

# Pasco School District Spanish K-6 Reading Interventions Resource Document

The purpose of this document is to provide users with information regarding Spanish 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 1 SPANISH INTERVENTIONS**

<b>Gr. 1 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. 1)</a>	<i>D-I 4-16</i>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<a href="#">Camino a la Lectura (Gr. 1)</a>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>
<a href="#">SRA Intervenciones tempranas de la lectura (Gr. K-3)</a>		<b>0</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>
<a href="#">RIGOR Level 1 (Gr. K-1)</a>		<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>
<a href="#">Soluciones (Gr. 1)</a>	<i>A-N 1-30</i>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>4</b>
<a href="#">Senderos Strategic Intervention (Gr. 1)</a>		<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>3</b>
<a href="#">Senderos Caja de herramientas para la lectura (Gr. 1-3)</a>		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</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="#">Estrellita (Gr. K-1)</a>		<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<a href="#">Istation (Gr. K-5)</a>		<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<a href="#">Descubriendo la Lectura</a>	<i>1-20</i>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>

**HOPSCOTCH: SPANISH GRADE 1 (GREEN)**

<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> 9 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> General suggestions at beginning of Teacher's Guide, but no specific word work within lessons or scaffolding throughout intervention.
<b>Suggested Group Size:</b> Small groups (does not specify)	<b>High Frequency Words (HFW):</b> Teacher instructions are to 'use las tarjetas para repasar' without specific instructions. Master word list has capital and lowercase words listed separately. The list seems simple/short for Grade 1.	
<b>Cost:</b> \$1,974.50	<b>Vocabulary (VOCAB):</b>	
<b>Writing Component:</b> Yes	<b>Fluency:</b> Students read familiar books daily for 5 minutes.	
<b>Other Notes:</b> *guided reading training necessary *running record training necessary	<b>Comprehension (COMP):</b> Writing is tied to comprehension because students retell story and write about it.	
	<b>Reading Strategies:</b> General strategies are listed in the beginning of Teacher's Guide very broadly. There is a list of 'behaviors' to look for but list is the same for every lesson (with the exception of comprehension added towards the end) and there are no teaching strategies to accompany the list of behaviors to look for.	
	<b>Guided Reading Format:</b> New book daily, book orientation varies but usually doesn't go deep enough, often does not include picture walk, may have student predict and locate a word, but not appropriately.	
	<b>Writing:</b> Students write daily. Teacher's Guide tells teacher to help students who need help, but doesn't tell teacher how to support them. Practice page and writing page. Students always retell the story and write about the story.	
	<b>Text Quality:</b> All non-fiction books (informational). Texts are not literally translated from English and have been re-leveled with Spanish translations. Culturally relevant texts, variety of topics to introduce new vocabulary with relatable topics, books capture students' attention because they relate to their experiences. <b>CONCERN:</b> higher level texts don't have level of complexity in terms of structure that they should.	



**CAMINO A LA LECTURA: SPANISH GRADE 1 (BLUE)**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30-45 minutes	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> 4 days/week	<b>Letter Knowledge (LTR KNOWL):</b>
	<b>Number of Weeks:</b> 24 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b>
<b>Suggested Group Size:</b> 2-5 students	<b>High Frequency Words (HFW):</b>	
<b>Cost:</b> \$339.97	<b>Vocabulary (VOCAB):</b> Daily vocabulary work. 4-7 words/week, content words. Teachers have list of activities to choose from with examples of how to implement activities (photopalabras, tarjetas de palabras).	
<b>Writing Component:</b> Limited	<b>Fluency:</b> Read aloud every day, revisiting of text and modeling fluency with specific teacher instructions.	
<b>Other Notes:</b> -heavy on teacher talk -heavy comprehension focus	<b>Comprehension (COMP):</b> Story-specific questions, very detailed. Very specific comprehension questions in relation to read-aloud. Focus seems to be on comprehension.	
	<b>Reading Strategies:</b>	
	<b>Guided Reading Format:</b> One student story per week (students don't read student text until Day 3 of 4-day lesson cycle and it's choral reading with the teacher. <u>Day 1 and 2:</u> students listen to read aloud anthology story related to unit topic/student story. <u>Day 3:</u> students choral read with teacher and do some independent reading if ready to practice fluency. <u>Day 4:</u> students partner read by taking turns every other page.	
	<b>Writing:</b> Day 4 of 4-day lesson cycle, respond to literature in student workbook and then write about what they've learned during the week (teacher provides topic). Students have the option to respond orally.	
	<b>Text Quality:</b> The student text is not an actual book, it's a paper sheet pulled out from student workbook, almost all fiction with very little non-fiction, texts aren't leveled, questionable appropriateness of text difficulty, teacher read-alouds are mislabeled as fiction (they are actually non-fiction).	



**SRA INTERVENCIONES TEMPRANAS DE LA LECTURA: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 40 minutes	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> 5 days/week	<b>Letter Knowledge (LTR KNOWL):</b> Teacher's Guide provides explicit teacher instructions and focuses on one letter per lesson with some variety of activities involving the focus letter (first sound, games, etc.). Letter cards.
	<b>Number of Weeks:</b> 24 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> Early lessons: listening to syllables and making words, oral blending activities. CAUTION: there is a section called 'sounding out' that focuses on reading in syllables: co-mien-za (too much of an emphasis on reading in very small parts).
<b>Suggested Group Size:</b> 3-5 students	<b>High Frequency Words (HFW):</b> Some lessons (inconsistent) work on reading and later lessons incorporate writing of high frequency words. Teacher's Guide provides explicit teacher instructions.	
<b>Cost:</b> \$761.43 teacher mater. \$253.89 56 titles \$12.15 student book-3 \$45.51 student edition	<b>Vocabulary (VOCAB):</b> Toward the end of the lesson series some lessons work on learning the meaning of new words.	
	<b>Fluency:</b> There are fluency goals (words per minute). Some lessons have partner reading 'beat the clock' to improve fluency. CAUTION: fluency practice involves tapping on the table, which could impede fluency rather than facilitate it.	
<b>Writing Component:</b> Limited	<b>Comprehension (COMP):</b> Story-specific questions and activities, a different comprehension focus for each lesson starts about mid-way through the lesson series.	
<b>Other Notes:</b> -heavy phonics emphasis	<b>Reading Strategies:</b> CAUTION: Teacher models, encourages and emphasizes letter by letter solving: too much emphasis on visual information: "Tap under high frequency words, for each decodable word, slide finder under each letter. Sound out the word and then read it fast." (no mention of integration of other sources of information, such as meaning and structure)	
	<b>Guided Reading Format:</b> Teacher leads students through 'picture walk' and encourages predictions in earlier levels, tells students to do picture walk in later levels. The students do not read a new book every day in early lessons (inconsistent).	
	<b>Writing:</b> Some later lessons have sentence dictation or very limited writing opportunities.	
	<b>Text Quality:</b> Early texts are contrived, 'decodable', later texts are better but still not high quality, contain some vocabulary, not leveled. In lessons 101-120 students have opportunity to read higher-interest stories (not decodable texts), not leveled, more anthology-like.	



**RIGOR 1: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 90 minutes/day	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> 5 days/week	<b>Letter Knowledge (LTR KNOWL):</b> The Letter Knowledge instruction is incorporated into the Word Study portion (see Word Study below).
	<b>Number of Weeks:</b> 16 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> 25 minutes daily, word cards, Teacher's Guide provides detailed teacher instructions, includes dictation, sound/symbol correspondence (letter knowledge). CAUTION: some contradictory teaching (pro- vs. p-r-o), questionable level-appropriateness.
<b>Suggested Group Size:</b> Small group and whole class	<b>High Frequency Words (HFW):</b> About 6-8 words/week. Every day is the same procedure: making words with cards, writing words, locating words.	
<b>Cost:</b> \$3,095.00	<b>Vocabulary (VOCAB):</b> There is a chart for Tier 2 words if the teacher feels the instruction is necessary, but this is not built into lesson. ( <i>extension activity not included in rating</i> )	
<b>Writing Component:</b> Yes	<b>Fluency:</b> Teacher's Guide instructs the teacher to "practice fluency" but doesn't give teacher any direction as to how. Teacher demonstrates fluency a lot because there is so much reading aloud by the teacher, students read in partners a lot, but there is no fluency guidance or prompting.	
<b>Other Notes:</b> -seems to be geared toward whole class	<b>Comprehension (COMP):</b> Teacher's Guide says "practice comprehension" but doesn't give teacher any direction as to how. There is some specific modeling of comprehension strategies, text-specific comprehension questions. Students write about book.	
	<b>Reading Strategies:</b> There is a list of general strategies at end of Day 1 lesson, the strategies are the same for all lessons.	
	<b>Guided Reading Format:</b> There is a new book every 5 days, little to no independent reading, lots of teacher modeling and partner reading, choral reading, echo reading. The students read bits of the book each day, but don't ever read the book in its entirety at once. Very scripted with lots of teacher talk.	
	<b>Writing:</b> <u>Day 1 and 2:</u> shared writing. <u>Day 3 and 4:</u> interactive writing. <u>Day 5:</u> independent writing, write about book (always same type of writing). No specific strategies provided for the teacher to support students.	
	<b>Text Quality:</b> All non-fiction books, many text features, science and social studies topics.	



**SOLUCIONES: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30-45 minutes/day	<b>Concepts About Print (CAP):</b> Teacher models and students interact through shared reading. Specific language and instructions for the teacher are provided. Daily 5-10 minutes, with links to text, but stops towards end of grade 1.
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Letters are reviewed during the first 10 weeks. Specific language and instructions for the teacher are provided. 5 minutes daily.
	<b>Number of Weeks:</b> 41 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> Specific language and instructions for the teacher are provided. Focus is on syllables, diphthongs, suffixes and making simple words with magnetic letters or letter tiles. 5 minutes daily.
<b>Suggested Group Size:</b> Up to 6 students	<b>High Frequency Words (HFW):</b> 5 minutes/day. Students locate words in text, review, make with magnetic letters. Specific language and instructions for the teacher are provided.	
<b>Cost:</b> \$8,995.00	<b>Vocabulary (VOCAB):</b> Specific prompts related to Tier 2 and Tier 3 vocabulary (grade-level appropriate, related to theme, words come from books and poems). Specific language and instructions for the teacher are provided.	
<b>Writing Component:</b> Yes	<b>Fluency:</b> Repeated reading of poem daily, 'shared reading' (echo read, choral read), teacher modeling, no specific fluency prompts.	
<b>Other Notes:</b>	<b>Comprehension (COMP):</b> Interwoven throughout lessons with specific teacher prompts tied to lesson, students often write about the story. Comprehension strategies closely tied to Tier 2 and Tier 3 words. Comprehension focus changes with each unit and spirals throughout intervention.	
	<b>Reading Strategies:</b> Teacher's Guide instructs teacher to 'support as needed' but doesn't give any specific instruction as to how to support students as they read.	
	<b>Guided Reading Format:</b> One unit/lesson goes over 5 days (2 books/week), book orientation is very detailed and scripted, usually focuses on a comprehension skill or might point out some limited information. Poem/poster daily. <u>Day 1</u> : read book. <u>Day 2</u> : reread book. <u>Day 3</u> : read new book. <u>Day 4</u> : reread book. <u>Day 5</u> : students choose book for assessment.	
	<b>Writing:</b> Daily writing is shared writing most days, independent writing on Friday for assessment. The writing is more independent towards the end of Grade 1. Specific language and instructions for the teacher are provided.	
	<b>Text Quality:</b> Every week students get one fiction and one non-fiction book, both relate to theme, high-interest, high quality, highly engaging. Books are also Lexile leveled.	



**SENDEROS STRATEGIC INTERVENTION: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30 mins/day	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b>
	<b>Number of Weeks:</b> # lessons match core curriculum	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> A bit more than half the lessons address phonemic awareness (syllables, phonemes) with specific teacher instructions. Daily, specific teacher instructions for phonics lessons use letter cards, word cards, picture cards, sound/spelling cards and teach spelling patterns, prefixes, suffixes, open and closed syllables, plural endings, etc. Write-in Reader activities (copying words).
<b>Suggested Group Size:</b>	<b>High Frequency Words (HFW):</b> (Although objectives state the student will learn high frequency words, the students are actually studying vocabulary words-see Vocabulary).	
<b>Cost:</b> (part of curriculum)	<b>Vocabulary (VOCAB):</b> About half the lessons address "Vocabulario del Contexto" via activities in the Write-in Reader, reading and writing words, using words in a sentence in partners, word cards. CAUTION: Students may struggle with some activities because they won't be able to read the words in order to carry out the activity ( <i>estudiar, inclusive, maestro, sorpresa</i> ).	
<b>Writing Component:</b> Limited	<b>Fluency:</b> 1x/week focus on different aspect of fluency related to previously read text in Write-in Reader, includes teacher modeling on Day 5. Quick check for fluency when teacher listens to student read from Write-in Reader on Day 5.	
<b>Other Notes:</b>	<b>Comprehension (COMP):</b> Some guided questions during choral reading, very limited, lower-level questions after reading, some modeling of specific comprehension strategies, graphic organizers to clarify/teach comprehension strategies.	
	<b>Reading Strategies:</b> Teacher Tolds.	
	<b>Guided Reading Format:</b> <u>Day 2</u> : teacher read aloud. <u>Day 3</u> : choral read from Write-in Reader. <u>Day 5</u> : independently read Day 3's selection from Write-in Reader. Before choral read and read aloud teacher does a 'think aloud' to focus on a specific comprehension strategy.	
	<b>Writing:</b> Writing opportunities in Write-in Reader are fill-in-the-blank and there are limited opportunities for short answer with activities connected to anchor text.	
	<b>Text Quality:</b> Combination of fiction and non-fiction. High-interest. Write-in Readers: all fiction with the exception of one story, phonetically driven, not necessarily high-interest, somewhat contrived, stories improve as they increase in difficulty.	



**SENDEROS-CAJA DE HERRAMIENTAS PARA LA LECTURA: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 15 min/day	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b>
	<b>Number of Weeks:</b> Varies	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> Called 'vocabulary', but it's actually Word Study. Prefixes, suffixes, dictionary use, homophones, syn., ant., etc. The PH/Decoding component uses the ma/me/mi/mo/mu approach. Includes consonant groups, word endings, diphthongs, etc. PA: rhyming words, initial/medial/ending sounds, combining sounds, etc. CAUTION: letter by letter sound analysis.
<b>Suggested Group Size:</b>	<b>High Frequency Words (HFW):</b>	
<b>Cost:</b>	<b>Vocabulary (VOCAB):</b>	
<b>Writing Component:</b> No	<b>Fluency:</b> Addresses a variety of aspects of fluency, spirals, starts out with disconnected sentences early on but later stage uses connected text.	
<b>Other Notes:</b> -5 domains (Word Study, Fluency, Comprehension, Phonics/Decoding, Phonemic Awareness): 90 lessons per domain, 3 stages/levels with 30 lessons at each level within each domain	<b>Comprehension (COMP):</b> Focuses on a variety of comprehension skills, spirals.	
	<b>Reading Strategies:</b>	
	<b>Guided Reading Format:</b>	
	<b>Writing:</b>	
	<b>Text Quality:</b>	



RAZ KIDS: SPANISH GRADE 1

<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. Students have multiple opportunities to reread or listen to the same book. There is an opportunity to assess fluency because recording is an option. CAUTION: A few of the lower level read alouds are not appropriately phrased or paced.	
<b>Other Notes:</b> CONCERNS: -every book is read aloud but there is no way to ensure the student is actually listening -there is no way to ensure 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 the comprehension piece without accountability.	
	<b>Reading Strategies:</b>	
	<b>Guided Reading Format:</b>	
	<b>Writing:</b> (short answer comprehension questions)	
	<b>Text Quality:</b> Variety of fiction and non-fiction. High-interest.	



**ESTRELLITA: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 10 min: whole group 20 min: small group	<b>Concepts About Print (CAP):</b>
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Letter sounds taught by focusing on beginning sounds (each sound is represented by a picture). Letter names are not taught. The sounds are divided into segments, starting with vowels, then focusing on about 4-6 letters at a time for most segments. Picture and letter cards, chart, CD with chant, riddles, cheers, etc. Blackline masters for letter formation are included.
	<b>Number of Weeks:</b> 36 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> The blending component focuses on teaching syllables with the same vowel, then how to put syllables together to make words. This component includes syllable cards and word cards with colore-coded syllables.
<b>Suggested Group Size:</b> Whole group, small group and independent	<b>High Frequency Words (HFW):</b>	
<b>Cost:</b> \$879.00	<b>Vocabulary (VOCAB):</b>	
<b>Writing Component:</b> No	<b>Fluency:</b>	
<b>Other Notes:</b> -"Estrellita...is a phonics program.."	<b>Comprehension (COMP):</b>	
	<b>Reading Strategies:</b> Students are taught to put syllables together to make words. CAUTION: Very heavy focus on visual information/phonics without a balance of sources of information. CAUTION: The view of this system is that students must learn all of the words in the books before reading the books. Only open syllables are taught.	
	<b>Guided Reading Format:</b>	
	<b>Writing:</b> (The only writing is writing the words they are learning to read, including writing those words in sentences).	
	<b>Text Quality:</b> Students read sentences, then 'books' (blackline masters) written from the practiced sentences. They are decodable, contrived texts. Low interest, no pictures. Very phonetically based. Big books are black and white (same text as other books).	



**ISTATION: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> Varies	<b>Concepts About Print (CAP):</b> Concepts are discussed and practiced in early level books.
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Letter names and sounds are taught at the same time. Capital and lowercase forms are taught at the same time along with a word that starts with that letter whose form also represents the letter form. Students practice with games. There is an ABC song that includes a sound for each letter and each letter also has its own song.
	<b>Number of Weeks:</b>	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> Focus is letter sounds, blending of sounds into syllables and syllables into words (heavy emphasis on syllables). Also covers topics such as parts of speech. Lots of practice made into games: syllable is read and students have to choose among options. CAUTION: The modeling of blending sounds into syllables is very segmented, as well as the blending of syllables into words.
<b>Suggested Group Size:</b> Individualized	<b>High Frequency Words (HFW):</b> High frequency words are called 'Palabras Estelares'. Students are read the word in a sentence, they choose the word among options, they choose syllables to make the word, etc.	
<b>Cost:</b>	<b>Vocabulary (VOCAB):</b> Students can click on selected words for the definition of the word within a reading passage.	
<b>Writing Component:</b> No	<b>Fluency:</b> When reading aloud, the text is always highlighted. Measured by a timed 'fill in the blank' (multiple choice) of a reading passage. CAUTION: Students don't necessarily have to read the passage in order to fill in the blanks. This is not an accurate measure of fluency.	
<b>Other Notes:</b>	<b>Comprehension (COMP):</b> Students answer comprehension questions after reading passages (the program is designed to not allow students to read too fast). There are a variety of levels of comprehension questions (cause and effect, inference, etc.). Students can look back in text for answers when possible.	
	<b>Reading Strategies:</b>	
	<b>Guided Reading Format:</b>	
	<b>Writing:</b>	
	<b>Text Quality:</b> 'Books' can be printed (pdf). High-interest illustrations. Variety of fiction (historical fiction, realistic fiction, adapted fables and folklore, poetry, drama) and non-fiction (expository, persuasive, informative, literary non-fiction).	



**DESCUBRIENDO LA LECTURA: SPANISH GRADE 1**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30 minutes/day	<b>Concepts About Print (CAP):</b> Addressed through reading and writing of continuous text tailored to the individual needs of the child.
	<b>Days per Week:</b> Daily	<b>Letter Knowledge (LTR KNOWL):</b> Daily letter identification/letter work, embedded within continuous text *as needed.
	<b>Number of Weeks:</b> 12-20 weeks	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> 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.
<b>Suggested Group Size:</b> Individualized	<b>High Frequency Words (HFW):</b> Students work to build automaticity with high frequency words in reading and writing daily.* Words come from continuous text, students have individualized word lists based on their current levels of processing.	
<b>Cost:</b> \$3,750 per student	<b>Vocabulary (VOCAB):</b> New/unfamiliar vocabulary is discussed during book orientation.	
<b>Writing Component:</b> Yes	<b>Fluency:</b> 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.).	
<b>Other Notes:</b> -lessons individually designed and delivered using a wide range of procedures. Daily observational data informs instruction.  -Descubriendo la Lectura is an intervention that requires a year of specialized teacher training	<b>Comprehension (COMP):</b> Teacher prompts for meaning, keeping meaning at the forefront, text-specific questions after reading, writing often linked to text.	
	<b>Reading Strategies:</b> 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.	
	<b>Guided Reading Format:</b> 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.	
	<b>Writing:</b> 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 the sounds they hear, thinking about what words look like (orthography), and using what they know to write something unknown. Students also assemble 'cut up' story one time during lesson and 1x at home.	
<b>Text Quality:</b> 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.		

