

# 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 5 SPANISH INTERVENTIONS**

<b>Gr. 5 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="#"><u>Camino a la Lectura (Gr. 3-5)</u></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="#"><u>Senderos Strategic Intervention (Gr. 5)</u></a>		<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>3</b>
<a href="#"><u>RAZ Kids (Gr. K-6)</u></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="#"><u>Istation (Gr. K-5)</u></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>

**CAMINO A LA LECTURA: SPANISH GRADE 5 (PURPLE)**

<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. Students may be evaluated for fluency on Day 4 of the lesson cycle.	
<b>Other Notes:</b> -heavy on teacher talk	<b>Comprehension (COMP):</b> Story-specific questions, very detailed. Focus seems to be on comprehension. Students may be evaluated on story retell on Day 4 of the lesson cycle.	
	<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</u> and <u>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. <u>Day 4</u> : students reread story.	
	<b>Writing:</b> Day 4 of 4-day lesson cycle, students respond to literature in student workbook and then write about what they've learned during the week (teacher provides topic)-option to respond orally.	
	<b>Text Quality:</b> Not an actual text, it's a paper book pulled out from student workbook, almost all fiction with a few non-fiction examples, texts aren't leveled.	



**SENDEROS STRATEGIC INTERVENTION: SPANISH GRADE 5**

<b>Duration of Intervention</b>	<b>Minutes per Day:</b> 30 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> # lessons match core curriculum	<b>Phonemic Awareness/Phonics/Word Study (PA/PH/WS):</b> "Oral Grammar" instruction 2x/week (verb tenses, sentence fragments, plurals, punctuation, etc.). Specific teacher directions are provided in the Teacher's Guide. Phonics lessons are called "Multisyllable Words" and are provided 3x/week. The lessons include closed syllables, word endings, multisyllabic words, etc.
<b>Suggested Group Size:</b>	<b>High Frequency Words (HFW):</b>	
<b>Cost:</b> (part of curriculum)	<b>Vocabulary (VOCAB):</b> Target vocabulary is taught 2 days/week by writing the words one day in the Write-in Readers (phrases and sentences) and using the context cards one day with a variety of activities.	
<b>Writing Component:</b> Limited	<b>Fluency:</b> There is a 1x/week focus on a different aspect of fluency related to the 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.	
<b>Other Notes:</b>	<b>Comprehension (COMP):</b> There are teacher-led questions during reading (same questions from the Write-in Reader), which are basic level comprehension questions (stop/think/write). There is a specific comprehension focus (or two) for each lesson.	
	<b>Reading Strategies:</b> Teacher Tolds.	
	<b>Guided Reading Format:</b> Students don't read actual book until Day 5. <u>Day 2 and 3:</u> students read from Write-in Readers. <u>Day 4:</u> look back and respond. Teachers decide if students choral read, partner read, etc. depending on ability, towards end of year students read independently. Book orientation: teacher 'thinks aloud', students preview book, make predictions before reading (teacher-led).	
	<b>Writing:</b> Students write 1x/week, linked to one of the vocabulary words, short answer in Write-in Reader.	
	<b>Text Quality:</b> Variety of fiction and non-fiction. High-interest. Write-in Readers have a mix of fiction and non-fiction with a variety of text features.	



RAZ KIDS: SPANISH GRADE 5

<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.	



**ISTATION: SPANISH GRADE 5**

<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> The focus is on 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. Fluency is 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).	

