

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 2 SPANISH INTERVENTIONS

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 18-28</i>	0	0	2	3	1	2	3	2	2	3
Camino a la Lectura (Gr. 2)		0	0	0	0	3	1	3	0	1	1
SRA Intervenciones tempranas de la lectura (Gr. K-3)		0	4	2	3	1	1	4	1	1	2
RIGOR Level 2 (Gr. 2-3)	<i>H-M 14-28</i>	0	2	2	3	0	1	1	2	3	3
Soluciones (Gr. 2)	<i>A-N 1-30</i>	0	0	3	2	3	2	4	1	3	4
Senderos Strategic Intervention (Gr. 2)		0	0	3	2	3	4	4	1	2	3
Senderos Caja de herramientas para la lectura (Gr. 1-3)		0	0	0	2	0	3	3	0	0	0
RAZ Kids (Gr. K-6)		0	0	0	0	0	2	2	0	0	4
Istation (Gr. K-5)		3	3	2	2	2	1	3	1	0	4

HOPSCOTCH: SPANISH GRADE 2 (PURPLE)

Duration of Intervention	Minutes per Day: 30-35 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): Sílabas trabadas and trabajo con palabras each day. Very broad with very little direction, not necessarily linked to text.
Suggested Group Size: 4-6 students	High Frequency Words (HFW): 2-3 minutes/day, uses high frequency word cards (no variety of activities). 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 2.	
Cost: \$1,644.50	Vocabulary (VOCAB): 'Academic vocabulary' is addressed, but the words are not identified within lessons except for the copy master that is referred to (the only activity with academic vocabulary is the reproducible each lesson series). The vocabulary list is questionable.	
Writing Component: Yes	Fluency: Targeted words per minute for different points in year, familiar reading 5-7 minutes daily.	
Other Notes: *guided reading training necessary *running record training necessary	Comprehension (COMP): Story-specific comprehension questions, writing relates to story. Graphic organizers.	
	Reading Strategies: General strategies at beginning of Teacher's Guide. All lessons have bulleted list of student reading strategies to watch for, but no direction how to teach or prompt for those strategies.	
	Guided Reading Format: One lesson spans over 2 days. Book introduction contains some detail regarding the text structure and topic, limited discussion of tricky words. The Teacher's Guide provides questions to link to students' prior knowledge before reading.	
	Writing: Related to story (use reproducible to prepare to write, then write in writing notebook), practice page and writing page in writing book. The Teacher's Guide doesn't provide any suggestions for writing strategies.	
	Text Quality: 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.	



CAMINO A LA LECTURA: SPANISH GRADE 2 (GREEN)

Duration of Intervention	Minutes per Day: 30-45 minutes	Concepts About Print (CAP):
	Days per Week: 4 days/week	Letter Knowledge (LTR KNOWL):
	Number of Weeks: 24 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS):
Suggested Group Size: 2-5 students	High Frequency Words (HFW):	
Cost: \$339.97	Vocabulary (VOCAB): 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).	
Writing Component: Limited	Fluency: Read aloud every day, revisiting of text and modeling fluency with specific teacher instructions.	
Other Notes: -heavy on teacher talk -heavy comprehension focus <i>*the committee did not have access to a Gr. 2 Teacher's Guide, so we went forward with our evaluation based on the materials we had and the information from other grades</i>	Comprehension (COMP): Story-specific questions, very detailed. Very specific comprehension questions in relation to read-aloud. Focus seems to be on comprehension.	
	Reading Strategies:	
	Guided Reading Format: 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.	
	Writing: 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).	
	Text Quality: The student reading is not an actual text, 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 2

Duration of Intervention	Minutes per Day: 40 minutes	Concepts About Print (CAP):
	Days per Week: 5 days/week	Letter Knowledge (LTR KNOWL): 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.
	Number of Weeks: 24 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): 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 small parts).
Suggested Group Size: 3-5 students	High Frequency Words (HFW): Some lessons (inconsistent) work on reading and later lessons incorporate writing of high frequency words. Teacher's Guide provides explicit teacher instructions.	
Cost: \$761.43 teacher mater. \$253.89 56 titles \$12.15 student book-3 \$45.51 student edition	Vocabulary (VOCAB): Toward the end of the lesson series some lessons work on learning the meaning of new words.	
	Fluency: 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.	
Writing Component: Limited	Comprehension (COMP): Story-specific questions and activities, a different comprehension focus for the lessons starts about mid-way through the lesson series.	
Other Notes: -heavy phonics emphasis	Reading Strategies: 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)	
	Guided Reading Format: 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).	
	Writing: Some later lessons have sentence dictation or very limited writing opportunities.	
	Text Quality: 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 2: SPANISH GRADE 2

Duration of Intervention	Minutes per Day: 90-120 minutes/day	Concepts About Print (CAP):
	Days per Week: 4-5 days/week	Letter Knowledge (LTR KNOWL): The Letter Knowledge instruction is incorporated into the Word Study portion (see Word Study below).
	Number of Weeks: 16 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): 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.
Suggested Group Size: Small group and whole class	High Frequency Words (HFW): Students work on about 6 high frequency words/week. Every day is the same procedure: making words with cards, writing words, locating words.	
Cost: \$3,095.00	Vocabulary (VOCAB): 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>)	
Writing Component: Yes	Fluency: 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.	
Other Notes: -seems to be geared toward whole class	Comprehension (COMP): 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.	
	Reading Strategies: There is a list of general strategies at end of Day 1 lesson, the strategies are the same for all lessons.	
	Guided Reading Format: 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. Book introduction uses text features often, very scripted and guided.	
	Writing: <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.	
	Text Quality: All non-fiction books, science and social studies topics.	



SOLUCIONES: SPANISH 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: 43 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Specific language and instructions for the teacher are provided. Focus is on prefixes and suffixes. 5 minutes daily. Now called 'Oral Grammar'. 3x/week.
Suggested Group Size: Up to 6 students	High Frequency Words (HFW): 5 minutes/day. Students locate words in text, review, make with magnetic letters. Specific language and instructions for the teacher are provided. CAUTION: Some of the high frequency words are grade-appropriate, some are not.	
Cost: \$8,995.00	Vocabulary (VOCAB): Specific prompts related to Tier 2 and Tier 3 vocabulary (grade-level appropriate, related to theme, words come from texts). Specific language and instructions for the teacher are provided. 2 days/week.	
Writing Component: Yes	Fluency: Repeated reading of poem daily, 'shared reading' (echo read, choral read), no specific fluency prompts, teacher modeling.	
Other Notes:	Comprehension (COMP): 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.	
	Reading Strategies: 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.	
	Guided Reading Format: 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.	
	Writing: Daily writing is mostly independent. Specific language and instructions for the teacher are provided.	
	Text Quality: 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 2

Duration of Intervention	Minutes per Day: 30 min/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LK):
	Number of Weeks: # lessons match core curriculum	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): 2 lessons/week address phonemic awareness (segmenting phonemes, syllables, etc.) with specific teacher instructions. The same 2 lessons have phonics lessons that relate to the phonemic awareness lesson with word cards, sound/spelling cards, picture cards. Specific teacher language is provided in the Teacher's Guide.
Suggested Group Size:	High Frequency Words (HFW): A little less than half the lessons have high frequency word instruction. These include reading words to a partner and using the words in a sentence every time. The high frequency words are from anchor texts, not the intervention text the students are reading in small group.	
Cost: (part of curriculum)	Vocabulary (VOCAB): Target vocabulary words are covered 2x/week.	
Writing Component: Limited	Fluency: 1x/week there is a focus on a different aspect of fluency related to a previously read text in the Write-in Reader. On Day 5 there is a quick check for fluency when the teacher listens to a student read from the Write-in Reader.	
Other Notes:	Comprehension (COMP): There is some isolated discussion about comprehension skills that are related to the anchor text (whole group lesson), graphic organizers and charts are often used, the comprehension focus changes each week.	
	Reading Strategies: Teacher Tolds.	
	Guided Reading Format: Students don't read actual text until Day 5, 2 days earlier in week they read out of Write-in Readers. Teacher decides if students choral read, partner read, etc. depending on abilities. Later in year students might read independently. Book orientation: teacher previews the book with 'think aloud'. However, on Day 5 the Guide instructs the teacher to 'introduce' the book with no specific instructions.	
	Writing: Writing opportunities in Write-in Reader are fill-in-the-blank and short answer.	
	Text Quality: Mixture of fiction and non-fiction. High interest. Write-in Readers have a combination of fiction and non-fiction.	



SENDEROS-CAJA DE HERRAMIENTAS PARA LA LECTURA: SPANISH GRADE 2

Duration of Intervention	Minutes per Day: 15 min/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL):
	Number of Weeks: Varies	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): 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.
Suggested Group Size:	High Frequency Words (HFW):	
Cost:	Vocabulary (VOCAB):	
Writing Component: No	Fluency: Addresses a variety of aspects of fluency, spirals, starts out with disconnected sentences early on but later stage uses connected text.	
Other Notes: -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	Comprehension (COMP): Focuses on a variety of comprehension skills, spirals.	
	Reading Strategies:	
	Guided Reading Format:	
	Writing:	
	Text Quality:	



RAZ Kids: SPANISH 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. 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.	
Other Notes: 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	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 the comprehension piece without accountability.	
	Reading Strategies:	
	Guided Reading Format:	
	Writing: (short answer comprehension questions)	
	Text Quality: Variety of fiction and non-fiction. High-interest.	



ISTATION: SPANISH GRADE 2

Duration of Intervention	Minutes per Day: Varies	Concepts About Print (CAP): Concepts are discussed and practiced in early level books.
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): 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.
	Number of Weeks:	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): 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.
Suggested Group Size: Individualized	High Frequency Words (HFW): 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.	
Cost:	Vocabulary (VOCAB): Students can click on selected words for the definition of the word within a reading passage.	
Writing Component: No	Fluency: 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.	
Other Notes:	Comprehension (COMP): 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.	
	Reading Strategies:	
	Guided Reading Format:	
	Writing:	
	Text Quality: '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).	

