

# 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 6 SPANISH INTERVENTIONS**

<b>Gr. 6 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="#">Senderos Strategic Intervention (Gr. 6)</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="#">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>

**SENDEROS STRATEGIC INTERVENTION: SPANISH GRADE 6**

<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 is provided 2x/week (prepositions, contractions, parts of speech, multisyllabic words, etc.). The Teacher's Guide provides specific teacher directions. Phonics lessons are called "Multisyllable Words" and these lessons are provided 2-3x/week. 1x/week there is a 'reteach' of a phonics topic.
<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 that are in the Write-in Readers), which are basic level comprehension questions (stop/think/write). There is a specific comprehension focus (or two) for each lesson. On Day 5 the teacher pre-teaches a comprehension skill to prepare for the next unit.	
	<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. Teacher decides 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 6

<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.	

