

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 5 ENGLISH READING INTERVENTIONS (Page 1 of 2)

Gr. 5 Intervention	LEVELS	CAP	LTR KNOWL	PA/PH/WS	HFW	VOCAB	FLUENCY	COMP	READ STRAT	WRITING	TEXT QUAL
Reading Explorers Trailblazers (Upper elementary to MS)	F-R	0	0	2	0	0	2	4	0	4	2
RAZ Kids (Gr. K-6)		0	0	0	0	0	2	2	0	0	4
Journeys Decoding Power (Gr. 5)		0	0	3	0	0	1	1	1	2	1
Journeys Strategic Intervention (Gr. 5)		0	0	4	0	3	4	4	1	3	3
Read Naturally (Gr. 1-8)		0	0	0	0	2	2	2	0	2	3
SRA Reading for Understanding B (Gr. 3-7)		0	0	0	0	1	0	1	0	0	1
RIGOR 2 (Gr. 3-8)	Q-Z	0	0	2	3	4	1	4	2	3	2
RIGOR 3 (Gr. 3-8)	N-Z	0	0	2	3	4	1	4	2	3	2
RIGOR 1 (Gr. 4-9)	Q-Z	0	0	2	3	4	1	4	2	3	2
Soar to Success Level 6: (Gr. 3-6)		0	0	0	0	3	4	4	1	2	5
Imagine Learning (Gr. K-6)		0	4	4	3	3	1	3	1	1	3



GRADE 5 ENGLISH READING INTERVENTIONS (Page 2 of 2)

Gr. 5 Intervention	LEVELS	CAP	LTR KNOWL	PA/PH/WS	HFW	VOCAB	FLUENCY	COMP	READ STRAT	WRITING	TEXT QUAL

READING EXPLORERS TRAILBLAZERS: ENGLISH GRADE 5

Duration of Intervention	Minutes per Day: 30-45 minutes/day	Concepts About Print (CAP):
	Days per Week: 4 days/week	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 9 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Word study lessons daily, specific instructions for the teacher, lessons linked to text.
Suggested Group Size: 1:1 ideally, can be small group of 5 or less	High Frequency Words (HFW):	
Cost: \$7451.00 (includes one training day)	Vocabulary (VOCAB):	
Writing Component: Yes	Fluency: Multiple readings of book, teacher models reading Day 1 of cycle, teacher reads aloud every day with fluency modeled, some limited general prompts are listed at the beginning of the Teacher's Guide but not within the lessons.	
Other Notes: "intended for students who are beyond learning to read but need help building comprehension, fluency, higher-order thinking skills and more complex writing skills"	Comprehension (COMP): Text-specific comprehension questions, writing links to text.	
	Reading Strategies:	
	Guided Reading Format: New book every 2 days (Sets 1-2) or every 4 days (Sets 3-4). In the book orientation, the teacher is advised to 'discuss' pictures on the cover and in a quick picture walk, but doesn't give any specific information for the teacher to cover (visual information, tricky structures, etc.). The 'assigned' part of the text is always read by the teacher first, then read together, then read independently by the student.	
	Writing: Related to the text for that lesson. The process involves prewriting, writing and editing. Prompts, graphic organizers and rubrics are provided.	
	Text Quality: Students read the non-fiction book and the teacher reads aloud the fiction book. Up to 4 levels discrepancy between Fountas and Pinnell assigned levels and labeled levels.	



RAZ KIDS: ENGLISH GRADE 5

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 5

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: 9 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Instruction focuses on word patterns.
Suggested Group Size:	High Frequency Words (HFW):	
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	Comprehension (COMP): Students explain what the passage was about after reading.	
	Reading Strategies: "Coach them to sound out each word". General strategies are listed at end of Teacher's Guide, also mentions some strategies within the lesson but not how to teach those strategies. The main teaching strategy seems to be a 'Told'. CAUTION: Students are encouraged to keep their finger in text for too long, which negatively affects fluency.	
	Guided Reading Format: During the book orientation the Teacher picks out tricky words to 'tell' students before they read (nothing about meaning or tricky structures). "Point out that you do not misread words." CAUTION: Overemphasis on accuracy.	
	Writing: Daily dictation with a suggested process at the back of the Teacher's Guide.	
	Text Quality: There are only 7 actual texts that are Lexile leveled (mix of fiction and non-fiction), the rest are blackline masters that are written to be decodable. Low-interest, no pictures.	



JOURNEYS STRATEGIC INTERVENTION: ENGLISH GRADE 5

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): Phonemic Awareness and Phonics are now called "Oral Grammar" and "Multisyllable Words". They are addressed 2x/week and cover topics such as contractions, parts of speech, multisyllabic words, etc. Specific teacher directions are provided.
Suggested Group Size:	High Frequency Words (HFW):	
Cost: (part of curriculum)	Vocabulary (VOCAB): 2 days/week. Students write the words one day and practice with context cards the other day.	
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): Teacher-led questions during reading, basic level comprehension questions from the Write-in Reader. There is a specific comprehension focus in the book introduction.	
	Reading Strategies: The main strategy seems to be a 'Told' at point of difficulty.	
	Guided Reading Format: Teacher 'thinks aloud' before reading, students preview book before reading (teacher-led), make predictions. Students don't read actual book until Day 5, but at end of year, they don't ever read from an actual book (always Write-in Readers). Early in year, students partner and choral read, toward the end they read independently. Teachers decide if students choral, partner, etc. depending on abilities.	
	Writing: 1x/week linked to one of the vocabulary words, short answer in the Write-in Reader.	
	Text Quality: Variety of fiction and non-fiction texts with a variety of text features.	



READ NATURALLY: ENGLISH GRADE 5

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.	



SRA READING FOR UNDERSTANDING B: ENGLISH GRADE 5

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):
Suggested Group Size: Independent after first ten sessions	High Frequency Words (HFW):	
Cost: Not available for purchase	Vocabulary (VOCAB): Some vocabulary development is integrated into the comprehension questions.	
Writing Component: No	Fluency:	
Other Notes: "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): The purpose of the intervention is to improve comprehension by answering multiple choice questions after reading a sentence or short paragraph. CAUTION: Students have access to the answers.	
	Reading Strategies:	
	Guided Reading Format:	
	Writing:	
	Text Quality: No actual text passages, just sentences or short paragraphs.	



RIGOR 2: ENGLISH GRADE 5

Duration of Intervention	Minutes per Day: Varies	Concepts About Print (CAP):
	Days per Week: Varies	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 16-32	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Heavy emphasis on phonemic awareness with specific links to Spanish. CAUTION: 25-30 minutes for phonemic awareness. There are a variety of activities with a scope and sequence provided.
Suggested Group Size: Whole group and small group	High Frequency Words (HFW): Tier 1 words addressed daily, tied to text for the week. Specific teacher directions are provided in the Teacher's Guide.	
Cost: \$3,200.00	Vocabulary (VOCAB): Tier 2 words for each book with a chart of activities for the teacher to choose from for days 1-4. All tiers of words are assessed on Day 5.	
Writing Component: Yes	Fluency: Fluency is modeled because of so much teacher reading. CAUTION: Audio CD is not a good model for fluency and students never read independently.	
Other Notes: -the purpose and focus seems to be language development more than the development of literacy/reading skills. The students do very little reading on their own.	Comprehension (COMP): Story-specific comprehension questions most days of the week, each book has a different comprehension focus, students write about the text on Day 5.	
	Reading Strategies: Even though reading strategies are mentioned (both generally and at times specifically), the teacher is modeling the strategies rather than the students having the opportunity to use the strategies independently.	
	Guided Reading Format: Book orientation always the same because layout is same in every book. Orientation includes tricky words/ structures. It is scripted w/very detailed instructions for teacher. Day 1: preview book (students don't read any of book). Students read a few pages each day after, but don't read entire book until Day 5. (Days 2, 3, and 4: teacher modeling and partner reading. Day 5: echo reading and partner reading.	
	Writing: The writing is always tied to text. Writing includes shared writing with a sentence frame, interactive writing, independent writing by adding to what was written on previous days. Teacher's Guide includes some suggestions for scaffolding.	
	Text Quality: All non-fiction, variety of topics, age-appropriate. Because the teacher reads the majority of the text (scaffolded), the Q-Z levels aren't accurate for the students' reading levels. They have ELP levels (1-4): "RIGOR levels are directly aligned to EL proficiency levels as defined by TESOL". Books have Lexile levels that appear to reflect the level of the text the students are expected to read. Book format is always the same.	



RIGOR 3: ENGLISH GRADE 5

Duration of Intervention	Minutes per Day: Varies	Concepts About Print (CAP):
	Days per Week: Varies	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 16-32	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): 3-5 days/week, 1 focus per week, words are linked to text, teacher-led discussion with student practice and assessment book.
Suggested Group Size: Whole group and small group	High Frequency Words (HFW): Addressed 4 days/week, assessed on Day 5.	
Cost: \$3,200.00	Vocabulary (VOCAB): Tier 2 words for each book, teacher uses 'seven step method' for days 1-4 to introduce specific text-related words (uses same process for all books at all levels). Tier 3 words integrated into book orientation using vocabulary cards with pictures and specific prompts depending on language level. Students practice book with vocabulary-related activities 3-4 days/week. All 3 levels of vocabulary are assessed on Day 5.	
Writing Component: Yes	Fluency: Fluency is modeled because of so much teacher reading. Focus on fluency one day of the week with specific modeling and strategies. CAUTION: Students never read independently.	
Other Notes: -the purpose and focus seems to be language development more than the development of literacy/reading skills. The students do very little reading on their own.	Comprehension (COMP): Story-specific comprehension questions most days of the week, each book has a different comprehension focus, students write about the text on Day 5.	
	Reading Strategies: Every week the strategy focus is 'making connections' which is modeled and specific prompts are provided to guide the teacher. General prompts are repeated in each lesson set.	
	Guided Reading Format: Book orientation includes tricky words but doesn't appear to include any structures. It is scripted with very detailed instructions for the teacher. Days 1,2: teacher reads a bit, then students partner read a few pages. Days 3,4: teacher models and students read a few pages on their own. Day 5: sometimes students choral read, sometimes they don't read at all.	
	Writing: The writing is always tied to text or a comprehension strategy (the writing connection differs each week). Day 1: brainstorming. Day 2: research and using graphic organizers. Day 3: organize ideas, outline and draft. Day 4: edit and revise. Day 5: independent writing, share final draft.	
	Text Quality: Mostly non-fiction with hist. fict., fables, world tales, variety of topics, age-app. Because the teacher reads most of the text (scaffolded), the Q-Z levels aren't accurate for students' levels. They have ELP levels (1-4) because "RIGOR levels are directly aligned to EL proficiency levels as defined by TESOL". The books have lexile levels that appear to reflect the level of the text the students are expected to read. Format of each book is the same.	



RIGOR 1: ENGLISH GRADE 5

Duration of Intervention	Minutes per Day: Varies	Concepts About Print (CAP):
	Days per Week: Varies	Letter Knowledge (LTR KNOWL): Addressed in each lesson, very specific with a scope and sequence.
	Number of Weeks: 16-32	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Heavy emphasis on phonemic awareness with specific links to Spanish (25-30 minutes for phonemic awareness with lesson). There are a variety of activities with a scope and sequence.
Suggested Group Size: Whole group and small group	High Frequency Words (HFW): Tier 1 words addressed daily, tied to text for the week.	
Cost: \$3,200.00	Vocabulary (VOCAB): Tier 2 words for each book, chart of activities for the teacher to choose from for days 1-4. All levels of vocabulary words are assessed on Day 5.	
Writing Component: Yes	Fluency: Students echo read two pages at a time on Day 5 of the lesson cycle, there is also an audio CD available. CAUTION: Students don't ever read entire book except on Day 5 and they never read independently.	
Other Notes: -the purpose and focus seems to be language development more than the development of literacy/reading skills. The students do very little reading on their own.	Comprehension (COMP): Story-specific comprehension questions most days of the week, students write about the text on Day 5 with a rubric to score the writing.	
	Reading Strategies: Specific strategies for each book with modeling and specific teacher prompts. There are also some general strategies that are repeated in each lesson cycle.	
	Guided Reading Format: The book orientation is always the same because the book layout is the same in every book. The orientation to the text includes tricky words and structures (including sentence frames). It is scripted with very detailed instructions for the teacher. Day 1 includes a preview of the whole book, but students don't read any of book. Students read a few pages each day after that but don't read entire book until Day 5.	
	Writing: The writing is always tied to text. Shared writing with a sentence frame, interactive writing, independent writing by adding to what was written on previous days. Teacher's Guide includes some suggestions for scaffolding.	
	Text Quality: All non-fiction, variety of topics. Because the teacher reads the majority of the text (scaffolded), the Q-Z levels aren't accurate for the students' reading levels. They have ELP levels (1-4) because "RIGOR levels are directly aligned to EL proficiency levels as defined by TESOL". The books have lexile levels that appear to reflect the level of the text the students are expected to read.	



SOAR TO SUCCESS: ENGLISH GRADE 5

Duration of Intervention	Minutes per Day: 30-40 minutes	Concepts About Print (CAP):
	Days per Week: 4 days/week	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 28 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Phonics/Phonemic Awareness/Word Study lessons are provided for students who need extra support. They are not included in the 30-40 minute lesson format (<i>not included in rating</i>).
Suggested Group Size: 5-7 students	High Frequency Words (HFW):	
Cost: \$1,960.65	Vocabulary (VOCAB): There is a list of content vocabulary words for the teacher to discuss during the book orientation. There is a different list daily that reflects the specific portion of the book that students are reading that day.	
Writing Component: Yes-limited	Fluency: Students read familiar books for 5 minutes daily. There is a specific fluency focus daily. The teacher models fluency on most days by reading aloud and discussing fluency. Fluency is measured with an Oral Reading Check if there is teacher concern.	
Other Notes:	Comprehension (COMP): There is a heavy focus on comprehension with a focus on a specific comprehension skill that varies, depending on the type of story. Students summarize and respond to the story daily, including in written form. All but one lesson weekly involves the teacher modeling a comprehension strategy.	
	Reading Strategies: The teacher models a reading strategy 1x/week (all of the other modeling involves comprehension strategies). Examples include how to use the picture to solve a word, how to take a word apart on the run, etc.	
	Guided Reading Format: The level of support for the book orientation varies from teacher-led, to partners, to independent. When the book orientation is teacher-led, the students do not have the book in their hands. The students read 1 book/week, reading different portions of the book each day.	
	Writing: Students sometimes write a short-answer reflection and use graphic organizers daily in conjunction with the comprehension focus.	
	Text Quality: Mostly non-fiction with some fiction (grade-level appropriate balance of fiction and non-fiction). Great variety of high-interest topics with engaging illustrations. Age-appropriate topics.	



IMAGINE LEARNING: ENGLISH GRADE 5

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.	

