

Fountas & Pinnell

# Leveled Literacy Intervention

An introduction to the Red System, Grade 3, Levels L–Q



*Fountas & Pinnell,  
the preeminent voices  
in literacy education,  
proudly published  
by Heinemann.*



## About the Authors

# Irene C. Fountas and Gay Su Pinnell

Over their influential careers, Irene Fountas and Gay Su Pinnell have closely examined the literacy learning of thousands of students. In 1996, they revolutionized classroom teaching with their systematic approach to small-group reading instruction as described in their groundbreaking text, *Guided Reading*. Since then, their extensive research has resulted in a framework of professional development books, products, and services built to support children's learning. Fountas and Pinnell's work is now considered the standard in the field of literacy instruction and staff development. Teachers world-wide recognize their deep understanding of classroom realities and their respect for the challenges facing teachers.

**Irene C. Fountas** is Professor in the School of Education at Lesley University in Cambridge, Massachusetts. She has been a classroom teacher, language arts specialist, and consultant in school districts across the nation and abroad. She has been involved in extensive field-based literacy projects and has received several awards for her contributions to literacy. She works extensively in the literacy education field and directs the Literacy Collaborative in the School of Education at Lesley University.

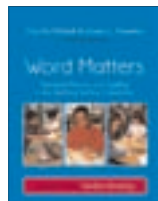


**Gay Su Pinnell** is Professor *Emeritus* in the School of Teaching and Learning at The Ohio State University. She has extensive experience in classroom teaching and field-based research and has developed and implemented comprehensive approaches to literacy education. She received the International Reading Association's Albert J. Harris Award for research in reading difficulties. She also received the Ohio Governor's Award for contributions to literacy education and the Charles A. Dana Foundation Award, given for pioneering contributions in the fields of health and education. She is a member of the Reading Hall of Fame.

1996



1998



1999



2001



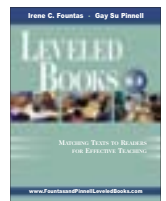
2002



2006

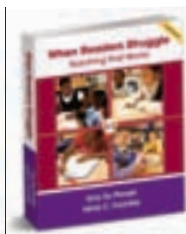


2006



15 years of practical work and research with teachers

2009



2009



2011



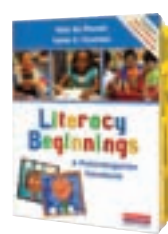
2010



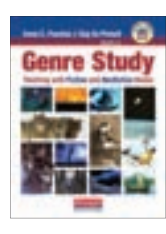
2011



2011



2012



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## Organizational Features of the LLI Red System Include:

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- ◆ Recommendations for implementing systematic assessment for the selection of students who are eligible for intervention.
- ◆ Systematic, regularly-applied techniques for monitoring progress.
- ◆ Detailed record keeping for progress monitoring and formative assessment.
- ◆ A series of fast-paced lessons with high intensity activities designed to engage students' attention (with lesson guides that support teachers in providing high quality lessons).
- ◆ Sets of original fiction and nonfiction books, carefully sequenced, that are carefully calibrated with the gradient of text difficulty, the *F&P Text Level Gradient™*.
- ◆ A selected novel to be read at the end of 24 days of lessons to support students in sustained reading of longer works of literature.
- ◆ Four days of optional test preparation lessons test preparation at the end of each level help students learn the skills needed to use their knowledge when responding to standardized assessments.
- ◆ Tools and systematic plans for teachers to use in coordinating supplementary teaching with classroom instruction.
- ◆ Built-in homework assignments that students can do independently in the classroom or at home.
- ◆ Communication tools for informing parents about what their children are learning and how they can support them at home.
- ◆ Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.
- ◆ Optional technology tools for the teacher and students to use in lessons.
- ◆ Built-in professional development for the use of individuals or groups of teachers, including demonstration lessons on DVD, a professional book focusing on older struggling readers, the lesson guides, and a variety of web-based resources.

All of the above features are characteristic of interventions that are well designed, implemented with integrity, and show results. In addition, the intervention itself (in instructional moves and interactions and combinations of activities) must be based on what we know about struggling older readers.

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## Teaching Within the *Leveled Literacy Intervention Red System*

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The *LLI Red System* is a small-group, supplementary intervention system designed to help teachers provide powerful, small-group instruction for the lowest achieving students.

The lesson design for *LLI Red* has been extended and intensified and assumes the following:

- ◆ 45 minutes a day, 4 days a week
- ◆ 4 students at a time
- ◆ 18–24+ weeks of explicit, intensive instruction (depending on the student’s reading level at entry to the intervention)

The *LLI Red System* has been designed for Grade 3 students who are reading below grade level. The Red System may also be used to help children at higher grade levels who are reading below level Q. This system could also be effectively used with special education children for whom the activities meet the educational program specifications.



*“Millions of American children get to fourth grade without learning to read proficiently. And that puts them on the dropout track.”*

—*Early Warning! Why Reading by the End of Third Grade Matters*, page 7  
A KIDS COUNT Special Report  
from the Annie E. Casey Foundation  
© Annie E. Casey Foundation

## The Lessons

The *LLI Red System* provides 24 lessons at each level, L through Q. At the end of the 24 lessons, students read a full length novel, for which four days of lessons are provided. Then they participate in four days of optional test preparation. The *LLI Red Lessons* are underpinned by 144 original, leveled books (60% nonfiction and 40% fiction) and 6 novels.

There are four types of lesson structures in the *LLI Red System*:

- ◆ Odd-Numbered Lesson
- ◆ Even-Numbered Lesson
- ◆ Novel Study Lesson
- ◆ Optional Test Preparation Lesson

These structures provide for smooth, well-paced 45-minute lessons that scaffold highly efficient and effective instruction. The students also benefit from the predictability of the lesson and know what to expect in the instructional routines.

## Odd-Numbered and Even-Numbered Lessons

The odd- and even-numbered lessons include reading, writing about reading, phonics, word study and the extensive use of oral language throughout.

<b>Approximate Times for 45 Minute Lesson</b>	<b>5 min</b>	<b>5 min</b>	<b>10 min</b>	<b>25 min</b>	
<b>Odd-Numbered Lesson</b>	Discussion of Yesterday's New Book	Revisiting Yesterday's New Book: <ul style="list-style-type: none"> <li>• comprehension</li> <li>• vocabulary</li> <li>• fluency</li> </ul>	Phonics/Word Study	Reading a New Book (Instructional Level)	
<b>Approximate Times for 45 Minute Lesson</b>	<b>5 min</b>	<b>5 min</b>	<b>15 min</b>	<b>10 min</b>	<b>10 min</b>
<b>Even-Numbered Lessons</b>	Revisiting Yesterday's New Book: <ul style="list-style-type: none"> <li>• comprehension</li> <li>• vocabulary</li> <li>• fluency</li> </ul>	Rereading and Assessment	Writing About Reading	Phonics/Word Study	Reading a New Book

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## Novel Study Lessons

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- ◆ Help students build stamina for reading longer texts
- ◆ Engage students in an in-depth study of high-quality, engaging, full-length novels
- ◆ Promote opportunities for inquiry and talk about complex texts
- ◆ Focus on multiple perspectives and widely divergent cultures
- ◆ Support the understanding of text characteristics over time
- ◆ Draw attention to literary elements and the writer's craft
- ◆ Focus on comprehension of the deeper meanings of text
- ◆ Provide exposure to texts written by recognized award-winning authors of children's literature
- ◆ Build a community of readers centered on high-interest, relevant novels
- ◆ Provide motivation for independent reading
- ◆ Provide steadily increasing text complexity for students to effectively build reading competencies and make forward progress

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## Optional Test Preparation Lessons

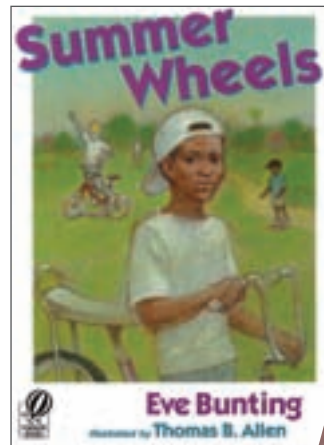
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- ◆ Help students become test smart
- ◆ Help students develop quick tips to show their competencies in test format
- ◆ Support the acquisition of the vocabulary frequently used in test items
- ◆ Develop students' understandings and strategies for thinking across test selections
- ◆ Develop students' competencies in writing well-crafted short and extended written responses
- ◆ Help develop students' efficiency and ability to quickly respond to test items
- ◆ Foster students' test-taking confidence with representative test format items that provide practice in essential test-taking strategies
- ◆ Includes glossary of test terms

## Novel Study Titles

Six carefully selected novels authored by well-known children's authors are also included in the *LLI Red System* to support students in sustained reading of longer works of literature.

- ◆ *Stay Away from Simon!*  
By Carol Carrick and Donald Carrick
- ◆ *A Bear Named Trouble*  
By Marion Dane Bauer
- ◆ *Summer Wheels*  
By Eve Bunting
- ◆ *Easy Money*  
By Avery Moss
- ◆ *Lost!*  
By Anne W. Phillips
- ◆ *A Very Good Lie*  
By Cheyenne Cisco



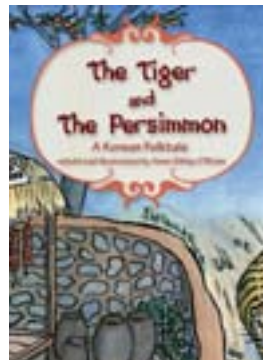
# The LLI Red System Books

The *LLI Red System* Levels L–Q contains: 144 original titles (60% nonfiction and 40% fiction) that are carefully sequenced and calibrated with the gradient of text difficulty, the *F&P Text Level Gradient™*.

## LLI Red Series Books—Fiction

### Classic Tales

- Hodja and the Robber (Turkey)
- The Hen and the Dove (Ghana)
- The Bear Son (Inuit)
- Old Agatha (Russia)
- The Trial (Tibet)
- The Tiger and the Persimmon (Korea)

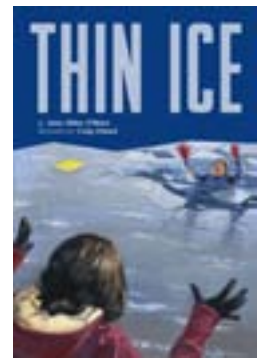
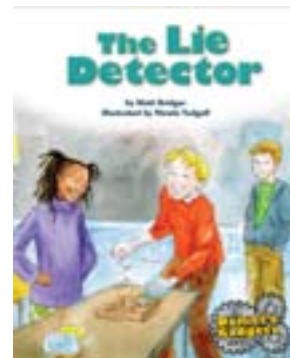


### Alexandra Swift

- Allie and the Everything Sandwich
- Alexandra Swift, Track Star
- Alexandra the Brave
- Alexandra Swift, Super Sis
- Alexandra for President

### Mrs O's Class

- Sasha's Lunch
- Soccer Luck
- Gramps at School
- The New Teacher

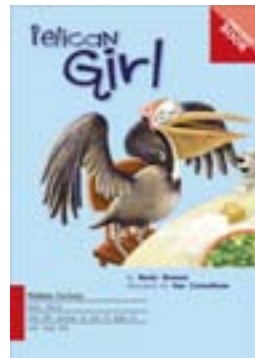


### Daniel's Gadgets

- Saturday Plans
- The Trebuchet
- The Lie Detector
- The Present

### The Slacker Family (Short Stories)

- Meet the Slackers
- The Slackers, Out and About
- The Slackers, Front to Back
- At Home with the Slackers



### Two-Way Books

- Pelican Girl and Champion Divers
- The Blizzard and Sudden Storm

### Graphic Texts

- Phoebe and Mr. P.
- Thin Ice



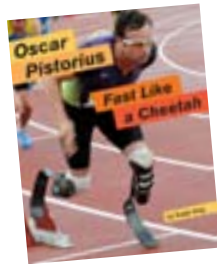
# The LLI Red System Books

The *LLI Red System* Nonfiction topics have a global focus and have been developed around high-interest, contemporary topics. The books are highly visual and contain a wide range of nonfiction text features such as sidebars, graphs, diagrams, maps and glossaries. Some have a magazine-like format to appeal to reluctant readers. Red System nonfiction genres include: Expository, Narrative Nonfiction, Biography, Biography/Memoir, Persuasive, and Procedural.

## LLI Red Series Books—Nonfiction

### Against All Odds

Girl with a Vision  
Oscar Pistorius: Fast Like a Cheetah  
The Story of Chuck Close  
Dan Patch  
Wanted: A New Beak



### Art for All

A Dragon on the Roof: The Surprising Architecture of Antoni Gaudi  
From Waste to Wonder: Bubble Gum Art  
Cows on Parade  
Beach Art  
Scott Weaver: Toothpick Sculptor

### Delicious!

The Story of Chocolate AND The Story of Vanilla (Two-Way Book)  
Lunch at the Zoo  
Cheese, Please  
Please Pass the Maple Syrup!  
Dinner In India  
What's Cooking in Space?  
Lunch To Go!



### How Bodies Work

Noses of the Pros  
Amazing Eyes  
Sneezes and Sniffles:  
Your Questions Answered  
Beaks Are Cool Tools  
The Mystery of Yawning  
Spit



### Intriguing Animals

The Aye Aye  
Protecting the Kakapo  
One Lake, One Home (Axolotl)  
The Pangolin  
The Asian Unicorn  
Surprising Secrets of Seahorses  
What IS That? Accidental Discoveries of New Species



### Making a Difference

Message in a Bottle: The Voyage of Plastik  
A Deadly Mistake  
Can Creation  
Changing Lives with Music

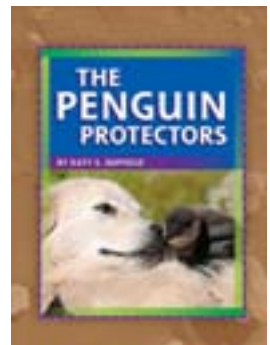


### Remarkable Inventions

Remya Jose's Great Idea  
From Poop to Paper  
Frank Nasworthy's Wonder Wheels  
The Invention with a Thousand Uses

### Solving Problems

Babar Ali's School  
Alfa and Beto: The Biblioburros  
The Penguin Protectors  
Go Away Geese!



### Sports for All

Jump In: It's Double Dutch  
When Dogs Fly  
A Slimy Sport  
Circus Camp Secrets

### Wonders of Nature

Plants that Trick and Trap  
Zombie Caterpillars  
The Tree That Whistles—and the Ant That Helps It Survive  
Copycat Bird  
Mothers of Others

### Graphic Text

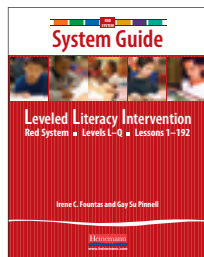
How a Comic Book is Made

## The LLI Red System Components

### TEACHER RESOURCES

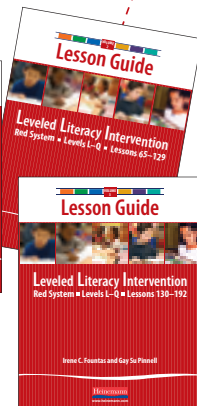
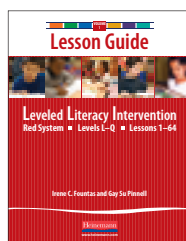
#### *System Guide*

A guide that provides a comprehensive overview of the implementation of the *LLI Red System*.



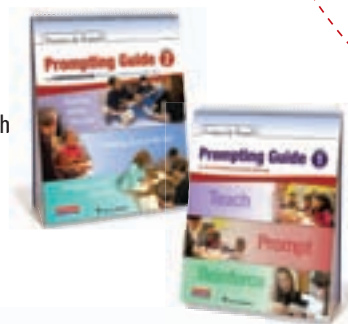
#### *Lesson Guide, Volumes 1, 2 & 3*

Guides that support teachers in providing high quality, fast-paced lessons that support both reading and writing development.



#### *Prompting Guide Part 1, for Oral Reading & Early Writing, K-8 and Prompting Guide Part 2, for Comprehension: Thinking, Talking, and Writing, K-8*

Ready reference flip charts that contain precise language that can be used to teach for, prompt for and reinforce effective strategic actions in reading and writing.



*“School districts seeking to close the achievement gap must consider good classroom teaching, meaningful assessment, multiple layers of intervention, and the ongoing development of highly qualified teachers”*

— Irene C. Fountas and Gay Su Pinnell

#### *Professional Development DVD and Tutorial DVD*

A two-DVD set featuring model *LLI* lessons and a tutorial on coding, scoring, and analyzing Reading Records.



#### *LLI Online Data Management System (ODMS)*

The Fountas & Pinnell Online Data Management Systems are a secure and efficient way for teachers and school and district administrators to collect, analyze, and report *LLI* student assessment data according to district requirements. A one-year teacher subscription to this secure, web-based data management system is included with the initial purchase of the *LLI Red System*. After year one, subscriptions are \$30 per teacher, per year (unlimited number of *LLI* students) and includes unlimited access for school and district administrators.

#### *LLI Red Lesson Resources*

Resources listed in the “You will need” section of the lesson can be found online at, [www.fountasandpinnell.com/resources](http://www.fountasandpinnell.com/resources). The inclusion of these materials will save you valuable preparation time.





***F&P Calculator/Stopwatch***

Automates the calculation of reading rate, accuracy, and self-correction as well as doubling as a stopwatch.



***Word Magnets (pack of 900)***

Blank sheets of word magnets tiles can be used for phonics/word study activities using permanent or wipe-off markers.

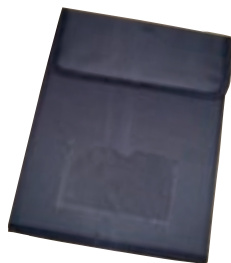
**STUDENT RESOURCES**

***Literacy Notebooks (pack of 96)***

A 56-page notebook for each level in the system with lined pages, glossary of terms and other reference material to support vocabulary development and writing.

***Student Portfolios (pack of 16)***

A portfolio for organizing and transporting *LLI* Books, Literacy Notebooks, class work and homework between school and home.



***Student Folders (pack of 16)***

Folders for storing Reading Records, tracking student data and graphing student progress.

***Lesson Folders (pack of 192)***

Sturdy, plastic Lesson Folders to store books, lessons, and other ancillary material needed for each lesson.



***White Boards (pack of 6)***

Student white boards are included in the *LLI Red System*

**OPTIONAL PURCHASES OUTSIDE THE SYSTEM**

***When Readers Struggle: Intensive Teaching That Works***

A professional book to support effective teaching in the lessons.

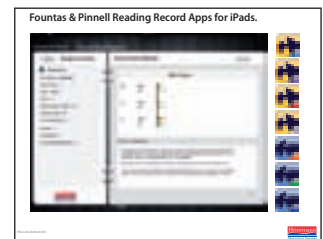
***Choice Libraries***

An extensive collection of carefully selected, engaging choice library books to accommodate student choice and independent, sustained reading of longer works of literature.

***Fountas & Pinnell Reading Record App for iPads***

The Fountas & Pinnell Reading Record App for *LLI*:

- saves the Reading Record as a PDF
- times the conference and calculates oral reading and accuracy rate, self-correction, fluency and comprehension scores
- records the assessment conference
- syncs data to the ODMS



## You Will Need

- *Protecting the Kakapo*, Level O
- *Trash Day*, Level M
- word magnets
- excerpt from *Trash Day*
- Make It or Break It Game

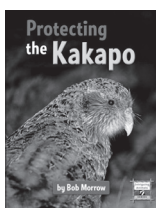
## Applications Available:

- Visit [URL] for apps to support your lessons.

SYSTEM **Red**

NEW BOOK ***Protecting the Kakapo***

GENRE **Nonfiction/Expository**



NEW BOOK

*Protecting*, Level O



REREADING

*Trash Day*, Level M



## Analysis of New Book Characteristics *Protecting the Kakapo*, Level O

**HOW THE BOOK WORKS** This expository text uses chronological sequence to explain events that led to the near extinction of the kakapo. It uses embedded structures including cause/effect and problem/solution to describe scientists' efforts to save the bird. It includes a table of contents, a glossary, photographs, and maps.

### GENRE/Form

- Nonfiction
- Expository
- Chapter book
- Series book

### TEXT STRUCTURE

- Chronological sequence
- Cause/effect
- Problem/solution

### CONTENT

- Some technical content that is challenging and not typically known
- Unfamiliar setting
- Concepts of endangered species and extinction

### THEMES AND IDEAS

- Humans' carelessness almost caused the disappearance of an entire species
- People must be more thoughtful in the future and protect all animals

### LANGUAGE AND LITERARY FEATURES

- Similes (Imagine a fat green parrot that waddles like a duck, growls like a dog, and has whiskers like a cat.)
- Single-topic focus

### SENTENCE COMPLEXITY

- Variety in sentence length
- Variety in sentence complexity

### VOCABULARY

- Some content words related to scientific tools (transmitter, snark, incubator)
- Some content words related to kakapos (bowl, booming, hatching)
- Scientific terminology (species, extinction)
- Most terms defined in the text

### WORDS

- Simple compound words (backpack, someday, without)
- Words with affixes (unusual, rarest, survival, careful)
- Many two- and three-syllable words
- A few four-syllable words (helicopter, incubator)

### ILLUSTRATIONS

- Colorful photographs
- Photographs support the concepts

### BOOK AND PRINT FEATURES

- Table of contents
- Headings
- Sidebars
- Captions
- Labels
- Maps
- Glossary
- Graphic about the kakapo population
- Pronunciation guides (KAH-keh-poh)
- Quotation marks to denote special usage (This sound is called "booming.")
- Bold used for glossary terms (Then a **recovery team** was formed.)
- Full range of punctuation

## Discussion of Yesterday's New Book



### REREADING

*Trash Day*, Level M



### PROMPTING GUIDE, PART 2

Refer to as needed

- Invite students to share their thinking about *Trash Day*. Some key understandings they may express are:

Thinking <i>Within</i> the Text	Thinking <i>Beyond</i> the Text	Thinking <i>About</i> the Text
<ul style="list-style-type: none"> <li>Cedric found a robot in the trash.</li> <li>Cedric fixed up the robot and put batteries in it.</li> <li>The robot did Cedric's homework and cleaned his room.</li> <li>The robot started to nag Cedric.</li> <li>Cedric put the robot in the trash.</li> </ul>	<ul style="list-style-type: none"> <li>Cedric was happy when the robot did his chores.</li> <li>Cedric's attitude changed when the robot nagged him.</li> <li>Cedric put the robot back into the trash because he was really annoyed with the robot.</li> <li>Paulita will have the same problem with the robot.</li> </ul>	<ul style="list-style-type: none"> <li>The author showed that the robot was annoying through what the robot said.</li> <li>The author led the reader to predict that Paulita will have the same problem with the robot and that previous owners of the robot had a similar experience.</li> </ul>
<p><b>MESSAGES</b> A dream come true can sometimes turn into a nightmare. It is not helpful to nag and criticize someone.</p>		

## Revisiting Yesterday's New Book

### Options and Suggested Language



### REREADING

*Trash Day*, Level M

### Comprehension Infer

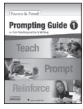
*Let's look back at your reading from yesterday to talk about your thinking.*

- Close Reading** Read page 14 of *Trash Day*. This is the turning point in the story. As you read, think about why Cedric made the decision he did. [Students read.] What did Cedric decide? Why? [Students respond.]
- Confirm Thinking** You noticed that Cedric decided to give up the robot because the robot's comments were more annoying than having to do his work himself. What do you think the writer was trying to tell you—what was her message? [Students respond.] If there is time, read some or all of "Learning More About Robots" on the inside back cover.

### Vocabulary Use Morphology and Word Parts: *ignored*

*Let's look back at your reading from yesterday to think together about word meaning.*

- Cedric didn't like the robot telling him what to do all the time. Read page 10 of Trash Day and think about the meaning of the word ignored.* Have the students individually write a quick definition of *ignored* and then share it with a partner. Partners decide on one definition to share with the group.
- Cedric was finding it hard to ignore the robot. Ignore means "to pay no attention to."* Write the words *ignore* and *ignored* on the whiteboard and discuss their meanings. Then write *ignorant* on the whiteboard. *What do you notice about this word?* [Students respond. They may notice word parts that look similar.]
- The word ignorant means "not having knowledge or to be unaware." The meanings of ignorant and ignore are close. Both words have something to do with attention. What are the differences in the meanings?* [Students respond.] *When you ignore something, you are not paying attention to something on purpose. When you are ignorant of something, you just don't know about it, so you don't pay attention to it.*



**PROMPTING  
GUIDE, PART 1**  
Refer to  
as needed

## Phonics/ Word Study

Inflectional  
Endings  
-s, -ed, -ing

### Fluency Echo Reading: Word Stress

Let's look back at your reading from yesterday to think about how your reading sounds.

- Read Paulita's dialogue on page 16 of *Trash Day* to the students. *What did you notice about how I read Paulita's dialogue? Why did I stress or emphasize some words?* [Students respond.] *Now read the page to your partner using the same word stress.* [Students read.]

**Principle** Add -s, -ed, and -ing to words to change their meaning.

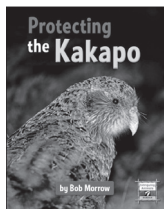
asks	asked	asking
decides	decided	deciding
hunts	hunted	hunting
spots	spotted	spotting
carries	carried	carrying

#### Add and Remove Parts

- Write or show the following words on chart paper or the whiteboard and use each word in a sentence: *asks, asked, asking, decides, decided, deciding, hunts, hunted, hunting, spots, spotted, spotting, carries, carried, carrying.*
- Give the students the word magnets and a write-on/wipe-off marker. Invite them to identify and underline the base word in each word and circle the ending.
- What do you notice about the meaning and the spelling of each word?* [The ending changes the tense of the word and sometimes the spelling of the word changes.]
- Review the important spelling principles for adding inflectional endings. Note the examples of simply adding the ending, dropping the *e*, doubling the consonant, and changing the *y* to *i*.
- Give the students a copy of the excerpt from *Trash Day*. Have them find words with the endings -ed or -ing. Ask the students to underline the base word and circle the ending.
- Give students the Make it or Break It Game to play in the classroom or at home.

# Reading a New Book

## Options and Suggested Language



*Protecting the Kakapo*,  
Level 0

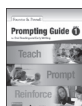
**GENRE FOCUS** This informational text explains the events that led to the near extinction of a native New Zealand bird, the kakapo. The book discusses scientists' efforts to save the species by moving the birds to a safe environment and protecting kakapo chicks.

### Introducing the Text

- *You have a new nonfiction book today called Protecting the Kakapo. This book is part of the Intriguing Animals Series.*
- *The kakapo is a type of parrot that does not fly. It is flightless. Read "Uncertain Future" on the inside back cover to the students. Then have the students read the back cover. What is the problem in the book?* [Students respond.]
- *Turn to page 2. Listen while I read the description of this strange parrot. Read page 2 to the students and ask them what they are thinking.*
- *On page 3, you see the map showing where New Zealand is in the world. There is also a close-up of the two big islands in New Zealand.*
- *Turn to page 4 and read the heading. [Students read.] You will learn that about 700 years ago, the Maori people came to New Zealand from islands in the Pacific Ocean. They hunted the kakapo. Then in the 1700s, more people came to New Zealand and they hunted the kakapo, too. They also brought animals that hurt the kakapo.*
- *There's a very interesting chart on page 5. Look at it carefully. What does it tell you?* [Students respond.]
- *People thought that the kakapo was extinct. But then in the 1970s, people found a few kakapo parrots and scientists decided to try to save the species.*
- *Find the word species on page 6. What does species mean?* [Students respond.] Clarify the meaning if needed.
- *Scientists formed a recovery team. Look at the sidebar on page 7 to find the definition of a recovery team. The recovery team used some tools to help the kakapo. They put radio transmitters on the birds, so they could keep track of them.*
- *Look at page 9. That box has a radio receiver. It's called a snark and it picks up the birds' signals when they are on the move.*
- *The scientists tried to help the kakapo lay more eggs. They even used incubators to keep the eggs warm if a mother kakapo left her nest for a long time. Remember, there are not very many kakapo parrots.*
- *There are some scientific words in this book. If you are not sure of the meaning of a word in bold, you can check the glossary at the end.*
- *As you read, think why it is important to help the kakapo survive. Also, think about what needs to happen so that kakapo can survive without this unusual level of help from humans.*

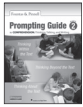
### Reading the Text

- Students read the text silently.
- Sample oral reading and prompt for taking words apart and using multiple sources of information, as needed. Refer to *Prompting Guide, Part 1* for precise language.



#### PROMPTING GUIDE, PART 1

Refer to as needed



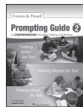
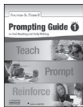
**PROMPTING GUIDE, PART 2**  
Refer to as needed

## Discussing and Revisiting the Text

- Invite the students to talk about what they learned from the book.
- *The problem in the book is that almost no kakapos are left in the world. What were the causes of the problem?* [Students respond.] Ask students to cite evidence from the text.
- *Often several different things cause problems rather than just one.*
- Continue the discussion guiding toward the key understandings and the main messages in the text. Some key understandings students may express are:

Thinking <i>Within</i> the Text	Thinking <i>Beyond</i> the Text	Thinking <i>About</i> the Text
<ul style="list-style-type: none"> <li>▪ The kakapo almost became extinct due to human carelessness.</li> <li>▪ Scientists worked to save the kakapo species.</li> <li>▪ Scientists moved the kakapo to a safe environment and looked after them.</li> <li>▪ Humans must protect the kakapo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ When an animal has too many predators, it may become extinct.</li> <li>▪ The scientists cared about the kakapo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The author wrote this book to help the reader understand the plight of the kakapo and how scientists are now helping the birds.</li> <li>▪ The author wanted the reader to be aware of the human role in causing extinction in order to protect future species.</li> </ul>

**MESSAGES** Human carelessness can cause the disappearance of a species. People must be more thoughtful about their actions and protect all animals from extinction.



**PROMPTING GUIDE, PART 1** or  
**PROMPTING GUIDE, PART 2**

Refer to as needed

## Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* or *Prompting Guide, Part 2* to select a teaching point that will be most helpful to the readers. You may also use the suggestion below.
- *Turn to page 15 of Protecting the Kakapo. The writers of informational texts often provide reasons—called a rationale—for their point of view. What’s this writer’s argument or point of view?* [Students respond.]
- *What does the writer do to argue or provide a reason for his opinion?* [Students respond.]
- *You noticed that the writer asks the question that some readers might raise in their minds—why help the kakapo survive? Then the writer suggests that people in New Zealand would miss the bird. Many animal species have been lost, so people want to protect every living species that they can.*
- *When you write an informational book like this one, you may want to state your opinion and offer reasons for it.*



## Classroom and Homework

- Finish underlining the base words and circling the *-ed* or *-ing* endings on the typed text from *Trash Day*.
- Play Make It or Break It Game (optional).

## Assessing Reading and Writing Behaviors

Observe to find evidence that readers can:

- infer reasons for a character's decisions at the turning point of a story.
- notice cause/effect and problem/solution in a nonfiction text.
- notice a writer's support for an argument.
- use a glossary to define technical words.
- use a sidebar to learn important information.

## Supporting English Language Learners

To support English Language Learners, you can:

- ensure** understanding of the term *turning point*.
- support** students in understanding how knowing that this text has a chronological sequence structure will help them understand what to expect when reading.
- describe** the meaning of *back from the brink of extinction*.
- ensure** understanding of content vocabulary: *flightless, species, unique bird, uncertain future, critically endangered, rarest, hollows, forest rangers, snark, radio receiver, incubator, bowl*.
- check** for understanding of the text features and the information they provide.
- be sure** students understand the meaning of words being used in Vocabulary and Phonics/Word Study: *ignored, ignorant, base word*.
- describe** verbs explicitly and use them in context so ELLs understand how the tenses work in English (e.g., *decides, decided, deciding*).
- demonstrate** the use of a sidebar to find the meaning of a phrase.

## Professional Development Links



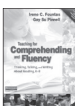
*Professional Development and Tutorial DVD*, Red System  
View the DVD as needed.



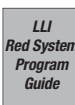
*When Readers Struggle: Intensive Teaching That Works*  
Read the section titled "Words Matter: Expanding Vocabulary in Talk, Reading, and Writing."



*Genre Study: Teaching with Fiction and Nonfiction Books*  
Read Chapter 11, "Analysis of Design."



*Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*  
Read pages 185–189 of Chapter 13, "Understanding the Demands of Nonfiction Texts."



*Leveled Literacy Intervention System Guide*, Red System  
Read the section on introducing texts.

## You Will Need

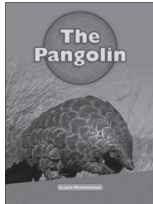
- *The Pangolin*, Level M
- *Protecting the Kakapo*, Level O
- graphic organizer
- word magnets
- Draw 3 Game

- Applications Available:**
- Fountas & Pinnell LLI Reading Record App [URL]
  - Visit [URL] for apps to support your lessons.

SYSTEM **Red**

NEW BOOK ***The Pangolin***

GENRE **Nonfiction/Expository**



NEW BOOK

*The Pangolin*, Level M



REREADING

*Protecting the Kakapo*, Level O



## Analysis of New Book Characteristics *The Pangolin*, Level M

**HOW THE BOOK WORKS** The book describes each of the ground pangolin's unusual body parts and explains how this nearly blind, toothless insect eater uses them to find food, care for its young, and protect itself from predators.

### GENRE/Form

- Nonfiction
- Expository
- Series book

### TEXT STRUCTURE

- Temporal sequence
- Cause/effect
- Problem/solution

### CONTENT

- Animal adaptations for survival

### THEMES AND IDEAS

- To survive in its environment, the ground pangolin needs some unusual physical features

### LANGUAGE AND LITERARY FEATURES

- Figurative and descriptive language (It looks like a big, walking pine cone.)

### SENTENCE COMPLEXITY

- Variety in sentence length and complexity
- Question/answer in text
- Introductory phrases (When it gets dark, the pangolin goes out for a meal.)

### VOCABULARY

- Content-specific vocabulary explained in text and illustrations (termites, nocturnal)

### WORDS

- Multisyllable words that may be challenging to take apart (pangolin, nocturnal, medicine)
- Compound words (eyelids, themselves)
- Hyphenated adjective (strange-looking)
- Possessives (pangolin's, bugs', animal's)

### ILLUSTRATIONS

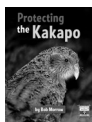
- Photographs and illustrations enhance understanding

### BOOK AND PRINT FEATURES

- Table of contents
- Headings
- Subheadings
- Labels
- Captions
- Sidebars with important information
- Pronunciation guide (PANG-uh-lin)
- Cutaway drawing showing pangolin's tongue in termite tunnel
- Map of ground pangolin habitat
- Summary chart
- Learn More feature (websites for videos)
- Parentheses for showing feet into meters equivalent (Its tongue is more than 1 foot (0.3 meters) long.)
- Colons signaling clarifying information to follow (The pangolin has two favorite foods: ants and termites.)

## Revisiting Yesterday's New Book

### Options and Suggested Language



#### REREADING

*Protecting the Kakapo*,  
Level 0

### Comprehension Critique

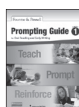
Let's look back at your reading from yesterday to talk about your thinking.

- **Close Reading** A writer of an informational book tries to write a lead, or beginning, that gets the readers interested in the topic. Read Bob Morrow's lead for *Protecting the Kakapo* on page 2. Then you can tell whether you think he has written an interesting lead and what made it interesting (or not interesting) to you as a reader. [Students read and respond.]
- **Confirm Thinking** Some of you thought the lead was interesting because of the description of the kakapo, including how it smells. Some of you also thought the illustration was interesting and made you want to read about the bird. Sometimes you are interested in a topic, such as helping endangered animals survive, and the lead isn't the most important thing. But writers can't depend on that. If they care about the topic, they need to get you interested enough to keep reading.

### Vocabulary Learn from Context: *thrived*

Let's look back at your reading from yesterday to think together about word meaning.

- Read page 3 and think about the meaning of *thrived*. Have students work with a partner to write a brief definition of the word. They share their definitions.
- Write the word *thrive* on the whiteboard and then write the definition. *Thrive means "to grow quickly or to be successful."*
- Write *thrived* and *thriving* on the board and point out the endings and how they change the word.
- *The kakapos thrived, or were healthy and their numbers were growing, because there were no animals to eat them and no people to hunt them.*
- *Today, the kakapos are surviving, but are they thriving?* [Students may answer "no" because the kakapo are still small in numbers and must have human help to survive.]



#### PROMPTING GUIDE, PART 1

Refer to  
as needed

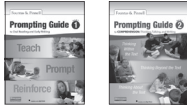
### Fluency Echo Reading: Integration

Let's look back at your reading from yesterday to think about how your reading sounds.

- *The writer of this book tried to write a lead that would make the topic interesting to readers. Listen while I read it in an interesting way.*
- Then, have students immediately read the lead on page 2 the same way you read it. Finally, have students read it to partners.

## Rereading and Assessment

### Suggested Language



PROMPTING GUIDE, PART 1 or PROMPTING GUIDE, PART 2

Refer to as needed

- **Rereading for a Purpose** Reread *Protecting the Kakapo* starting on page 6. As you read, think about what people are trying to do to solve the problem of kakapos becoming extinct and what successes people have achieved.
- **Assessment** While other students read for a purpose, listen to one student read the section identified in *Protecting the Kakapo*. Code the reading behavior on the Recording Form. Engage the student in a brief comprehension conversation, give scores for fluency and comprehension, and select a brief teaching point that will be most helpful to the reader. Analyze the record later.

## Writing About Reading

### Suggested Language

### Independent Writing Graphic Organizer

- Talk with the students about the problem, its causes, what people are trying to do, and what successes they have had.
- *You have a graphic organizer today. Show it to the students. Work with your partner. In the top box, write the problem. In the first column, list the causes. In the second column list what people are doing to solve it. In the third column, tell the successes people have achieved.*

Lesson 112

**PROBLEM:** The kakapo parrots were becoming extinct.

CAUSES	SOLUTIONS	SUCCESSSES
People hunted them for food and their feathers.  People brought animals that hunted the kakapo.	They moved the kakapo to an island with no enemies.  They put together a Recovery Team.  They took care of the eggs when the mother left them.	Today the kakapo species is growing.

## Phonics/ Word Study

Suffixes Showing  
Comparison  
-er, -est

**Principle** You can add the word parts *-er* and *-est* to the end of a word to show comparison.

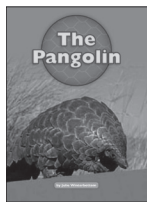
cool	flat	fine	lucky
cooler	flatter	finer	luckier
coolest	flattest	finest	luckiest

### Add and Remove Parts

- Place or write the following base words on a chart: *cool*, *flat*, *fine*, *lucky*. As you write each word, use it in a sentence.
- Place or write each base word a second time. Then change the base word to its comparative form by placing or writing *-er* at the end of *cool*, *-ter* at the end of *flat*, *-r* at the end of *fine*, and *-ier* at the end of *lucky*. With *lucky*, either erase the *y* or place the *-ier* ending over the *y*. As you form each new word, use it in a sentence. Repeat the procedure for the superlative form.
- *What do you notice about each group of words?* [Students respond.]
- Help students conclude that the words show comparison.
- Point out the spelling changes to the students.
  - *When a word ends in e, just the -r or -st is added.*
  - *When a word ends in a short vowel and one consonant, the consonant is doubled before the ending is added.*
  - *Sometimes the -er or -est is just added.*
  - *When a word ends in y, the y is changed to i before adding -er or -est.*
- Give partners two base words to write in their notebooks. Have them write the words with *-er* and *-est* endings.
- Give students the Draw 3 Game to play in the classroom or at home.

## Reading a New Book

### Options and Suggested Language

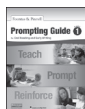


*The Pangolin*, Level M

**GENRE FOCUS** This expository text, from the Intriguing Animals Series, describes the ground pangolin of Africa, whose unique physical characteristics enable it to survive the challenges of its environment.

### Introducing the Text

- *Your new book is another in the series about unusual animals. The kakapo has some very unusual characteristics, and you will find the pangolin has some different but equally interesting characteristics. You can see a picture of a pangolin on the cover of the book. There are eight kinds of pangolins in the world. This book is about the ground pangolin.*
- Ask students to read what is says on the back cover of the book. Then read some or all of the information on the inside back cover. *What do you find surprising or interesting?* [Students respond.]
- *Take a look at the table of contents. What do you predict you are going to learn about the pangolin?* [Students respond. They may mention how the pangolin feeds itself and protects itself. They may wonder if the pangolin is endangered.]
- *Turn to page 3 for a good picture of a pangolin. What does the writer compare this animal to?* [Students respond.]
- Help students use the pronunciation guide on page 2 to say *pangolin*.
- *The pangolin's body is covered with brown scales. Those are like little plates and are very hard.*
- *The map on page 4 will help you know where the pangolin lives. Use the key at the bottom. Where would you find a ground pangolin?* [Students respond.]
- *You will learn from the writer that the pangolin is a nocturnal animal. It sleeps during the day and goes out at night to look for food. You will find out what the pangolin eats and how it gets bugs like termites.*
- *Take a look at page 11. The writer and illustrator have provided a cutaway drawing to show you how long the pangolin's tongue is. The tongue is sticky and it's getting the termites.*
- *The pangolin has no teeth, but you will find out what the pangolin has instead to help it grind up food. You'll also find out how it protects itself from being eaten by other animals. Do you have any predictions?* [Students respond.]
- *Look at page 23. There is a chart that summarizes the information about the pangolin's body. So if you want facts quickly, you can look at the chart. Also, two websites are listed at the end of the book. You can actually watch a video of this animal.*
- *As you read, think about how the pangolin's body helps it in many ways. The chart will help you. Also think about the kakapo. Are there any similar ideas in these two books?* [Students respond.]



### PROMPTING GUIDE, PART 1

Refer to as needed

### Reading the Text

- Students begin to read the text silently if there is time.
- Sample oral reading and prompt, as needed, for searching for and using information from multiple sources. Refer to *Prompting Guide, Part 1* for precise language.

## Classroom and Homework

- Finish reading *The Pangolin*.
- Play Draw 3 Game (optional).

## Assessing Reading and Writing Behaviors

Observe to find evidence that readers can:

- critique the lead in a nonfiction book.
- understand how an animal's body is designed to help it survive.
- make connections between two texts.
- use a pronunciation guide.

## Supporting English Language Learners

To support English Language Learners, you can:

- **check** for understanding of the concept of an animal having unique physical characteristics that enable it to survive.
- **support** understanding of *puzzled*, *suit of armor*, *reptile*, *mammal*, *scent*, and *grind*.
- **describe** the role of the chart on page 23 of *The Pangolin*.
- **be sure** students understand the prompts used to support orchestration of the dimensions of fluency. Use teaching language if necessary.
- **check** for understanding of the use of a colon.
- **ensure** understanding of possessives.
- **be sure** students understand the meaning of the words being used in Vocabulary and Phonics/Word Study.
- **check** for understanding of *problem*, *causes*, *solutions*, and *successes*.
- **describe** explicitly the concept of comparing.
- **use** comparative forms of words in sentences to support understanding.

## Professional Development Links



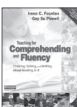
*Professional Development and Tutorial DVD*, Red System  
View the DVD as needed.



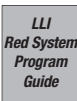
*When Readers Struggle: Intensive Teaching That Works*  
Continue reading the section titled "Words Matter: Expanding Vocabulary in Talk, Reading, and Writing."



*Genre Study: Teaching with Fiction and Nonfiction Books*  
Read Chapter 18, "Writing About Reading in a Reader's Notebook."



*Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*  
Refer to Figure 26—Planning Guided Reading Using Informational Texts, pages 430–432. Draw out parallels for LLI lessons using nonfiction texts.



*Leveled Literacy Intervention System Guide*, Red System  
Refer to the even-numbered lesson description.

**Protecting the Kakapo** • RED SYSTEM LESSON 112 • LEVEL O • NONFICTION

Student Tony Grade 3 Date \_\_\_\_\_  
 Teacher Ms. Jones School \_\_\_\_\_

**Recording Form**  
**Part One: Oral Reading**

Excerpt is taken from pages 6-9.

Running words: 238

Teacher: Long ago the forests of New Zealand were filled with kakapo. When people came to the islands all that changed. Now the kakapo parrot is one of the rarest birds on the planet. It is in danger of extinction. Read about some of the things scientists are doing to protect this beautiful bird.

Page	Text	Sources of Information Used									
		E	SC	E			SC				
				M	S	V	M	S	V		
6	Scientists Step In But the kakapo was not quite extinct. In the 1970s, a few kakapo parrots were found. Scientists were thrilled. They had a chance to save the <u>sp</u> species! They decided to try. First, the scientists moved the kakapo to a small <u>is-land/A</u> island called <u>Cod-fish</u> Codfish Island. They made sure that there were no animals on the island to harm the kakapo. No dogs, <u>weasleys</u> no weasels, no rats, no cats, and no people.	1	1	M	S	✓					
		1		M	S	✓					
<b>Subtotal</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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**Part One: Oral Reading** *continued*


Sources of Information Used

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Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7	<p>Then a <b>recovery team</b> was <u>formed</u>. This is a team of scientists, forest <u>rangers</u>, and <u>volunteers</u>. The team members take turns visiting Codfish Island to <u>take care of</u> the kakapo.</p> <p>Before they visit, they wash their clothes <u>in</u> and bags in a strong soap that kills germs. This is so they won't carry germs that might make the kakapo sick.</p>	1	1	M	S	V	M	S	V
		1			M	S	V		
		2		M	S	V			
		1		M	S	V			
8	<p>The Recovery Team in Action</p> <p>Once on the island, team members use <u>high-tech</u> tools to keep track of the birds. One tool is a little backpack that each kakapo wears. The backpack <u>contains</u> a radio <u>transmitter</u>.</p> <p>It sends a signal that tells the team members where the bird is.</p>	1	1	M	S	V			
		1		M	S	V			
<b>Subtotal</b>		6	1	3	3	6	0	0	1

**Part One: Oral Reading** *continued*

Sources of Information Used

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
9	<p>Another helpful tool is called a <b>snark</b>. The snark is a box with a radio <u>receiver</u> and a small computer inside. Scientists have placed snarks all around the island. The snarks pick up the birds' <u>signals</u> when they are on the move. Like the backpacks, the snarks help the recovery team know where to find the kakapo.</p>								
<b>Subtotal</b>		0	0	0	0	0	0	0	0
<b>Total</b>		9	1	3	3	8	0	0	1
 <b>End Time</b> ___ min. ___ sec.									

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Accuracy Rate	Errors	14 or more	11-13	9-10	6-8	4-5	2-3	0-1
	%	below 95%	95%	96%	97%	98%	99%	100%

<b>Self-Corrections</b>	
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<b>Fluency Score</b>	0 1 <b>2</b> 3	<p><b>Fluency Scoring Key</b></p> <p><b>0</b> Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.</p> <p><b>1</b> Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.</p> <p><b>2</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.</p> <p><b>3</b> Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.</p>
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## Part Two: Comprehension Conversation Introduction

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

### Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>Scientists moved the remaining birds to a small island-Codfish Island. ✓</p> <p>They made sure there were no animals on the island to <sup>hurt</sup> harm the kakapo. <i>dugs, cats, people</i> ✓</p> <p>A team of scientists, forest rangers and volunteers were formed to care for the kakapo. <i>Scientist &amp; volunteers took care of them.</i> ✓</p> <p>Before they visit they wash their things in strong soap so they won't carry germs that might make the kakapo sick. ✓</p> <p>They placed a backpack with a transmitter on each bird.</p> <p>They use a snark to keep track of where the birds are. <i>They tracked them to find out where they were</i></p> <p><i>Note any additional understandings:</i></p>	<p>What did you learn in this part of the book (4 or 5 details)?</p>	<p>0 1 2 <b>3</b></p>
<p><b>Beyond the Text</b></p> <p>Answers will vary depending on prior knowledge or experience. They may refer to Beauty's New Beak (lesson 45), What's New at the Zoo? (lesson 37), or The Asian Unicorn (lesson 81). <i>I saw Dolphin Tale. Same - People took care of them so they wouldn't die. different - she was a bird, one a fish.</i></p> <p>The kakapo couldn't fly away from its predators which made it easier to kill or capture. <i>They couldn't get away so easily.</i></p> <p><i>Note any additional understandings:</i></p>	<p>What other stories have you heard or books have you read where humans are taking care of endangered animals? How are their stories similar or different? (1 or 2 examples)</p> <p>One of the unusual things about the kakapo was that it was a flightless parrot. Why is it important to know that?</p>	<p>0 1 <b>2</b> 3</p>

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Continued on next page.

**Part Two: Comprehension Conversation** *continued*

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>They don't want the birds to become extinct. They know that it was man's carelessness that led to the death of so many birds and they feel responsible for protecting them. The kakapo is a beautiful bird and <u>people would miss it if it were to die</u> out completely.</p> <p>The words in bold print are scientific terms that the readers might not know the meaning. Those words are defined in the glossary. <i>Those are the words in the glossary.</i></p> <p><i>Note any additional understandings:</i></p>	<p>Why did the writer want us to know about these rescue efforts? Why do scientists and volunteers care? (1 or 2 reasons)</p> <p>Why did the writer put some words in bold print, like snark on page 9?</p>	<p>0 1 (2) 3</p>

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<b>Guide to Total Score</b>	
9-10	Excellent Comprehension
<u>7-8</u>	<u>Satisfactory Comprehension</u>
5-6	Limited Comprehension
0-4	Unsatisfactory Comprehension

Subtotal Score: 7 /9

Add 1 for any additional understandings:     /1

Total Score: 7 /10

## Thinking Within the Text

### Solving Words

- Understand connotative meaning of words
- Understand words when used figuratively
- Notice new and interesting words, and add them to speaking or writing vocabulary
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships
- Solve content-specific words, using graphics and definitions embedded in the text
- Solve some undefined words using background knowledge
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Read words that are hyphenated across lines and across pages
- Understand longer descriptive words
- Apply problem-solving strategies to technical words or proper nouns that are challenging
- Realize that words in print are partially defined by illustrations in graphic texts
- Notice unusual use of words in graphic texts (e.g., onomatopoeic words)
- Understand words with multiple meanings
- Understand words that stand for abstract ideas

### Monitoring and Correcting

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

### Searching for and Using Information

- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts)
- Use a full range of readers' tools to search for information and construct meaning (table of contents, glossary, headings and subheadings, captions, call-outs, pronunciation guides, index, references)
- Process many long sentences (fifteen or more words) with embedded clauses (parenthetical material, prepositional phrases, introductory clauses, series of nouns, verbs, or adverbs)
- Process a wide range of complex dialogue, some unassigned
- Process texts that have many lines of print on a page
- Form implicit questions and search for answers while reading
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered
- Search for and use information in a sequence of illustrations in graphic texts

### Summarizing

- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending
- Identify and understand sets of related ideas organized into categories
- Summarize longer narrative texts with multiple episodes either orally or in writing
- Identify important ideas in a text and report them in an organized way, either orally or in writing
- Summarize a text at intervals during the reading of a longer text

### Maintaining Fluency

- Demonstrate phrased, fluent oral reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing, phrasing and intonation, using size of font bold, and italics as appropriate
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing

### Adjusting

- Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction
- Adjust reading to process texts with difficult and complex layout
- Slow down or reread to solve words or think about ideas and resume good rate of reading
- Realize that meaning must be derived from illustrations (usually combined with print) in graphic texts

## Thinking Beyond the Text

### Predicting

- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics
- Make predictions based on illustrations in graphic texts
- Draw conclusions from information

### Making Connections

- Bring knowledge from personal experiences to the interpretation of characters and events that are not within the reader's experience
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard and demonstrate in writing
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Specify the nature of connections (topic, content, type of story, writer)

### Synthesizing

- Differentiate between what is known and new information
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate learning new content from reading
- Express changes in ideas or knowledge after reading a text
- Demonstrate changing perspective as events in a story unfold
- Synthesize information across a longer text

## Thinking About the Text

### Analyzing

- Notice aspects of genre (realistic and historical fiction, biography and other nonfiction, fantasy)
- Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized (diagram or talk)
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by the same author
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Notice how the setting is important in a story
- Describe story problem and resolution
- Identify the author's explicitly stated purpose
- Identify main ideas and supporting details
- Notice how illustrations and text work together in graphic texts

### Critiquing

- State opinions about a text and show evidence to support them
- Evaluate the quality of illustrations or graphics
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, humorous characters or situations)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)

### Additional Suggestions for Letter/Word Work

Use a chart or easel, whiteboard, magnetic letters, or pencil and paper to develop fluency and flexibility in visual processing, if needed.

- Take apart and add a variety of endings to words (*-ing, -es, ed, er; puzzle, puzzling, puzzled, puzzler*)
- Take apart and make a full range of plurals, including irregular plurals and plurals that require spelling changes (*foot/feet, shelf/shelves, berry/berries*)
- Take apart and recognize words with prefixes and suffixes (*pre-view, wear-ly*)
- Use base words, prefixes, and suffixes in the process of deriving word meaning
- Work flexibly with base words, making new words by changing letters (*grin/groan*) and adding prefixes (*do/undo*) and suffixes (*do/doable*)
- Recognize words that have multiple meanings (a form of homograph: *train, train*), homographs (look the same, sound different: *does, does*) and homophones (sound the same, look different: *flea, flee*)
- Take apart and make words with complex phonograms and long vowel patterns, including vowel patterns with *r* (VVCC (*board*), VVCCe (*peace*), VCCe (*waste*), VCCe (*waste*), VCCC (*night*), VVCCC (*straight*))
- Take apart and recognize words with vowel sounds controlled by *r* (*far, board*)
- Take apart and make compound words (*note book*)
- Take apart and recognize multisyllable words quickly (*fab-u-lous*)
- Take apart multisyllable words to decode manageable units (*cam-er-a*)
- Use what is known about words to read new words (*part, partner, partnership*)
- Take apart and recognize words with contractions (*I'm, that's, he'll, won't, they're, you've*)
- Take apart and read words using open (ending in a vowel: *se-cret*) and closed (ending in a consonant: *sec-ond*) syllables

# Leveled Literacy Intervention, Grades K–2, Levels A–N

## Powerful early intervention can change the path of a child’s journey to literacy.

### The Need for Intervention

Children who experience difficulty in the early grades fall further and further behind their peers (Stanovich, 1986) and fail to fully benefit from the reading and writing instruction provided by the classroom teacher.

Research shows that children who read below grade level at the end of Grade 1 are likely to continue to read below grade level (Juel, 1988). A growing body of research shows that reading difficulties are preventable with effective intervention systems (Goldenberg, 1994; Hiebert and Taylor, 1994; Clay, 2005; Schmidt, Askew, Fountas, Lyons, and Pinnell, 2005; What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc>).

The Fountas & Pinnell *Leveled Literacy Intervention System* has been developed in response to this research. *Leveled Literacy Intervention* is a research-based system that is designed to prevent literacy difficulties rather than correct long-term failure. It has been highly successful in achieving its goal of cutting across the path of literacy failure and bringing children to grade level performance in hundreds of schools (see *Field Study and Research Base* at [www.fountasandpinnell.com](http://www.fountasandpinnell.com)).

*Leveled Literacy Intervention is the culmination of Fountas & Pinnell’s life work and models best-practice as outlined in their seminal professional books proudly published by Heinemann over the last 15 years.*

### What Is Leveled Literacy Intervention?

*Leveled Literacy Intervention*, or *LLI*, is a small group, supplementary intervention designed for children who find reading and writing difficult.

*Leveled Literacy Intervention* is based on the Fountas and Pinnell A-Z gradient of text difficulty, the *F&P Text Level Gradient™*. Each level of text makes increasing demands on the reader, but the change is gradual. By engaging in intensively supportive lessons on each level, readers have the opportunity to expand their reading and writing abilities. With the support of instruction, they stretch themselves to read more complex texts with accuracy, fluency, and comprehension and strengthen their writing ability. With these goals in mind, children are effectively engaging in the reading and writing process every day.

Leveled books are a key component in helping children become competent readers. Each *LLI* book was carefully written and leveled to provide enough support and a small amount of challenge so the reader can learn on the text and make small steps toward grade level goals.

*LLI* is a **literacy** intervention. Through systematically designed lessons, you support both reading and writing development and help children expand their knowledge of words and how they work. Over a span of two lessons, the child reads several books, writes about reading, and receives explicit teaching in phonics and word study. In the writing segment, you help the child develop critical writing strategies that can be applied in classroom writing contexts. Also, children learn to write about their reading.

*LLI* is an early **intervention**. When you intervene early, the chances of closing the gap between below-level and on-level performance are far greater. Before the child falls behind and develops poor self-esteem, you can help him or her to get back on track and benefit fully from the reading and writing instruction that is being provided by the classroom teacher. When *LLI* is used in the year of school entry (Kindergarten), you can make it possible for initially low-achieving children to start the next year with a strong foundation for literacy learning. When the reader is not struggling, you can provide scaffolds that allow him to progress. In *LLI*, the child receives many opportunities to process texts that are not too difficult and not too easy, allowing the reader to learn on the text.

While they are progressing along the text gradient, you are also providing specific instruction in phonics and word work; but it is the daily opportunity to apply what they know to reading and writing continuous text that enables children to make accelerated progress. Additionally, you provide **specific instruction in comprehension** as the children discuss the texts, and you intentionally draw their attention to aspects of a text that they need to understand.

The gradient of text is the foundation for the creation of *The Continuum of Literacy Learning: A Guide to Teaching* (Fountas & Pinnell, 2011), which provides level by level description of the demands of the texts on readers at each level and the corresponding competencies to teach for, assess, and reinforce. You will find the specific competencies on a Continuum at the end of each level in the *Lesson Guide*.

### Who Is *LLI* For?

*LLI* is designed to be used with small groups of children who need intensive support to achieve grade-level competencies. It is designed to serve the lowest achieving children in the classroom who are not receiving another supplementary intervention (for example, individual tutoring). It also provides strong support for children who are acquiring English as an additional language and are receiving classroom reading instruction in English. You may also decide to include children who are identified as having special needs if the content of the *LLI* intervention meets the educational program specifications for the child. *LLI* can also be used in before- or after-school programs as well as summer school.

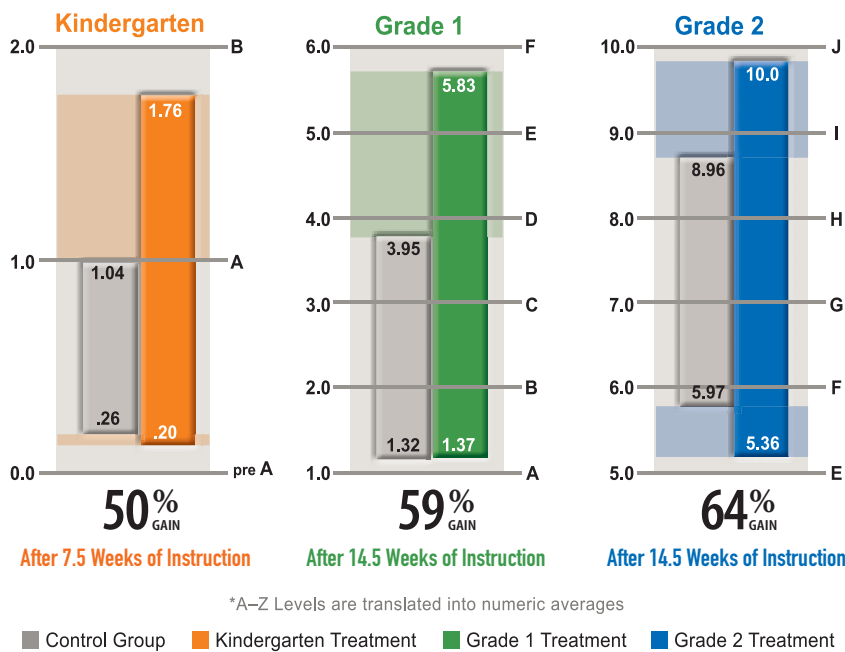


# Leveled Literacy Intervention



## Independent Empirical Study Confirms Effectiveness of Fountas & Pinnell *Leveled Literacy Intervention*, Grades K–2, Levels A–N.

### BENCHMARK LEVEL GAINS



The Center for Research in Educational Policy (CREP) at the University of Memphis conducted a scientific study that assessed the efficacy of *Leveled Literacy Intervention (LLI)*, created by Irene Fountas and Gay Su Pinnell and published by Heinemann. The study confirmed that *LLI* was effective in significantly improving the literacy achievement of struggling readers and writers in grades K-2.

*Leveled Literacy Intervention, K-2*, is a small-group, intensive, supplementary intervention system proven to bring struggling readers and writers to grade-level competency in 12-18 weeks. *LLI* lessons are provided daily and are underpinned by high-quality, original leveled books. *Leveled Literacy Intervention* provides a high level of professional development to prepare educators for implementing the system and developing teacher expertise.

The study was conducted during the 2009–2010 school year in the rural Tifton County Schools, in GA, and the Enlarged City School District of Middletown, in NY. In both locations students participating in *LLI* had gains significantly above their counterparts in the control group.

“This empirical study confirmed that *LLI* is indeed effective in improving reading skills,” said Dr. Carolyn Ransford-Kaldon, one of the researchers on the project. “While a wide variety of students benefited from the system, the Center for Research in Educational Policy found the system particularly beneficial for students who are English language learners, those who are eligible for special education services, and those who are economically disadvantaged.” Substantial gains were also made by ELL, Special education, Hispanic, African American and economically disadvantaged students.

Visit [www.FountasAndPinnell.com/Research](http://www.FountasAndPinnell.com/Research) for the results of the complete independent, scientific study.

## Leveled Literacy Intervention, Grades 4–8+, Levels 0–Z

LLI is now being extended to serve students reading at levels O through Z. Three new systems are in production. Gold, Levels O–T, Purple, Levels R–W, and Teal, Levels U–Z, will provide lessons for students in grades four through eight. The development of the extended LLI systems rests on the foundation of research already completed (and ongoing) for the K–2 LLI systems. In addition, it incorporates teaching and learning approaches that are strongly supported by the research we describe in the research base.

	<b>LLI Orange</b> Available Kindergarten, Levels A–C	978-0-325-00805-9	
	<b>LLI Green</b> Available Grade 1, Levels A–J	978-0-325-01198-1	
	<b>LLI Blue</b> Available Grade 2, Levels C–N	978-0-325-01199-8	
	<b>LLI Red</b> Available Oct 2012 Grade 3, Levels L–Q	978-0-325-02851-4	
	<b>LLI Gold</b> <i>In Development</i> Grade 4, Levels O–T	978-0-325-02852-1	
	<b>LLI Purple</b> <i>In Development</i> Grade 5, Levels R–W	978-0-325-02692-3	
	<b>LLI Teal</b> <i>In Development</i> Grades 6–8+, Levels U–Z	978-0-325-02860-6	

## How do I find the instructional reading levels of all students in order to identify those in need of intervention?

We recommend using the Fountas & Pinnell *Benchmark Assessment System* to determine the instructional and independent reading levels of your students. Both the Fountas & Pinnell *Benchmark Assessment System* and *Leveled Literacy Intervention* are underpinned by the *F&P Text Level Gradient™* which is correlated to grade level. The Fountas & Pinnell *Benchmark Assessment System* provides critical information on every child's reading strengths and needs in the areas of processing strategies, comprehension, and fluency.

**STEP  
1**

### ASSESSMENT

#### Fountas & Pinnell Benchmark Assessment System 1 & 2

One-on-one, comprehensive assessment to determine independent and instructional reading levels and for placing students on the *F&P Text Level Gradient™*

Benchmark Assessment System 1, Grades K–2, Levels A–N: 978-0-325-00806-6  
Benchmark Assessment System 2, Grades 3–8, Levels L–Z: 978-0-325-01191-2  
*Sistema de evaluación de la lectura*, Grados K–2, Niveles A–N: 978-0-325-02823-1

**STEP  
2**

### INTERVENTION

#### Fountas & Pinnell Leveled Literacy Intervention

Small group, intensive, supplementary intervention system designed to bring struggling readers and writers to grade-level competency in 14–24+ weeks.

LLI Orange System, Kindergarten, Levels A–C: 978-0-325-00805-9  
LLI Green System, Grade 1, Levels A–J: 978-0-325-01198-1  
LLI Blue System, Grade 2, Levels C–N: 978-0-325-01199-8  
LLI Red System, Grade 3, Levels L–Q: 978-0-325-02851-4



# Heinemann Professional Development for Fountas & Pinnell Assessment

## Benchmark Assessment System & Sistema de evaluación de la lectura Grades K–2, Grades 3–8

Available for both System 1 (Grades K–2) and System 2 (Grades 3–8), Benchmark Professional Support introduces participants to the thinking behind the Fountas & Pinnell *Benchmark Assessment System*, provides training on how to administer and analyze the assessment, and helps participants understand instructional and grouping implications.

On-site professional development is available for the new *Sistema de evaluación de la lectura*, the much-anticipated assessment system for Spanish-speaking students. Train on how to administer the Spanish-language counterpart to the Fountas & Pinnell *Benchmark Assessment System*.

### Course Goal

To train teachers and staff in administering the *Benchmark Assessment System*

### Focus

Assessment, placement, and connecting assessment to instruction

### Role of the Administrator in the Implementation of the Benchmark Assessment System

Administrators play an important role in determining the success of school initiatives, including the implementation of the *Benchmark Assessment System* and *Sistema de evaluación de la lectura*.

- \* Become familiar with the *Benchmark Assessment System* and *Sistema de evaluación de la lectura* and ways to support teachers who are implementing it.
- \* Learn how to look for evidence of the link between assessment and effective classroom instruction.



Fountas & Pinnell  
*Benchmark Assessment System 1*  
Grades K–2, Levels A–N



Fountas & Pinnell  
*Benchmark Assessment System 2*  
Grades 3–8, Levels L–Z



Fountas & Pinnell  
*Sistema de evaluación de la lectura (SEL)*  
Grados K–2, Niveles A–N

# Heinemann Professional Development for Fountas & Pinnell Assessment Leveled Literacy Intervention, Grades K–8+

Once you've assessed your readers' needs, intervention can raise their performance. The groundbreaking new Fountas & Pinnell *Leveled Literacy Intervention* (LLI) is a research-based, supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students in the early grades.



## Course Goal

To train teachers in implementing the LLI system to move struggling readers forward

## Focus

Intervention for struggling readers

*LLI Professional Support* includes three days of training (two days of intensive learning plus one follow-up day) to give participants an in-depth understanding of the *LLI* Systems. Each supports instruction at different levels on the *F&P Text Level Gradient*.™

## Topics may include:

Topics covered include an overview of the Lesson Framework, assessing and grouping students, teaching within the *LLI* lessons, using the Prompting Guide, understanding the demands of texts, and documenting progress. In addition to learning how to implement *LLI*, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress.



## Role of the Administrator in the Implementation of *Leveled Literacy Intervention*

In order to support the implementation process and the teachers using the materials, administrators must have a solid understanding of *LLI*, its potential impact, and the common support needs.

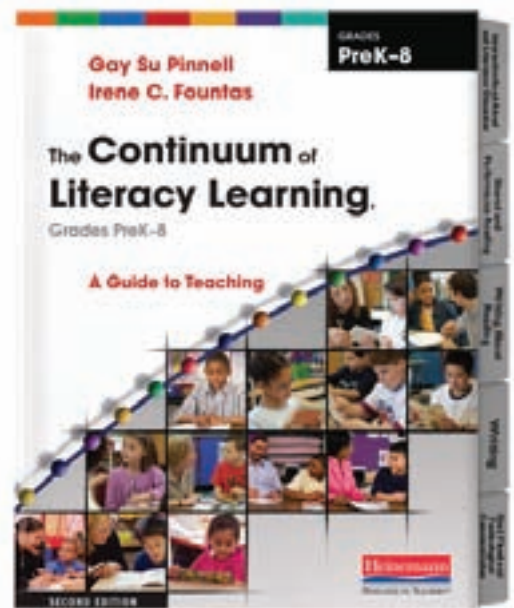
- \* Become familiar with the *LLI* system and ways to support teachers who are implementing it
- \* Learn how to look for evidence of the link between assessment and effective classroom instruction.

# Heinemann Professional Development for Fountas & Pinnell

## Introduction to The Continuum of Literacy Learning, Grades PreK–8

Where other assessment and benchmark systems leave you wondering “Now what?” Fountas and Pinnell provide a link from assessment to instruction via classroom practices such as guided reading and read-aloud. *The Continuum of Literacy Learning: A Guide to Teaching* is included with the *Fountas & Pinnell Benchmark Assessment System* and provides the basis for this seminar. The course explores how *The Continuum* can be used as a tool in the teaching of reading and writing, and in setting goals for learning while planning lessons for individuals, small groups, and the whole class. Discover how *The Continuum* can be used as a bridge in connecting your assessment data and your instruction, as well as how it can serve as a guide for evaluating student progress over

time, helping you identify the specific areas in which students need help. Two full days are recommended for this course in order to fully cover *The Continuum*. A focus on the reading continua during the first day and the writing continua during the second day is strongly recommended. Our consultant will work with you to decide which topics will be addressed each day.



### Course Goal

To learn how to use the *Continuum* as a tool for assessment and planning

### Focus

Using the *Continuum* as a tool within the different curriculum



### Topics may include:

- Systems of Strategic Actions
- Interactive Read Aloud (IRA)/Literacy Discussion (LD) Continuum
- Shared and Performance Reading Continuum
- Guided Reading Continuum
- Writing About Reading Continuum
- Writing Continuum

# Heinemann Professional Development for Fountas & Pinnell

## The Fountas & Pinnell Prompting Guides, Grades K–8



The Fountas & Pinnell Prompting Guide 1 & 2 contain precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing. Classroom teachers, reading specialists, literacy teachers, and literacy coaches can use the flip chart as a ready reference while working with students in a variety of instructional settings and contexts.

Drawing from this important resource, the seminar provides an introduction to the Prompting Guides and how they can be used to teach, prompt, and reinforce effective strategic actions for reading and writing.

### Course Goal

To learn how to use the Prompting Guides to develop precise language to teach, prompt, and reinforce strategic actions

### Focus

Analyze common reading and writing difficulties and interventions to get students on track

# A Comprehensive Summary of the Research Base for LEVELED LITERACY INTERVENTION, Grades 3–8+, Levels L–Z Red, Gold, Purple & Teal Systems

In this paper, we review the research base for the extended systems of Leveled Literacy Intervention, which is designed to lift the literacy achievement of students who are falling below grade level expectations in reading.

## Definition

The Fountas & Pinnell *Leveled Literacy Intervention System* (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students. LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency. Each LLI lesson provides specific suggestions for supporting English language learners.

## Background

LLI has been in a research and development process by Irene C. Fountas and Gay Su Pinnell for more than ten years. Since 2009, three systems have been available in published form—Orange, Green, and Blue, which provide lessons that progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). These systems have produced strong results. (See a variety of research reports at <http://www.heinemann.com/fountasandpinnell/research/default.aspx> for more information.)

An efficacy study of LLI was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis (Ransford-Kaldon, Flynt, Ross, Franceschini, Zoblotsky, & Huang, Y. 2011). This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the Tifton County Schools in GA and the Enlarged School District of Middletown, NY. The efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students

were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. The researchers found that LLI positively impacts K–2 student literacy achievement. Effects were particularly strong for students who are English language learners, those who are eligible for special education services, and those who are economically disadvantaged.

The study is available at <http://www.heinemann.com/fountasandpinnell/research/default.aspx> and has been reviewed by the National Center for Response to Intervention.

Evaluation data were collected by another researcher on 4,881 K–5 students who were enrolled in LLI across 34 districts in the U.S. and Canada. These self-reported data provide evidence that on average, LLI students made 8.0 months worth of reading progress in an average of 4.2 months (Ward, 2011). Within this larger sample, data on 821 ELL students showed an average of 8.1 months of progress in 16.9 weeks or 4.25 months. Special education students (621 students in grades K to 5) made 7.5 months of reading progress in 4.5 months or 18.5 weeks. These data are also available at <http://www.heinemann.com/fountasandpinnell/research/LLIResearchDataCollectionExecSummary.pdf>.

## Principles Supported by Research

Below we discuss 15 principles on which the LLI Red, Gold, Purple, and Teal systems are based. The lesson framework exemplifies and rests on these principles. For each, we present a brief description of LLI features. For a complete description of supporting research, visit [www.fountasandpinnell.com](http://www.fountasandpinnell.com)



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1. Engage students with high interest, well-written texts in a variety of genres.

### **LLI FEATURE**

All the original books for *LLI* lessons have been carefully designed to engage students' interest. Topics of nonfiction texts and story lines for fiction are unique and were selected for appeal to preadolescents and adolescents. Illustrations show students who are preadolescents, adolescents, or adults; so texts look age-appropriate. Texts like series books and graphic novels are also included. Within every system of *LLI*, students will encounter and process a variety of fiction and nonfiction genres.

2. Increase reading volume by engaging students in a large amount of successful reading daily.

### **LLI FEATURE**

Students read a new fiction or nonfiction book in each lesson and also have home reading. For each level, there is the option of a "choice library" that students will be able to read independently. At the end of each series of lessons, students read a novel at a level of independence.

3. Provide students with choice in reading material to increase motivation.

### **LLI FEATURE**

An optional choice library of engaging fiction and nonfiction books is provided for students' successful independent reading.

4. Match the text to the reader's instructional level to enable new learning.

### **LLI FEATURE**

Comprehension is not a fixed ability; it involves the relationship between the demands of texts and the prior knowledge and accumulated abilities of readers. Texts are carefully constructed to provide a "ladder of progress" for students. Instruction begins at a level that is more difficult than students can read independently but at which, with strong teacher, students can read it successfully, using effective reading strategies for word solving and comprehension. Teacher support enables students to learn from each reading so that abilities are increased. Teachers' guides and tools enable them to help students develop strategies that they can use to read new, unseen texts.

5. Support the development of independent, self-initiating, self-regulatory behaviors and transfer to performance in multiple contexts.

**LLI FEATURE**

Each lesson guide suggests teacher language and actions that support student independence by asking them to monitor their reading and writing, check on themselves, and initiate problem solving action in decoding words or articulating the meaning of texts. After reading a text, they engage in close examination of sections of the text so that they become aware of their own ability to derive deeper meanings. They also learn strategic actions for solving words that will help them in reading new texts with challenging vocabulary.

6. Provide for the reading of a large amount of expository text.

**LLI FEATURE**

In each of the four systems, 60% of the texts are nonfiction, and of those, the great majority include expository structures. The informational texts include topics that are attractive to all students. Topics and styles attractive to boys are a special feature of *LLI* texts. Instruction includes a focus on characteristics of nonfiction genres and students are specifically trained to recognizing underlying text structures, use readers' tools like headings, and understand and use features such as graphics.

7. Help students think deeply about texts and derive the larger ideas from their reading.

**LLI FEATURE**

Comprehension is a highly complex cognitive process in which the reader interacts with a text, matching and mingling his own background knowledge with the information from the text. Comprehension takes place before, during, and after reading. Before reading, teachers introduce books in a way that focuses attention and prepares students to immediately apply strategic actions while reading continuous print. During reading, teachers use specific language to prompt for both word solving and comprehension. After reading, students are expected to articulate key understandings and the teacher monitors comprehension closely. The reading of each text involves deriving the deeper meanings or "big ideas." Also, teachers encourage students to think across several texts. Specific attention is given to the characteristics of genre.

8. Help students focus on comprehension and monitor their reading through metacognitive attention that supports deeper understanding of fiction and informational texts.

**LLI FEATURE**

Specific action in the form of "close reading" is used to help students become self-aware as readers who can use comprehension strategies. Teachers demonstrate and prompt students to summarize, infer, synthesize information, make predictions, analyze literary elements, and critique texts. In addition, they provide explicit instruction in recognizing and using genre characteristics and text structure. They support students in making a mental model for genres, which assists them in both reading and writing. Students are expected to clarify and offer evidence for their understandings.

9. Provide intensive and dynamic study of words to increase students' ability to rapidly solve them while reading and writing.

**LLI FEATURE**

Word study is an element of each lesson. Phonics and word analysis are preplanned and systematized so that principles build on a foundation. Students learn powerful principles for how words “work” and make strong connections among related words for generative learning. Word study is manipulative and active (with technology as an option); students learn to take words apart by syllables and to recognize meaning elements and word parts. They apply their knowledge to reading and writing continuous print.

10. Focus on systematic, intentional vocabulary development.

**LLI FEATURE**

In each lesson, students read texts that have been carefully structured to present vocabulary words that students need to know in order to deal with literate language (academic vocabulary). Through direct vocabulary instruction after reading, their knowledge of words is deepened. Students also study the morphology, or meaning units of words through direct instruction. They become aware of their own word learning and the strategies they need to learn new words. Also, intentional conversation helps students use the new words orally. The original *LLI* texts have been structured to include vocabulary words that will be useful for students to know because they will encounter them in other reading (tier 2 words). In lessons, attention is given to words that have multiple meanings or connotations in different contexts.

11. Promote smooth, phrased reading that moves along at a good pace.

**LLI FEATURE**

The lesson structure provides for explicit teaching of fluency in six dimensions: pausing, phrasing, word stress, intonation, rate, and integration. Student revisit texts to practice fluent reading; teachers use a range of routines to support fluency. Since the texts provided to students are within their control (with teacher support or at an easy level), it is possible to read them with fluency on first readings and during rereading. Fluency instruction does not simply focus on reading words faster; the goal is to make the voice reflect the meaning of the text.

12. Focus the intervention on oral language development by providing structures to promote meaningful student talk.

**LLI FEATURE**

Across the *LLI* lesson, teachers engage students in meaningful talk about the text they read. Close reading for a targeted purpose makes their conversation more focused; they elaborate their thinking. Also, specific word study and vocabulary instruction helps students talk about words—their meaning and how they “work” (are constructed with base words and affixes, for example). Talk supports writing about reading and expands students' oral vocabularies. Students know that they are expected to talk about texts after reading. The small group becomes a collaborative learning team.

### 13. Use writing to support and extend comprehension.

#### **LLI FEATURE**

Every other day in each level sequence, students write about the texts they have been reading. Writing is preplanned to coordinate with the instructional level text the students read the day before. Writing helps students express and extend the meaning they have taken from the text. It also provides the opportunity to use some new vocabulary words in writing and to notice the structure of words (e.g., word affixes and bases). Teachers have a range of routines for writing, including short writes (open-ended and to a prompt), summaries, and graphic organizers that show relationships of ideas within a text. Writing is particularly used to extend students understanding of text structure and genre.

### 14. Support the specific needs of English language learners.

#### **LLI FEATURE**

Each lesson provides the teacher with specific suggestions for helping English language learners. These suggestions are specific to the texts they read in the particular lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the academic language that many English language learners find difficult. The size of the group allows learners to be active talkers so that they extend language by using it.

### 15. Provide explicit, direct instruction by an expert teacher, with a recommended teacher-student ratio of 1:4.

#### **LLI FEATURE**

The *LLI* guides and tools provide a great deal of support for teachers. The *LLI* teacher is a fully qualified teacher with expertise in working with struggling readers. The recommended group size for the extended version of *LLI* is four students, although size may vary slightly according to school policy. The size of the group allows for close monitoring of student progress, for attention to individual learners, and for active participation and engagement of every group member.

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