

Florida Center for Reading Research

Kaleidoscope

What is Kaleidoscope?

Kaleidoscope is a reading intervention program from the SRA/Open Court Reading Family. *Kaleidoscope* is based on the instructional design of the SRA/Open Court Reading program for second through sixth grade students reading two or more years below grade level. Two years of reading instruction can be delivered in one year, with a minimum of two hours of intense daily instruction. The goal of *Kaleidoscope* is to help students develop the skills they need to read with fluency and understanding so they can successfully participate in their designated grade level instruction. The program is teacher directed and suitable for use with a whole class or small groups.

Kaleidoscope consists of five overlapping levels designed to meet the needs of struggling readers. The levels overlap to provide students with opportunities for review and support. Each level contains six units, and each unit contains 30 lessons. The levels of *Kaleidoscope* correspond with reading grade levels in the following way:

<u>Program Level:</u>	<u>Reading Grade Level</u>
Level A	0 – 2
Level B	1 – 3
Level C	2 – 4
Level D	3 – 5
Level E	4 – 6

The lessons are sequentially developed and contain explicit instruction. They follow a five-day cycle that focuses on a decodable book for building fluency and a literature-based selection. The activities in lesson one include phonological awareness activities (for Level A only) and proceed to word study activities, which include sight words, oral language, and dictation. Next, fluency is addressed through repeated practice of reading words, sentences, and decodable stories. The second day of this five-day cycle prepares the students to read the literature-based selection by teaching “before reading” comprehension strategies and vocabulary from the selection. Comprehension strategies for use during reading are also taught and practiced as the selection is read. Day three includes more word study, fluency, and spelling practice as students engage in activities that allow them to apply previously taught skills. Day four is a review of the literature-based selection for students to practice comprehension skills. The final day of this five-day cycle includes wrap-up activities and student assessment.



Teacher materials include the following for levels A and B: listening library CD, listening library audiocassettes, skills assessment workbook, sound/spelling card stories CD, a teacher's edition, a Home Connection supplement, a placement guide, an assessment guide, a diagnostic/placement evaluation, a leveled library, individual sound/spelling cards, and 12 cumulative folders per package. Levels C through E contain all of the same materials except the sound/spelling card stories CD. Also included in levels C – E are high-frequency word cards. Additional resources are provided such as the Home Connection, Writing, and Grammar components to provide

students with many opportunities to practice the skills taught. Also, *Kaleidoscope's* assessments used to monitor student progress are recommended for use on a weekly basis. The materials are well organized and easy to use. Student materials include a reader for each student, decodable stories, a comprehension skills workbook, and a language arts workbook.

How is *Kaleidoscope* aligned with Reading First?

Kaleidoscope addresses each of the five areas of reading instruction identified by Reading First as being critical to the development and mastery of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Each program level contains six units with lessons that concentrate on specific areas. Level A focuses on phonemic awareness, phonics, decoding, fluency, vocabulary development, comprehension strategies, and writing. Level B concentrates on all components in Level A except phonemic awareness. Levels C, D, and E emphasize word study (roots, affixes, syllabication, word structure), vocabulary development, comprehension, and writing.

Kaleidoscope provides phonological awareness instruction that is explicit. Word play includes working with rhymes and alliterative words. Other phonological awareness activities include oral blending and segmenting of syllables and segmenting onsets and rimes. Phonemic awareness activities include segmenting and blending initial, final, and middle sounds in words. Depending on student need, the appendix of each level includes thirty optional phonemic awareness lessons.

The phonics portion of *Kaleidoscope* is explicit and systematically introduced in order to help students understand the relationship between print and spoken sounds. Color-coded cards are utilized to introduce sounds and spellings and to provide decoding and encoding spelling strategies. An instructional routine is used consistently to teach sound-by-sound blending. Syllable types are also taught. Dictation activities allow students to practice writing sounds in sequence, spelling whole words, sentence construction, and proofreading. The 72 decodable stories provide students with the opportunity to practice decoding skills.

Fluency instruction includes opportunities for students to read aloud in class with immediate support and feedback from the teacher. Audiocassette/CD recordings contain recordings of the stories found in the student readers. High frequency words are explicitly taught, followed by opportunities to practice reading these words in context. Blending is also taught and students read decodable stories to apply previously taught phonic skills and to assist in increasing their rate and accuracy. Homework assignments frequently include re-reading these decodable stories to help build fluency. Finally, the ongoing assessments in the program monitor each student's fluency progress.

Kaleidoscope provides explicit instruction of vocabulary words including strategies of word structure such as working with prefixes, root words, suffixes and word families. Other vocabulary activities to build word understanding include, compound words, context clues, antonyms, synonyms, homophones, idioms, and multi-meaning words. The program also contains weekly vocabulary activities to provide students opportunities to practice vocabulary words and the vocabulary strategies learned.

Every *Kaleidoscope* lesson teaches specific comprehension strategies in conjunction with the reading selection of that lesson. These strategies include activating prior knowledge, browsing the text, predicting, questioning, visualizing,

summarizing, monitoring/clarifying understanding, monitoring and adjusting reading speed, and making self, world, and text connections. The strategies taught in the program are intended to help students determine author's point of view and purpose, sequence events, find main ideas and details, compare and contrast, determine cause and effect, draw conclusions, distinguish fact from opinion, and make inferences. Teacher modeling is included to help scaffold instruction of comprehension strategies.

Kaleidoscope's professional development includes a one-day initial training session. This session provides teachers with opportunities to practice lessons while receiving feedback from *Kaleidoscope's* trainers. Teachers who receive additional training and have been identified by *Kaleidoscope* may serve as school-wide mentors for their schools as well as other schools in their district to provide additional professional development opportunities. *Kaleidoscope* also customizes their professional development to fit the needs of various schools. School-wide or grade level participation during training is optional as well as individual teacher tutoring. In addition, checklists, videos of lessons, phone consultations, and on-site consultation services are offered to support teachers and schools using *Kaleidoscope*.

Research Support for Kaleidoscope



Because *Kaleidoscope* is one of the newest intervention programs from Open Court, empirical evidence does not exist at this time to validate the efficacy of this program. However, SRA is currently collecting data from studies for this purpose. The content and instructional design of *Kaleidoscope* is consistent with what we know from current reading research.

Strengths & Weaknesses

Strengths of *Kaleidoscope*:

- Instruction is explicit and systematic.
- Teacher material is user friendly.
- The Home Connection Component offers authentic and meaningful activities that involve not only family members, but also neighbors, local community and business leaders and the business community.
- The optional writing component in each lesson provides additional activities focusing on the writing process.
- The program includes audio and visual aids to promote student interest.
- This program includes non-fiction passages.

Weaknesses of *Kaleidoscope*:

- Guidance for the teacher on how to create and organize the small group learning centers and workshops used in the program is not provided.

Which Florida districts have schools that implement Kaleidoscope?

Duval	904-390-2000	Putnam	386-329-0541
Leon	850-487-7100	Taylor	850-838-2500
Orange	407-317-3200	Washington	850-638-6222

For More Information

<http://www.sraonline.com/index.php/home/curriculumsolutions/intervention/kaleidoscope/180>

References



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Important Note: FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR.

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