessons that have been systematically selected and sequenced at each level. They are hands-on, high interest with a variety of activities and games to reinforce concepts. 10 minutes daily.
Suggested Group Size: 3 students	High Frequency Words (HFW): Words are tied to text. They are worked on some days during word work with a variety of activities and games. HFW are always worked on during writing.	
Cost: \$3,416.00	Vocabulary (VOCAB): There is a list of content vocabulary words for the teacher to discuss during the book orientation.	
Writing Component: Yes	Fluency: Students read familiar books each day, 'easy' level texts as new book every other lesson, each lesson has a fluency goal, Teacher's Guide provides specific fluency prompts.	
Other Notes: -online DVD and online resources come with intervention -separate prompting guide with detailed prompts provided -Fountas and Pinnell highly recommend this intervention be delivered by certificated teachers	Comprehension (COMP): Writing relates to text, students are assessed with a running record that has text-specific, scored comprehension questions, each lesson has comprehension goals. Teacher's Guide provides specific comprehension prompts.	
	Reading Strategies: Prompting Guide is organized by skill/strategy, includes how to 'teach', how to 'prompt' and how to 'reinforce'. Strategies and goals for each lesson with specific teacher prompts within each lesson. List of behaviors and understandings to notice, teach and support for each level. Every lesson has an analysis of new book characteristics that shows specific demands on the reader for that book.	
	Guided Reading Format: New book every day: every other day students read text 1-2 levels below instructional level to support confidence and fluency. Every other day, students read instructional level. Book Orientation is very detailed with specific teacher language, includes predicting and locating specific visual information and structures. Teacher leads students through picture walk.	
	Writing: Every 2 days for 15 minutes. 3 types: dictated, shared/interactive, independent. 3 genres of writing: functional, narrative, informational. Teacher's Guide suggests type, but teacher ultimately decides according to students' needs. Writing relates to text and Teacher's Guide provides some specific scaffolds. Prompting Guide organized by skill/strategy that includes how to 'teach', how to 'prompt' and how to 'reinforce'.	
	Text Quality: Combination of fiction and non-fiction, all texts are Fountas and Pinnell leveled with specific text characteristics at each level. High student interest, age-appropriate with some series/fiction characters that are revisited.	



RAZ KIDS: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 15-20 minutes/day	Concepts About Print (CAP):
	Days per Week: 3-4 days/week	Letter Knowledge (LTR KNOWL):
	Number of Weeks:	Phonemic Awareness/Phonics/Word Study (PA/PH/WS):
Suggested Group Size: Independent	High Frequency Words (HFW):	
Cost: \$109.95 per classroom (per year)	Vocabulary (VOCAB):	
Writing Component: No	Fluency: Students have every book 'read' to them by the computer. CAUTION: The read aloud is not appropriately phrased or paced (improves at higher levels, but still poor at level L). Students have multiple opportunities to reread the same book or hear the same book, there is an opportunity to assess fluency because recording is an option.	
Other Notes: CONCERNS: -kids have every book read aloud to them and there is no way to know if they are listening -there is no way to know if students actually read when they are supposed to read	Comprehension (COMP): Students answer comprehension questions at the end of each selection, then have the opportunity to see what answers were incorrect. They look in the text for answers (multiple choice, short answer). CAUTION: Kids can potentially rush through comprehension piece, without accountability.	
	Reading Strategies:	
	Guided Reading Format:	
	Writing:	
	Text Quality: Variety of fiction and non-fiction. High-interest. Fountas and Pinnell leveled. 29 levels of text difficulty.	



JOURNEYS DECODING POWER: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 20-60 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 7 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Phonics instruction focuses on letter sounds and the blending of sounds.
Suggested Group Size:	High Frequency Words (HFW): Every 2-3 lessons. Questionable word list, words don't seemed to be linked to continuous text.	
Cost: (part of curriculum)	Vocabulary (VOCAB):	
Writing Component: No	Fluency:	
Other Notes: -this is part of the Journey's curriculum and designed for 'students who need reteaching and practice in one or more of the key foundational reading skills' -CAUTION: very phonetically based with little emphasis on meaning	Comprehension (COMP):	
	Reading Strategies: 'Sound by sound' blending, general strategies listed at the end of the Teacher's Guide but nothing within lessons. Most used teaching strategy seems to be a 'Told'.	
	Guided Reading Format:	
	Writing:	
	Text Quality: There are no actual texts (no leveled texts), they are blackline masters that are contrived, decodable texts at the lower levels that improve a bit as they move up in levels, but all very low-interest.	



JOURNEYS STRATEGIC INTERVENTION: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 30 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks:	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): A bit more than half the lessons address phonemic awareness (syllables, digraphs, substituting sounds, etc.) with specific teacher directions. Phonics is addressed daily with specific teacher instructions using sound/spelling cards, word cards, picture cards with a focus on spelling patterns.
Suggested Group Size:	High Frequency Words (HFW): There seems to be some confusion between high frequency words and vocabulary words. Words are referred to as 'context words' but objectives state 'read and use high frequency words'. However, not all words seem grade-appropriate for high frequency words. About half the lessons address these words by having the students practice reading the words and using them in a sentence with partners.	
Cost: (part of curriculum)	Vocabulary (VOCAB): (see HFW)	
Writing Component: Yes	Fluency: 1x/week focus on different aspect of fluency related to previously read text in Write-in Reader. Day 5 is a quick check for fluency when teacher listens to student read from Write-in Reader.	
Other Notes: -this is part of the Journey's curriculum	Comprehension (COMP): There are some guided questions during the choral reading and very limited questions after the reading. The comprehension focus is quite limited and the questions are lower level. Before the choral read and read aloud, the teacher does a 'think aloud' to get kids to focus on a specific comprehension strategy, as well as with the read aloud.	
	Reading Strategies: The main strategy seems to be a 'Told' at point of difficulty.	
	Guided Reading Format: <u>Day 2:</u> teacher reads 'above level' text aloud. <u>Day 3:</u> choral read from the Write-in Reader. <u>Day 5:</u> students read independently the selection they previously read from the Write-in Reader.	
	Writing: Fill-in-the-blank writing opportunities in the Write-in Reader.	
	Text Quality: The teacher read-alouds are a variety of fiction and non-fiction with a variety of text features. The Write-in Readers are mostly fiction, phonetically driven, and not very high-interest, somewhat contrived.	



READ NATURALLY: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: Student-dependent	Concepts About Print (CAP):
	Days per Week: Student-dependent	Letter Knowledge (LTR KNOWL):
	Number of Weeks: Student-dependent	Phonemic Awareness/Phonics/Word Study (PA/PH/WS):
Suggested Group Size: 1 student per computer	High Frequency Words (HFW):	
Cost: (varies) 1-5: \$159.00 per student 130+: \$19.00 per student	Vocabulary (VOCAB): Student reads key words and definitions while listening to recording.	
Writing Component: Yes	Fluency: Lots and lots of repeated readings, reading along with computer, computer modeling of 'fluent' reading, timed reading. CAUTION: Computer reading isn't always appropriately phrased or read at an appropriate rate. Student is timed on cold read and then reads along with computer 3 times. The student can then practice reading without recording 3-10 times to read at 'goal rate'.	
Other Notes:	Comprehension (COMP): Student takes comprehension quiz about story. Questions are basic-level comprehension questions. Student makes predictions and is assessed.	
	Reading Strategies: CAUTION: High expectation of accuracy with no strategy for repeated errors, except Tolds.	
	Guided Reading Format:	
	Writing: The student uses title, picture and key words to write a prediction before each new story. They write a retell of the story as well as answer short-answer comprehension questions. There are no writing strategies taught.	
	Text Quality: All non-fiction/informational text. Allows for student choice of text. 13 levels with 24 stories per level.	



WRIGHT GROUP: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 30 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 28 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Word families for 8-day cycles, variety of activities and games with specific instructions on how to carry out activities, including supporting language that is connected to writing and ongoing checks for progress monitoring. Practice phonics book at end of each 8 lessons to send home.
Suggested Group Size: 3 students	High Frequency Words (HFW): 100 high frequency words total. 15 words each day. The only activity is reviewing with flash cards and writing a dictated sentence that includes some of that day's high frequency words.	
Cost: \$1,829.37	Vocabulary (VOCAB): Concept vocabulary used during book orientation.	
Writing Component: Limited	Fluency: Students read familiar books for 5 minutes daily. There is also choral reading, partner reading and echo reading. Rate is calculated on the running record (assessed but not taught). The last 2 minutes of the lesson the students read independently. CAUTION: finger pointing is expected on the first read for all levels, which can negatively affect fluency.	
Other Notes: -guided reading training necessary -running record training necessary	Comprehension (COMP): Story-specific comprehension questions for each story related to a specific comprehension strategy. The strategy varies from lesson to lesson.	
	Reading Strategies: The beginning of Teacher's Guide has a strategy list that is referred to throughout the lessons, but none specifically listed within the lessons.	
	Guided Reading Format: New book each day. Book orientation tells teacher what difficult vocabulary to preview. Variety of choral, echo, partner and silent reading.	
	Writing: There is 'interactive' writing daily for 6 minutes, which is dictation with word lines prewritten on a sentence strip as students orally support the teacher as she writes on the strip.	
	Text Quality: Variety of fiction and non-fiction, highly engaging. Lower levels correlate with Fountas and Pinnell levels. Higher levels are discrepant up to 4 levels (as compared to Fountas and Pinnell's levels).	



SRA READING LABORATORY 1C: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 15 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks: Student-dependent	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Some lessons have Word Study lessons, but they are very limited. They are multiple choice, fill in the blank, etc.
Suggested Group Size: Independent after the first 7 sessions	High Frequency Words (HFW):	
Cost: No longer available	Vocabulary (VOCAB): Some lessons have the students use the passage to study word meanings.	
Writing Component: No	Fluency:	
Other Notes: -students are working independently, so teacher is unable to monitor and/or prompt at point of difficulty. Does not seem effective for struggling readers. "Students should have word-attack and related skills in place to enable them to handle primer-type reading materials. Any student without such skills is not yet ready..."	Comprehension (COMP): Each selection has multiple choice, story-specific comprehension questions. CAUTION: Students have access to the answers. Students also have comprehension activities not related to the passage.	
	Reading Strategies:	
	Guided Reading Format:	
	Writing:	
Text Quality: Not regular texts, more like pamphlets (one page that is folded with small print in columns). Not high-interest stories.		



SRA READING LABORATORY 2A: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 30-45 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks: Student-dependent	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): All lessons have a Word Study section with several concepts covered in each lesson (multiple choice, fill in the blank, etc.). There are also 'phonics skill builders' for students to study the consonants, their sounds, and how they look in words.
Suggested Group Size: Independent after first ten sessions	High Frequency Words (HFW):	
Cost: \$1,078.86	Vocabulary (VOCAB): All lessons have students use the passage to study word meanings.	
Writing Component: No	Fluency: 150 short, timed reading selections with comprehension questions. Timed selections are not related to other text passages that students read in the same lesson.	
Other Notes: -students are working independently, so teacher is unable to monitor and/or prompt at point of difficulty. Does not seem effective for struggling readers. "Students should have word-attack and related skills in place to enable them to handle primer-type reading materials. Any student without such skills is not yet ready..."	Comprehension (COMP): Each selection has multiple choice, story-specific comprehension questions. CAUTION: Students have access to the answers. The timed fluency passages also have comprehension questions for students to answer.	
	Reading Strategies:	
	Guided Reading Format:	
	Writing:	
	Text Quality: The stories are not regular texts, they are more like pamphlets (one page that is folded with small print in columns). Not high-interest stories.	

READING RECOVERY: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: 30 minutes/day	Concepts About Print (CAP): Addressed through reading and writing of continuous text tailored to the individual needs of the child.
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): Daily letter identification/letter work, embedded within continuous text *as needed.
	Number of Weeks: 12-20 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Every lesson incorporates learning about letter/sound relationships through hearing and recording sounds in writing, working with familiar spelling patterns in both reading and writing. Speed of recognition and discrimination of letters is emphasized early on. Word work is linked to continuous text and current level of solving, with emphasis on efficient and effective solving.
Suggested Group Size: Individualized	High Frequency Words (HFW): Students work to build automaticity with reading vocabulary and writing vocabulary words daily.* Words come from continuous text, individualized word lists.	
Cost: \$3,750 per student	Vocabulary (VOCAB): New/unfamiliar vocabulary is discussed during book orientation.	
Writing Component: Yes	Fluency: Daily familiar reading and running record of previous day's new book for a total of 10 minutes. Specific teacher prompting depending on the child's needs that focus on various aspects of fluency (pace, intonation, phrasing, punctuation, etc.).	
Other Notes: -lessons individually designed and delivered using a wide range of procedures. Daily observational data informs instruction. -Reading Recovery is an intervention that requires a year of specialized teacher training	Comprehension (COMP): Teacher prompts for meaning, keeping meaning at the forefront, text-specific questions after reading, writing often linked to text.	
	Reading Strategies: Students are taught specific strategies for solving words at point of difficulty using a variety and balance of sources of information. The focus is on flexibility while keeping meaning at the forefront. Teachers scaffold their prompts to create independent readers.	
	Guided Reading Format: New book each day, book orientation is customized for each student with specific visual information and tricky structures pointed out and practiced. Reading of new book is supported and scaffolded with teacher prompts as needed.	
	Writing: 10 minutes daily. Students write continuous text of their choice, focusing on enjoyment of writing, representing their important message on paper, writing high frequency words quickly, saying unknown words slowly to write sounds they hear, thinking about what words look like (orthography), using what they know to write something unknown. Students assemble 'cut up' story 1x during lesson and 1x at home.	
	Text Quality: High quality of texts, wide variety, high interest, fiction and non-fiction, texts are chosen to meet the academic needs and interests of individual child.	

IMAGINE LEARNING: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: Varies	Concepts About Print (CAP):
	Days per Week:	Letter Knowledge (LTR KNOWL): Letter names, sounds and letter formation instruction is addressed. There are different types of games for students to practice letter names and sounds, differentiating uppercase and lowercase letters, sorting letters and for practicing quick letter recognition. A variety of alphabet songs are included.
	Number of Weeks:	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Phonological awareness includes identifying words that start with the same letter, rhyming words, syllables, blending one-syllable words, identifying phoneme position in one-syllable words and segmenting phonemes. Phonics includes letter sounds, blends, digraphs, decodable words (spelling instruction is linked to decodable words), affixes and compound words.
Suggested Group Size: Individualized	High Frequency Words (HFW): 200+ words are addressed. Students unscramble, place in a sentence, choose from alternatives that are read aloud to match to written word, and record their reading of the word (not monitored).	
Cost:	Vocabulary (VOCAB): Target words are defined before reading and students are given some practice with the words. There is also vocabulary taught in isolation that is not related to text.	
Writing Component: Very limited	Fluency: Students can be recorded and timed, but there is no specific fluency instruction or strategies taught.	
Other Notes:	Comprehension (COMP): There are a variety of skills addressed but in isolation at different grade levels (instruction isn't incorporated into leveled text, these are isolated lessons and practice). Some versions of some books have in-text questions between pages for students to answer (such as predicting), but these can be skipped. Each story includes story-specific comprehension questions.	
	Reading Strategies: There are no specific reading strategies taught, although there is a heavy emphasis on phonics in isolation.	
	Guided Reading Format: Some books have the option to be read to the student first. The text is highlighted as the text is read aloud.	
	Writing: There is a short-answer opportunity in response to the text that is sent to the teacher for review. This is very limited.	
	Text Quality: Early texts are somewhat contrived with mostly decodable text. Higher levels are high-interest with engaging pictures and topics. Variety of fiction and non-fiction. Lexile-leveled for grades 2-6.	



ISTATION READING: ENGLISH GRADE 1

Duration of Intervention	Minutes per Day: Varies	Concepts About Print (CAP): Limited concepts are covered.
	Days per Week:	Letter Knowledge (LTR KNOWL): Instruction includes letter names, letter sounds, and formation. Letters have 'stories' that go with that letter.
	Number of Weeks:	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Phonemic/phonological awareness includes beginning sounds, rhyming words, counting # words in a sentence, identifying # of syllables in words, blending and segmenting phonemes, substituting phonemes, specific spelling/phonics rules and patterns. Word Study includes inflectional endings, prefixes, suffixes, compound words, onset and rime.
Suggested Group Size: Individualized		High Frequency Words (HFW): High frequency words are taught in isolation in both reading and writing.
Cost:		Vocabulary (VOCAB): Vocabulary words are highlighted and explained in some texts. Content-specific vocabulary is introduced through text.
Writing Component: Very limited		Fluency: Some texts are read aloud and highlighted as text is read. 'Fluency' is measured with 'fill in the blank' passages. Th child is given 3 choices from which to choose the word that works in the sentence. He is given 2 minutes to complete the task.
Other Notes:		Comprehension (COMP): Different comprehension strategies, such as summarizing, inferencing, cause/effect, etc. are taught in mini-lessons at higher text levels as well as within text reading.
		Reading Strategies: Word solving skills are taught in isolation.
		Guided Reading Format:
		Writing: Ideas, organization, voice, sentence fluency, conventions, organization. Students practice skills related to writing (selecting topics, selecting supporting details, etc.) and have the opportunity for limited writing. Essay, personal narrative, expository writing are all taught by direct instruction with limited opportunity for writing.
		Text Quality: Fiction and non-fiction (non-fiction in higher level texts only) Early readers are contrived, decodable text (tongue-twisters) "Pat and his cat sat.". As the 'beginning readers' go up in levels, they are less contrived but still not very high interest. 'Medium readers' are less contrived as they go up in levels, not very high interest. Advanced books are not contrived and seem more interesting. Lexile leveled.

