

# 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.

**KINDER ENGLISH READING INTERVENTIONS**

<b>Gr. K Intervention</b>	<b>LEVELS</b>	<b>CAP</b>	<b>LTR KNOWL</b>	<b>PA/PH/WS</b>	<b>HFW</b>	<b>VOCAB</b>	<b>FLUENCY</b>	<b>COMP</b>	<b>READ STRAT</b>	<b>WRITING</b>	<b>TEXT QUAL</b>
<a href="#">Hopscotch (Gr. K)</a>	A-C	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
<a href="#">Reading Explorers Pathfinders (Gr. K-2)</a>	A-M	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>
<a href="#">Leveled Literacy Intervention: LLI (Gr. K-Orange)</a>	A-C	<b>2</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>
<a href="#">RAZ Kids (Gr. K-6)</a>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>
<a href="#">Journeys Decoding Power (Gr. K)</a>		<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<a href="#">Journeys Strategic Intervention (Gr. K)</a>		<b>0</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<a href="#">Imagine Learning (Gr. K-6)</a>		<b>0</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<a href="#">Istation Reading (Gr. K-3)</a>		<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>

**HOPSCOTCH: ENGLISH KINDERGARTEN**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30-35 minutes/day	<b>Concepts About Print (CAP):</b> CAP skills assessed daily, but not taught or linked to instruction.
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Entire alphabet is reviewed daily with no differentiation.
	<b>Number of Weeks:</b> 6 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b>
<b>Suggested Group Size:</b> 6 students maximum	<b>High Frequency Words (HFW):</b> Teacher instructions are to 'review' with cards without specific instructions. Master word list is questionable with capital and lowercase words listed separately and inconsistently. Words are linked to text.	
<b>Cost:</b> \$1,314.50	<b>Vocabulary (VOCAB):</b>	
<b>Writing Component:</b> Yes	<b>Fluency:</b> Students read familiar books daily.	
<b>Other Notes:</b> *guided reading training necessary *running record training necessary	<b>Comprehension (COMP):</b> Daily oral retell, daily writing connects to reading.	
	<b>Reading Strategies:</b> General strategies listed at beginning of Teacher's Guide, but very limited within each lesson (book orientation only).	
	<b>Guided Reading Format:</b> New book each day with the same format each day, repeating without any detailed teacher instructions.	
	<b>Writing:</b> 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).	
	<b>Text Quality:</b> All realistic fiction. Questionable leveling because of discrepancies between labeled levels and Fountas and Pinnell assigned levels.	



**READING EXPLORERS PATHFINDERS: ENGLISH KINDERGARTEN**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30-45 minutes/day	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> 4 days/week	<b>Letter Knowledge (LTR KNOWL):</b> First 36 lessons are exactly the same with explicit instructions based on a different letter each day (letter cards, picture/word cards).
	<b>Number of Weeks:</b> 9 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> 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.
<b>Suggested Group Size:</b> 1:1 ideally, can be small group	<b>High Frequency Words (HFW):</b> High frequency words are reviewed with cards during writing, then added to a 'personal dictionary' (some words are repeated over multiple lessons).	
<b>Cost:</b> \$9006.00 (includes one training day)	<b>Vocabulary (VOCAB):</b> <i>(Only in comprehension extension-not scored)</i> .	
<b>Writing Component:</b> Yes	<b>Fluency:</b> 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.	
<b>Other Notes:</b>	<b>Comprehension (COMP):</b> 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".	
	<b>Reading Strategies:</b> General strategies listed at beginning of Teacher's Guide, but not within the lessons.	
	<b>Guided Reading Format:</b> 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.	
	<b>Writing:</b> 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.	
	<b>Text Quality:</b> 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 KINDERGARTEN (ORANGE)**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30 minutes/day	<b>Concepts About Print (CAP):</b> Select CAP concepts are covered through the book orientation using continuous text in the first 10 'Getting Started' lessons.
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Lessons are 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 mini books (letter, picture, word), alphabet linking charts.
	<b>Number of Weeks:</b> 14 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> 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.
<b>Suggested Group Size:</b> 3 students	<b>High Frequency Words (HFW):</b> 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.	
<b>Cost:</b> \$2,900.00	<b>Vocabulary (VOCAB):</b> There is a list of content vocabulary words for the teacher to discuss during the book orientation.	
<b>Writing Component:</b> Yes	<b>Fluency:</b> Students read familiar books each day, the new book every other day is an 'easy' level text, Teacher's Guide provides specific fluency prompts.	
<b>Other Notes:</b> -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	<b>Comprehension (COMP):</b> Writing relates to text, students are assessed with a running record that has text-specific, scored comprehension questions. Teacher's guide provides specific comprehension prompts.	
	<b>Reading Strategies:</b> Additional 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.	
	<b>Guided Reading Format:</b> 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. Book orientation includes specific teacher language and predicting and locating specific information.	
	<b>Writing:</b> Every other day for 15 minutes. 3 types: dictated, shared/interactive, independent. 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 is organized by skill/strategy that includes how to 'teach', how to 'prompt' and how to 'reinforce'.	
	<b>Text Quality:</b> 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 KINDERGARTEN

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 15-20 minutes/day	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> 3-4 days/week	<b>Letter Knowledge (LTR KNOWL):</b>
	<b>Number of Weeks:</b>	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b>
<b>Suggested Group Size:</b> Independent	<b>High Frequency Words (HFW):</b>	
<b>Cost:</b> \$109.95 per classroom (per year)	<b>Vocabulary (VOCAB):</b>	
<b>Writing Component:</b> No	<b>Fluency:</b> 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.	
<b>Other Notes:</b> 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	<b>Comprehension (COMP):</b> 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.	
	<b>Reading Strategies:</b>	
	<b>Guided Reading Format:</b>	
	<b>Writing:</b>	
	<b>Text Quality:</b> Variety of fiction and non-fiction. High-interest. Fountas and Pinnell leveled. 29 levels of text difficulty.	



**JOURNEYS DECODING POWER: ENGLISH KINDERGARTEN**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 15-60 minutes/day	<b>Concepts About Print (CAP):</b> Heavily taught and emphasized in early lessons, but the concepts are taught in isolation without using continuous text.
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Instruction starts after CAP skills are taught. Each letter has a handwriting rhyme, letters are taught one letter per day in alphabetical order. When a letter name is introduced, the sound is not introduced. It takes over 60 lessons to get through CAP and letter lessons.
	<b>Number of Weeks:</b> 19 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> Phonemic awareness and some beginning phonics instruction. Specific teacher instructions are provided in the Teacher's Guide.
<b>Suggested Group Size:</b>	<b>High Frequency Words (HFW):</b> Some lessons.	
<b>Cost:</b> (part of curriculum)	<b>Vocabulary (VOCAB):</b>	
<b>Writing Component:</b> No	<b>Fluency:</b>	
<b>Other Notes:</b> -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	<b>Comprehension (COMP):</b>	
	<b>Reading Strategies:</b> 'Sound by sound' blending, general strategies listed at the end of the Teacher's Guide but nothing within lessons.	
	<b>Guided Reading Format:</b>	
	<b>Writing:</b>	
	<b>Text Quality:</b> There are no actual texts (no leveled texts), they are blackline masters that are contrived, decodable texts. Very low-interest that are directly related to the phonics skill being taught, such as long or short i. Students don't get to see any continuous text until lesson 73.	



**JOURNEYS STRATEGIC INTERVENTION: ENGLISH KINDERGARTEN**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30 minutes/day	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Beginning lessons focus on letter knowledge, including sounds.
	<b>Number of Weeks:</b>	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> Phonemic awareness lessons 4-5 days/week include a focus on sounds in various parts of the word, blending sounds, segmenting phonemes, etc. Specific teacher instructions that include picture cards. Towards the end of the lesson series, there is one phonics lesson per week, usually with a focus on sounds and blending.
<b>Suggested Group Size:</b>	<b>High Frequency Words (HFW):</b> Between 1-3 days/week, the number of words gradually increases. Students use the words orally in a sentence and practice with word cards.	
<b>Cost:</b> (part of curriculum)	<b>Vocabulary (VOCAB):</b>	
<b>Writing Component:</b> No	<b>Fluency:</b> Day 5 is a quick check for fluency when teacher listens to student read.	
<b>Other Notes:</b> -this is part of the Journey's curriculum	<b>Comprehension (COMP):</b> There are some guided questions during the choral reading and very limited questions after the reading. They are not higher-level questions with the decodable text, but some of the read aloud comprehension questions go a bit deeper. 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.	
	<b>Reading Strategies:</b> The main strategy seems to be a 'Told' at point of difficulty. Before the decodable story, the teacher models a blending strategy with a word from the title.	
	<b>Guided Reading Format:</b> The book orientation consists of an inconsistent teacher-led picture walk. Day 2: teacher reads aloud. Day 3: teacher reads wordless or decodable story and students follow or read together. Day 4: teacher rereads book from Day 2. Day 5: teacher reads aloud or there is a choral reading of a new wordless or decodable story. (students never read text on own)	
	<b>Writing:</b> Fill-in-the-blank writing opportunities in the Write-in Reader.	
	<b>Text Quality:</b> Extremely contrived, almost tongue-twisters, poor quality, low-interest.	



**IMAGINE LEARNING: ENGLISH KINDERGARTEN**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> Varies	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b>	<b>Letter Knowledge (LTR KNOWL):</b> 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.
	<b>Number of Weeks:</b>	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> 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.
<b>Suggested Group Size:</b> Individualized	<b>High Frequency Words (HFW):</b> 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).	
<b>Cost:</b>	<b>Vocabulary (VOCAB):</b> 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.	
<b>Writing Component:</b> Very limited	<b>Fluency:</b> Students can be recorded and timed, but there is no specific fluency instruction or strategies taught.	
<b>Other Notes:</b>	<b>Comprehension (COMP):</b> 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.	
	<b>Reading Strategies:</b> There are no specific reading strategies taught, although there is a heavy emphasis on phonics in isolation.	
	<b>Guided Reading Format:</b> Some books have the option to be read to the student first. The text is highlighted as the text is read aloud.	
	<b>Writing:</b> There is a short-answer opportunity in response to the text that is sent to the teacher for review. This is very limited.	
	<b>Text Quality:</b> 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 KINDERGARTEN**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> Varies	<b>Concepts About Print (CAP):</b> Limited concepts are covered.
	<b>Days per Week:</b>	<b>Letter Knowledge (LTR KNOWL):</b> Instruction includes letter names, letter sounds, and formation. Letters have 'stories' that go with that letter.
	<b>Number of Weeks:</b>	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> 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.
<b>Suggested Group Size:</b> Individualized		<b>High Frequency Words (HFW):</b> High frequency words are taught in isolation in both reading and writing.
<b>Cost:</b>		<b>Vocabulary (VOCAB):</b> Vocabulary words are highlighted and explained in some texts. Content-specific vocabulary is introduced through text.
<b>Writing Component:</b> Very limited		<b>Fluency:</b> 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.
<b>Other Notes:</b>		<b>Comprehension (COMP):</b> 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.
		<b>Reading Strategies:</b> Word solving skills are taught in isolation.
		<b>Guided Reading Format:</b>
		<b>Writing:</b> 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.
		<b>Text Quality:</b> 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.

