

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)

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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 2 ENGLISH READING INTERVENTIONS (Page 1 of 2)

Gr. 2 Intervention	LEVELS	CAP	LTR KNOWL	PA/PH/WS	HFW	VOCAB	FLUENCY	COMP	READ STRAT	WRITING	TEXT QUAL
Hopscotch (Gr. 2)	<i>J-M</i>	0	0	3	3	0	2	4	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. 2-Blue)	<i>C-N 3-30</i>	2	5	5	4	3	4	4	4	4	5
RAZ Kids (Gr. K-6)		0	0	0	0	0	2	2	0	0	4
Journeys Decoding Power (Gr. 2)		0	0	3	2	0	1	1	1	0	1
Journeys Strategic Intervention (Gr. 2)		0	0	3	3	0	4	2	1	2	3
Read Naturally (Gr. 1-8)		0	0	0	0	2	2	2	0	2	3
Wright Group Early Reading Intervention (Gr. 2)	<i>H-N</i>	0	0	4	0	3	2	5	3	1	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
Imagine Learning (Gr. K-6)		0	4	4	3	3	1	3	1	1	3

GRADE 2 ENGLISH READING INTERVENTIONS (Page 2 of 2)

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

HOPSCOTCH: ENGLISH GRADE 2

Duration of Intervention	Minutes per Day: 25 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 8 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS):
Suggested Group Size: 4-6 students	High Frequency Words (HFW): Teacher instructions are to 'review' with cards with no specific instructions. Word list is questionable with capital and lowercase words listed separately and inconsistently. Words are linked to text.	
Cost: \$1,644.50	Vocabulary (VOCAB):	
Writing Component: Yes	Fluency: Students read familiar books daily. There is a guideline for fluency with a 'words per minute target' but no focus on fluency. No teaching prompts or strategies are provided for the teacher.	
Other Notes: *guided reading training necessary *running record training necessary	Comprehension (COMP): Lesson-specific comprehension questions based on QAR strategy (Question-Answer relationship). Writing is based on the story, which occurs every other lesson.	
	Reading Strategies: Teacher's Guide tells teacher what behaviors to look for along with a checklist (the behaviors are the same for every lesson) but there is never any instruction or prompting in relation to the behaviors.	
	Guided Reading Format: New book every other day with no book introduction.	
	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. Up to a few levels of discrepancy between labeled levels and Fountas and Pinnell assigned levels.	



READING EXPLORERS PATHFINDERS: ENGLISH GRADE 2

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 book aloud first. Both days of cycle: teacher reads with student and is directed to point for the student, then student reads independently.	
	Writing: Writing is always based on text. 2 day cycle: Day 1 is brainstorm, 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 2 (BLUE)

Duration of Intervention	Minutes per Day: 30 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 24 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 and always worked on during writing. Students have a 'My Words Chart' to record known words.	
Cost: \$3,324.00	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 text 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 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 with some series/fiction characters that are revisited.	



RAZ KIDS: ENGLISH GRADE 2

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 2

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: 8 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: Teacher models fluency, repeated readings promote 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): Students orally explain what the passage was about after reading.	
	Reading Strategies: 'Sound by sound' blending, general strategies are listed at the end of the Teacher's Guide. Some strategies are mentioned within the lesson, but not how to teach the strategy (i.e. keep finger in text). Most used teaching strategy seems to be a 'Told'.	
	Guided Reading Format:	
	Writing:	
	Text Quality: There are only 5 actual texts that are Lexile leveled, the rest are blackline masters that are written to be decodable. Low-interest, no pictures.	



JOURNEYS STRATEGIC INTERVENTION: ENGLISH GRADE 2

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): About half the lessons address phonemic awareness (manipulating phonemes, blends, syllables, etc.) with specific teacher instructions. About half the lessons address phonics, which relate to the phonemic awareness topic in that same lesson. The phonics lessons also have specific teacher directions.
Suggested Group Size:	High Frequency Words (HFW): A bit less than half the lessons address high frequency words. The procedure is always the same: students write the words, read to a partner and use in a sentence. High frequency words come from the decodable readers, not the intervention texts the students are using in this intervention group (same high frequency focus words as whole group).	
Cost: (part of curriculum)	Vocabulary (VOCAB):	
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): Some isolated discussion/skills not related to continuous text. The comprehension focus is limited and the questions are lower level.	
	Reading Strategies: The main strategy seems to be a 'Told' at point of difficulty.	
	Guided Reading Format: Book orientations just says 'introduce' with no specific teacher instructions or guidance. Students don't read actual book until day 5. Earlier in week they read out of Write-in Readers. Teachers decide if students choral read, partner read, etc. depending on abilities. Early in year it might be choral reading or echo reading and towards the end of year they read independently.	
	Writing: Short answer writing opportunities in the Write-in Reader.	
	Text Quality: Variety of fiction and non-fiction texts with a variety of text features.	



READ NATURALLY: ENGLISH GRADE 2

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. Then reads along with computer 3 times, then can 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 2

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 patterns for 6-day cycles. Variety of activities and games with very specific instructions that include scaffolding. Consistent progress monitoring.
Suggested Group Size: Up to 5 students	High Frequency Words (HFW):	
Cost: \$1,663.05	Vocabulary (VOCAB):	
Writing Component: No	Fluency: Students read familiar books for 7 minutes daily. There is also choral reading and partner reading. Rate is calculated on the running record (assessed but not taught).	
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. This strategy varies.	
	Reading Strategies: The beginning of Teacher's Guide has a strategy list that is referred to throughout the lessons, the strategies referred to within the lesson are focused on comprehension strategies.	
	Guided Reading Format: New book every other day. Book orientation tells teacher what difficult vocabulary to preview as well as a focus strategy. Variety of choral, partner and silent reading.	
	Writing: The only writing that exists is a dictated sentence every 6 lessons.	
	Text Quality: Variety of fiction and non-fiction, highly engaging. One level of discrepancy between labeled levels and Fountas and Pinnell levels.	



SRA READING LABORATORY 1C: ENGLISH GRADE 2

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 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 2

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.	

IMAGINE LEARNING: ENGLISH GRADE 2

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 2

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.

