

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.

KINDER SPANISH INTERVENTIONS

Gr. K Intervention	LEVELS	CAP	LTR KNOWL	PA/PH/WS	HFW	VOCAB	FLUENCY	COMP	READ STRAT	WRITING	TEXT QUAL
Hopscotch (Gr. K)	A-C 1-3	1	2	0	3	0	2	2	2	2	4
Camino a la Lectura (Gr. K)		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 1 (Gr. K-1)		0	2	2	3	0	1	1	2	3	3
Soluciones (Gr. K)	A-N 1-30	4	3	3	3	3	2	4	1	3	4
Senderos Strategic Intervention (Gr. K)		0	3	2	2	2	1	4	1	0	2
RAZ Kids (Gr. K-6)		0	0	0	0	0	2	2	0	0	4
Estrellita (Gr. K-1)		0	4	1	0	0	0	0	1	0	1
Istation (Gr. K-5)		3	3	2	2	2	1	3	1	0	4

HOPSCOTCH: SPANISH GRADE KINDER (ORANGE)

Duration of Intervention	Minutes per Day: 30-35 minutes/day	Concepts About Print (CAP): CAP skills assessed daily, but not taught or linked to instruction.
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): Entire alphabet is reviewed daily with no differentiation.
	Number of Weeks: 9 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS):
Suggested Group Size: Small groups (does not specify)	High Frequency Words (HFW): Teacher instructions are to 'use las tarjetas para repasar' without specific instructions. Master word list has capital and lowercase words listed separately.	
Cost: \$1,314.50	Vocabulary (VOCAB):	
Writing Component: Yes	Fluency: Students read familiar books daily for 5 minutes.	
Other Notes: *guided reading training necessary *running record training necessary	Comprehension (COMP): Writing is tied to comprehension because students retell story and write about it.	
	Reading Strategies: 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 and there are no teaching strategies to accompany the list of behaviors to look for.	
	Guided Reading Format: 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 (for example, tells student what word starts with instead of student saying word and identifying/predicting first letter), at times introduces repeated structure of book: Yo veo un zapato ____.	
	Writing: 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.	
	Text Quality: All non-fiction books (informational). Texts are not literally translated from English and they have been re-leveled with Spanish translations (same titles as English, but not same text or levels). Culturally relevant texts, variety of topics to introduce new vocabulary with relatable topics, books capture attention of students because they relate to experiences of children's lives.	



CAMINO A LA LECTURA: SPANISH GRADE KINDER (PINK)

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): Students work daily on 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	Comprehension (COMP): Story-specific questions, very detailed. Very specific comprehension questions related to read-aloud.	
	Reading Strategies:	
	Guided Reading Format: One student story per week (students don't read student text until Day 3 of the 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 or draw about what they've learned during the week (teacher provides topic).	
	Text Quality: 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.	



SRA INTERVENCIONES TEMPRANAS DE LA LECTURA: SPANISH GRADE KINDER

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): Towards 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 each lesson 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 1: SPANISH GRADE KINDER

Duration of Intervention	Minutes per Day: 90 minutes/day	Concepts About Print (CAP):
	Days per Week: 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): About 6-8 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. Very scripted with lots of teacher talk.	
	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, many text features, science and social studies topics.	



SOLUCIONES: SPANISH GRADE KINDER

Duration of Intervention	Minutes per Day: 30-45 minutes/day	Concepts About Print (CAP): 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.
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): Focus is on initial sounds using letter/word cards and magnetic letters. Specific language and instructions for the teacher are provided. 5 minutes daily.
	Number of Weeks: 30 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Specific language and instructions for the teacher are provided. Focus is on letter sounds, beginning and ending sounds. 5 minutes daily.
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.	
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 books and poems). Specific language and instructions for the teacher are provided.	
Writing Component: Yes	Fluency: Repeated reading of poem daily, 'shared reading' (echo read, choral read), teacher modeling, no specific fluency prompts.	
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: One-to-one monitoring is modeled and encouraged. 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 shared writing most days, independent writing on Friday for assessment. Teacher models how to slowly articulate words as well as involves students in basic writing/CAP skills (directionality, space, concept of word/letter, etc.). 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 KINDER

Duration of Intervention	Minutes per Day: 30 minutes/day	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): 3-5 days/week. Letter knowledge in beginning lessons is 5 days/week. Teacher's Guide provides explicit teacher instructions. Different activities that include letter cards.
	Number of Weeks: # lessons match core curriculum	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): Towards the end of the lesson series there is one phonics lesson per week. Usually the focus is on letter sounds and writing the letters. There are picture and word cards provided with specific teacher instructions. Lots of syllable work and substituting of phonemes. CAUTION: High emphasis on over segmentation of phonemes: m-e-d-u-s-a.
Suggested Group Size:	High Frequency Words (HFW): 3 days/week. Students always use in words in a sentence orally, word cards. CAUTION: It's questionable if the words are actually high frequency words because some do not seem appropriate for kindergarten.	
Cost: (part of curriculum)	Vocabulary (VOCAB):	
Writing Component: No	Fluency: Day 5 quick check for fluency when teacher listens to student read.	
Other Notes:	Comprehension (COMP): Some guided questions during choral reading, very limited questions after reading (not high level of questioning with decodable texts, some of the read aloud comprehension questions allow for a bit deeper thinking), there is a different comprehension focus each week.	
	Reading Strategies: Before the decodable story, the teacher models a sound or blending strategy with a word from the title. All of the modeling focuses on how to blend sounds. CAUTION: Emphasis on 'sounding out' without including other sources of information, such as how to integrate meaning and structure.	
	Guided Reading Format: <u>Day 1</u> : no text. <u>Day 2</u> : teacher read aloud. <u>Day 3</u> : decodable story, teacher reads aloud and students follow or read together. <u>Day 4</u> : teacher rereads text from Day 2. <u>Day 5</u> : new decodable story. Teacher reads aloud or reads together. Book Orientation: before choral read and read aloud teacher does a 'think aloud' to focus on specific comprehension strategy. Teacher directs students on a brief picture walk.	
	Writing:	
	Text Quality: Combination of fiction and non-fiction texts. High interest but seem to be too difficult for kindergarten, especially for struggling kindergarten readers.	



RAZ Kids: SPANISH GRADE KINDER

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.	



ESTRELLITA: SPANISH GRADE KINDER

Duration of Intervention	Minutes per Day: 10 min: whole group 20 min: small group	Concepts About Print (CAP):
	Days per Week: Daily	Letter Knowledge (LTR KNOWL): 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.
	Number of Weeks: 36 weeks	Phonemic Awareness/Phonics/Word Study (PA/PH/WS): 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 color-coded syllables.
Suggested Group Size: Whole group, small group and independent	High Frequency Words (HFW):	
Cost: \$879.00	Vocabulary (VOCAB):	
Writing Component: No	Fluency:	
Other Notes: -"Estrellita...is a phonics program.."	Comprehension (COMP):	
	Reading Strategies: 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.	
	Guided Reading Format:	
	Writing: (The only writing is writing the words they are learning to read, including writing those words in sentences).	
	Text Quality: 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 KINDER

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).	

