

Turn struggling readers into successful readers  
with **teaching that works.**



Fountas & Pinnell

# Leveled Literacy Intervention

System Overview

Grades K–8+ • Levels A–Z on the F&P Text Level Gradient™



ASSESSMENT **TEACHING** INTERVENTION **MONITORING** PROFESSIONAL DEVELOPMENT

Heinemann

DEDICATED TO TEACHERS



## *About the Authors*

# Irene C. Fountas and Gay Su Pinnell

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She is the recipient of the Greater Boston Council and the International Reading Association's Celebrate Literacy Award. Currently, she directs field-based literacy research projects and the Literacy Collaborative at Lesley University. She continues to publish resources for comprehensive literacy programs that quickly become staples for literacy instruction across the country.

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# Fountas & Pinnell Leveled Literacy Intervention

*Powerful, small-group,  
supplementary intervention  
that is systematic and effective*

## Overview of the K–8+ Systems





***“Progress is not enough;  
struggling readers need to  
make faster progress than  
their peers—that is the whole  
purpose of intervention.”***

*—Irene C. Fountas and Gay Su Pinnell*

# The Need For Intervention

**Powerful intervention** can change the path of a child’s journey to literacy. Students who experience difficulty in the early grades fall further and further behind their peers (Stanovich 1986) and fail to benefit fully from the reading and writing instruction provided by the classroom teacher. A growing body of research\* shows that reading difficulties are preventable with effective intervention systems.

**When readers struggle**, there is a critical need to provide highly effective small-group interventions that get them back on track as soon as possible. There are some basic implementation principles that are essential if the intervention is expected to work effectively.

Basic Implementation Characteristics of Effective Intervention	
• Intensive	• Low teacher-student ratio
• Short term	• Taught by an expert teacher
• Supplementary	• Communication with classroom and home
• Daily lessons	

Interventions must be **short-term** and **intensive**, with flexible entry and exit points so that individual needs may be accommodated in a small-group situation. If the intervention is early and effective, then the length will be shorter; however, students who are very far behind may need a year or even more of effective supplementary instruction.

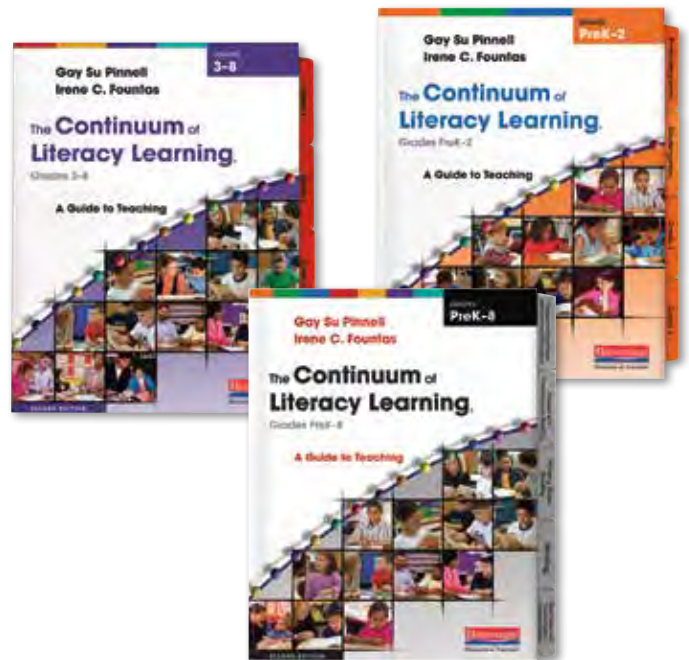
Lessons must be **supplemental** to good classroom instruction; it is the *combination* of high-quality classroom teaching and intensive small-group intervention lessons that enables learners to make accelerated progress, catch up with their peers, and continue to perform at expected levels for the grade.

Lessons must be frequent—**five days a week** is preferred—*every week* so that readers can gain and sustain momentum, teaching from the previous day can be reinforced and built upon, and acceleration is possible. For the greatest impact in a short-term intervention, Fountas and Pinnell recommend a **teacher-student ratio** of 1:3 for younger students (kindergarten through grade 2), 1:4 for intermediate students and 1:6 for middle grade students (grades 6 through 8).

Providing excellent intervention lessons depends on the **expertise of teachers**. The teachers of struggling readers and writers should be exceptionally skilled in systematic observation, in the assessment of reading behaviors, and in teaching for the range of strategic actions that proficient readers use. *All* teachers of struggling readers (classroom and intervention teachers) need opportunities to continually increase their understanding of the literacy process and the behavioral evidence that reveals competencies.

Finally, excellent **communication and teamwork** among all who have a role in supporting struggling readers is critical. When classroom and intervention teachers are working toward the same goals, students can make accelerated progress. *The Continuum of Literacy Learning, PreK–8* (Pinnell & Fountas 2011) is a tool that enables teachers to create a shared vision of learning based on common language and common goals. *Fountas & Pinnell Leveled Literacy Intervention (LLI)* is built on the foundation of the text characteristics and strategic actions described for each level, A through Z, on the F&P Text Level Gradient™. Also critical is that students’ families know the goals of the intervention, as well as what students will be expected to do for homework.

When all of the basic implementation guidelines are in place, we need to dig deeper into research on literacy learning and reading difficulties to inform the design of teaching. What happens in the intervention must affect change. Progress is not enough; these struggling readers need to make *faster progress than their peers*—that is the whole purpose of intervention.



*The Continuum of Literacy Learning is an invaluable tool for creating a shared vision of learning among classroom and intervention teachers.*

(\*Goldenberg 1994; Hiebert and Taylor 1994; Clay 2005; Schmidt, Askew, Fountas, Lyons, and Pinnell 2005; What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc>)

# Characteristics of Effective Literacy Intervention

**Designed to prevent literacy difficulties from becoming entrenched**, *LLI* has been highly successful in bringing readers who struggle to grade level proficiency. The success of *LLI* at grades K, 1, and 2, known as the *Orange*, *Green*, and *Blue systems*, can be explained by its research-based characteristics.

## 15 Key Characteristics of Successful Primary Intervention

- 1 *LLI* supplements, not replaces, regular classroom instruction.
- 2 *LLI* is a short-term intervention that provides thirty minute lessons of highly concentrated instruction in reading, writing, and phonics.
- 3 *LLI* daily lessons reinforce new learning and help children make accelerated progress.
- 4 *LLI* provides student support through explicit, direct instruction with a recommended teacher-student ratio of 1:3.
- 5 *LLI* lessons are fast paced.
- 6 *LLI* stresses fluent, phrased reading of high-interest, original texts, as well as fluency in writing.
- 7 *LLI* focuses on deep comprehending of texts.
- 8 *LLI* engages students with high-quality texts in a variety of fiction and nonfiction genres that are leveled by Fountas and Pinnell using their F&P Text Level Gradient™.
- 9 *LLI* focuses on developing effective early writing strategies.
- 10 *LLI* includes systematic phonics instruction that focuses on the key aspects of phonics learning.
- 11 *LLI* provides teachers with a framework in which to make decisions based on close observation of students' needs.
- 12 *LLI* includes initial and ongoing assessments, progress monitoring, and record-keeping instruments.
- 13 *LLI* provides a high level of professional development both within and outside lessons.
- 14 *LLI* supports a strong classroom connection that enhances learning beyond *LLI*.
- 15 *LLI* promotes a strong home connection that enables students to gain valuable reading/writing practice, and build self-esteem by sharing their success.

**Research reveals 15 key characteristics of effective literacy intervention** that are essential for intermediate students who need to improve abilities. These characteristics address the kind of teaching that struggling readers and writers need. The extent to which the intervention program can meet all of these goals indicates its potential for effectively helping struggling readers and writers. The *LLI* lesson framework of the *Red, Gold, Purple, and Teal systems* exemplifies and rests on these principles, as detailed below.

## 15 Key Characteristics of Successful Intermediate Intervention

- 1 *LLI* engages students with high interest, well-written texts in a variety of fiction and nonfiction genres that have been leveled by Fountas and Pinnell with their F&P Text Level Gradient™.
- 2 *LLI* increases students' reading volume by engaging them in large amounts of daily successful reading.
- 3 *LLI* provides students with choice in reading material to increase engagement, motivation, and enjoyment.
- 4 *LLI* enables new learning by matching the text to the reader's instructional reading level.
- 5 *LLI* supports the development of independent, self-initiating, self-regulatory behaviors.
- 6 *LLI* provides large amounts of expository text reading (60% nonfiction/40% fiction).
- 7 *LLI* helps students think deeply about texts and derive the larger ideas from their reading.
- 8 *LLI* helps students focus on comprehension and monitor their reading through metacognitive attention that supports deeper understanding of fiction and informational texts.
- 9 *LLI* provides intensive and dynamic study of words to increase students' ability to rapidly solve them while reading and writing.
- 10 *LLI* focuses on systematic, intentional vocabulary development.
- 11 *LLI* promotes smooth, phrased reading that moves along at a good pace.
- 12 *LLI* focuses the intervention on oral language development by providing structures to promote meaningful student talk.
- 13 *LLI* uses writing to support and extend comprehension.
- 14 *LLI* supports the specific needs of English language learners.
- 15 *LLI* provides a great deal of student support through explicit, direct instruction with a recommended teacher–student ratio of 1:4.

# What Is Leveled Literacy Intervention?

*Leveled Literacy Intervention (LLI)* is a small-group, supplementary intervention designed for students who find reading and writing difficult. These students are the lowest achievers in literacy at their grade level and are not receiving another literacy intervention. The goal of *LLI* is to bring students to grade-level achievement in reading.

**Leveled Literacy Intervention** is based on the F&P Text Level Gradient™. Each level of text makes increasing demands on the reader, but the demands and resulting changes are gradual. By actively participating in intensive 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 to write with more complexity. With these goals in mind, students effectively engage in the reading and writing process every day.

Leveled books are a key component in helping students become competent readers and accessing texts of increasing complexity. Each book is carefully designed, analyzed, and sequenced to provide enough support and the right amount of challenge so the reader can learn on the text and make small steps toward grade level goals.

## The Critical Role of a Gradient of Text

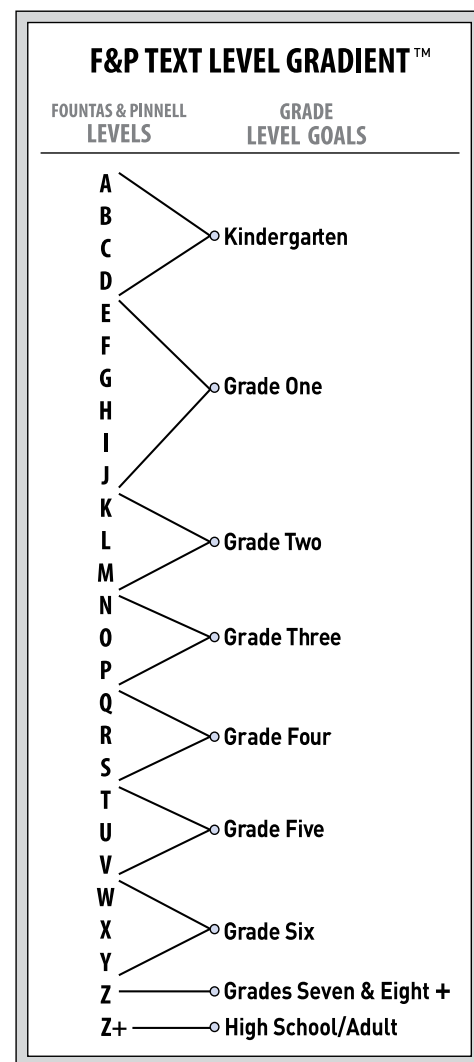
The F&P Text Level Gradient™, created and refined as a teaching and assessment tool over the past twenty years, consists of twenty-six points on a gradient of reading difficulty (see Figure 1). Each point on that gradient, from the easiest at level A to the most challenging at level Z (Z+ in special cases), represents a small but significant increase in difficulty over the previous level.

*LLI* is a literacy intervention system. Through systematically designed lessons *LLI* supports learning in both reading and writing. It also helps students expand their knowledge of language and of words and how they work.

When the learners are reading with proficiency, scaffolds can be provided to allow them to progress to higher levels. In *LLI*, students have many opportunities to process texts that are not too difficult and not too easy, allowing them to learn on the text.

While readers are progressing along the gradient, they receive specific instruction in phonics and word study; but it is the daily opportunity to apply what they know to reading and writing continuous text that enables students to make accelerated progress. Additionally, *LLI* provides explicit instruction in comprehension as the students discuss the texts, and intentionally draws their attention to aspects of a text that they need to understand.

The F&P Text Level Gradient™ is the foundation of *The Continuum of Literacy Learning, PreK–8* (2011), which provides a level-by-level description of the demands of the texts on readers at each level as well as the corresponding competencies to teach for, assess, and reinforce. The specific competencies on a continuum of behaviors and understandings to notice, teach, and support are at the end of each level in the *LLI* Lesson Guides.




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The grade level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

Figure 1





*“We use the term leveled because leveled books are a key component in helping students become competent readers and accessing texts of increasing complexity.”*

*—Irene C. Fountas and Gay Su Pinnell*

## Who Is *LLI* For?

### ***LLI* for the lowest achievers in literacy**

The *LLI* systems are designed to be used with small groups of students who need intensive support to achieve grade level competencies. Each system is designed to serve the lowest achieving students in the grade who are not receiving another supplementary literacy intervention. It also provides strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English. You may also decide to include students who are identified as having special needs if the content of *LLI* meets the educational program specifications for the student. Fountas and Pinnell recommend early intervention, such as Reading Recovery® in grade 1 and the implementation of *LLI* in the early grades (K–2), to prevent large numbers of students from entering grade 3 and subsequent years below grade level.

### ***LLI* for English language learners**

Each lesson in the *LLI* system provides specific suggestions for supporting English language learners who are selected for the intervention. Use your school or district criteria for language proficiency to determine eligibility for reading instruction in English. English language learners benefit greatly from conversation with an adult and interaction with a very small group of students. They also benefit from reading the large amount of continuous text in *LLI*. Through reading, talking, and writing about reading, they extend their knowledge of the structure of English and expand their vocabularies. The *LLI* lessons are ideal for these students because of the opportunities for increased language modeling—oral language surrounds every element of every lesson. In addition, the group size and instructional approaches allow for decision making based on the specific strengths and needs of the students.

# Leveled Literacy Intervention K–8+ Systems

Lessons across the seven systems progress from level A (*beginning reading in kindergarten*) through level Z, which represents competencies at the middle and secondary school level.

## Each level within LLI provides:

- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry, and writing about reading.
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words “work.”
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.
- Built-in level-by-level descriptions and competencies from *The Continuum of Literacy Learning, PreK–8* (2011) to monitor student progress and guide teaching.
- Communication tools for informing parents about what children are learning and how they can support them at home.
- Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.
- Detailed analysis of the characteristics of text difficulty for each book.

**LLI Orange**  
Kindergarten  
Levels A–C  
978-0-325-00805-9



**LLI Green**  
Grade 1  
Levels A–J  
978-0-325-01198-1



**LLI Blue**  
Grade 2  
Levels C–N  
978-0-325-01199-8



**LLI Red**  
Grade 3  
Levels L–Q  
978-0-325-02851-4



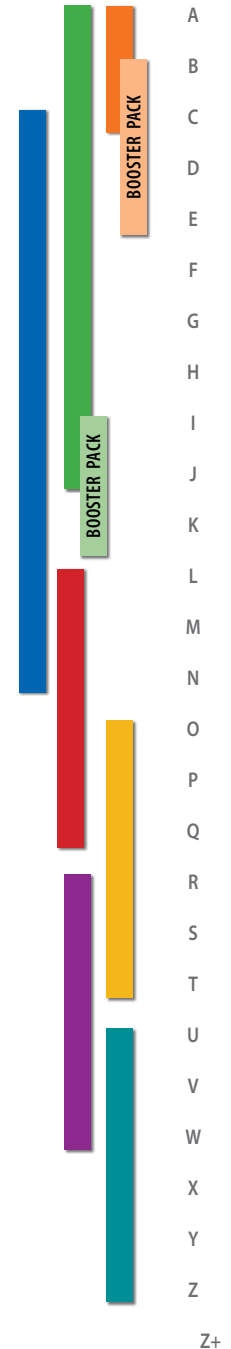
**LLI Gold**  
Grade 4  
Levels O–T  
978-0-325-02852-1  
*Fall 2013*



**LLI Purple**  
Grade 5  
Levels R–W  
978-0-325-02692-3  
*Winter 2014*



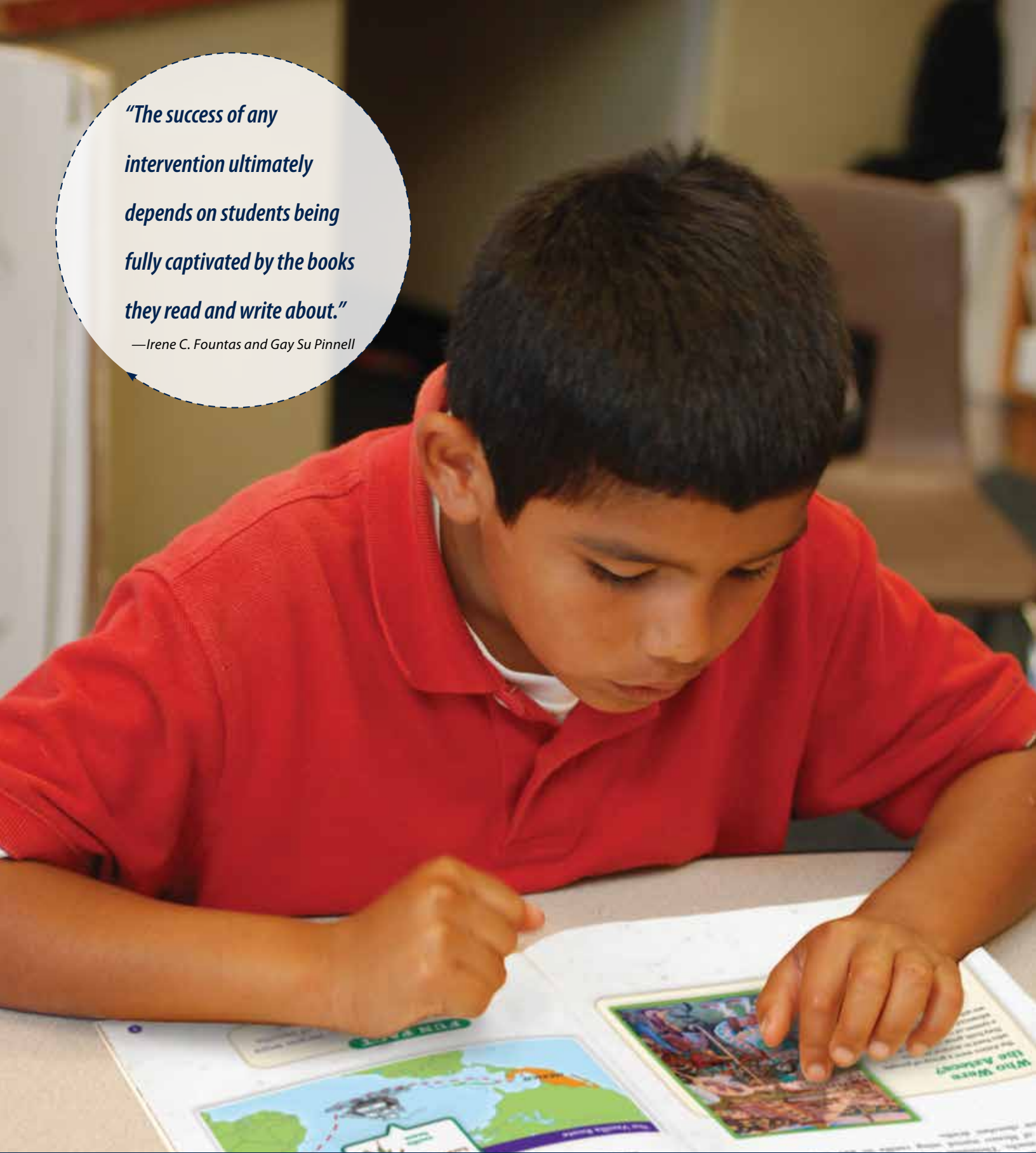
**LLI Teal**  
Grades 6–8  
Levels U–Z  
978-0-325-02860-6  
*In Development*



\*The levels in the LLI Orange and Green systems are being extended to accommodate increased instructional level expectations. A “booster” package will be available for those who have already purchased the LLI Orange and Green systems.

*"The success of any intervention ultimately depends on students being fully captivated by the books they read and write about."*

—Irene C. Fountas and Gay Su Pinnell



**Engaging.**



# Components of the LLI Primary Systems

## **LLI ORANGE SYSTEM** Kindergarten • Levels A–C

The books and lessons in the *LLI Orange System* begin with level A and continue through level C. The books are written with the interest levels of five-year-olds in mind. The *LLI Orange System* is specifically designed to address the interests and needs of children who are identified as having difficulties after the first few months of kindergarten. *LLI* is also helpful for students who are learning English, because it provides easy reading and plenty of opportunities to talk about texts. The *LLI Orange System* is designed to *prevent* further confusions by establishing a strong foundation at easy levels.

978-0-325-00805-9

### **LLI Orange System Components**

#### **Kindergarten • Levels A–C**

- 70 Leveled Books (4 copies of each)
- Take-Home Books (6 copies each)
- 10 Getting Started Lap Books
- *My Writing Book* (36 books)
- Lesson Folders (70 folders)
- Student Folders (Pack of 18)
- *Program Guide*
- *Lesson Guide, Volumes 1 & 2*
- *Prompting Guide, Part 1 for Oral Reading and Early Writing*
- *When Readers Struggle: Teaching That Works*
- Take-Home Bags (18 bags)
- *F&P Calculator/Stopwatch*
- *Technology Package: Professional Development and Tutorial DVDs, and User Guide*
- *Online Resources*
- One-Year Subscription to *Online Data Management System*



Shown: LLI Orange System



## **LLI GREEN SYSTEM** Grade 1 • Levels A–J

The books and lessons in the *LLI Green System* begin with level A and continue through level J. The books in the *LLI Green System* were written with the interest levels of six-year-olds in mind. The *LLI Green System* is specifically designed to address the interests and needs of first graders who are identified as reading below expected grade level. In schools that use Reading Recovery® it is recommended that the lowest-achieving students receive Reading Recovery® instruction, and the next tier of students receive *LLI* instruction.

978-0-325-01198-1

### **LLI Green System Components**

#### **Grade 1 • Levels A–J**

- 110 Leveled Books (4 copies of each)
- Take-Home Books (6 copies each)
- 10 Getting Started Lap Books
- *My Writing Book* (108 books)
- Lesson Folders (110 folders)
- Student Folders (Pack of 18)
- *Program Guide*
- *Lesson Guide, Volumes 1 & 2*
- *Prompting Guide, Part 1 for Oral Reading and Early Writing*
- *When Readers Struggle: Teaching That Works*
- Take-Home Bags (18 bags)
- *F&P Calculator/Stopwatch*
- *Technology Package: Professional Development and Tutorial DVDs, and User Guide*
- *Online Resources*
- One-Year Subscription to *Online Data Management System*

## **LLI BLUE SYSTEM** Grade 2 • Levels C–N

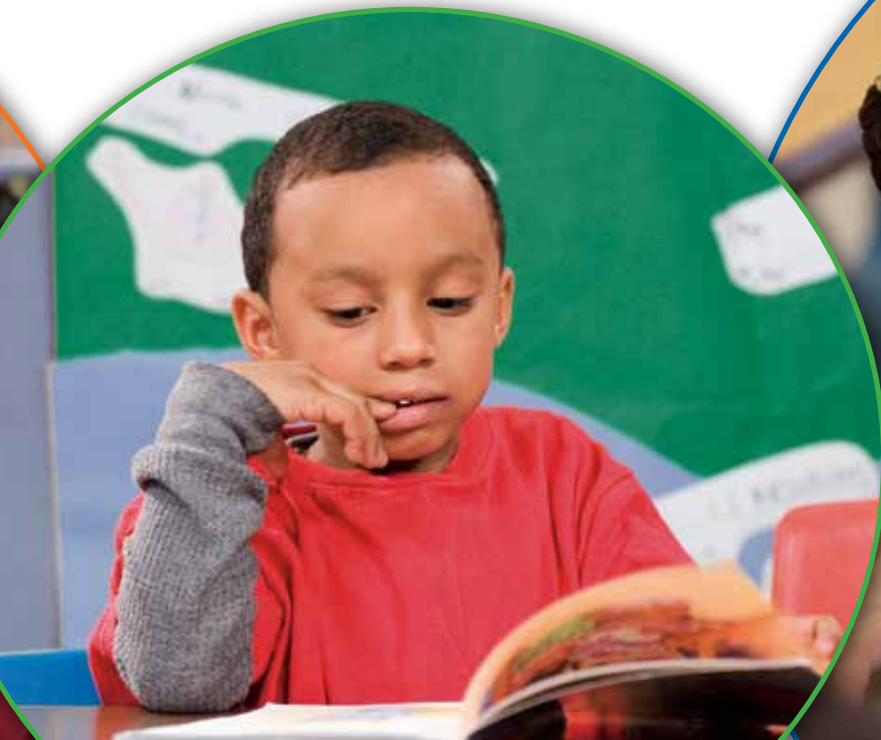
The books and lessons in the *LLI Blue System* begin with level C and continue through level N. The books were written with the interest level of seven- to eight-year-old students in mind. The *LLI Blue System* is designed to address the interests and needs of second graders who are reading below grade level, or older students who are reading below level N.

978-0-325-01199-8

### **LLI Blue System Components**

#### **Grade 2 • Levels C–N**

- 120 Leveled Books (4 copies of each)
- Take-Home Books (6 copies each)
- *My Writing Book* (126 books)
- Lesson Folders (120 folders)
- Student Folders (Pack of 18)
- *Program Guide*
- *Lesson Guide, Volumes 1 & 2*
- *Prompting Guide, Part 1 for Oral Reading and Early Writing*
- *When Readers Struggle: Teaching That Works*
- Take-Home Bags (18 bags)
- *F&P Calculator/Stopwatch*
- *Technology Package: Professional Development and Tutorial DVDs, and User Guide*
- *Online Resources*
- One-Year Subscription to *Online Data Management System*



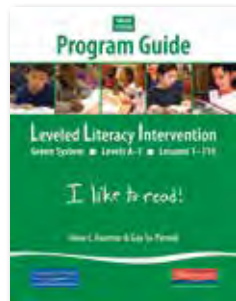
# A closer look at the LLI Primary System Components

Shown: LLI Green System components

## TEACHER RESOURCES

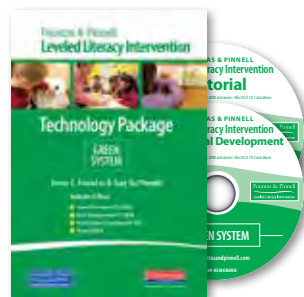
### Program Guide

A guide that provides a comprehensive overview of the components and implementation of LLI.



### Technology Package: Professional Development and Tutorial DVDs, and User Guide.

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



### Prompting Guide Part 1, for Oral Reading & Early 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 during reading and writing.



### Lesson Folders

Sturdy, plastic Lesson Folders to store books, lessons, and other ancillary material needed for a lesson. (70, 110, and 120 in each system respectively.)



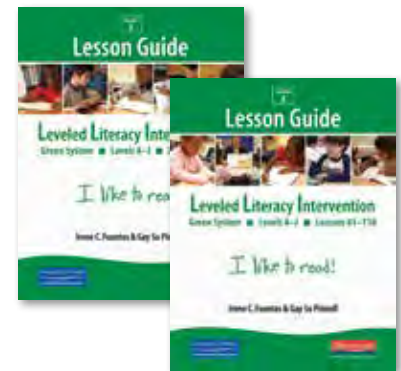
### Student Folders

Folders for storing Reading Records, tracking student data and graphing student progress. (Pack of 18.)



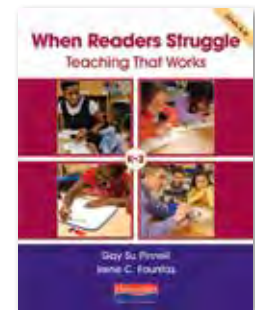
### Lesson Guide, Volumes 1 & 2

Systematically designed, fast-paced lessons to support both reading and writing development.



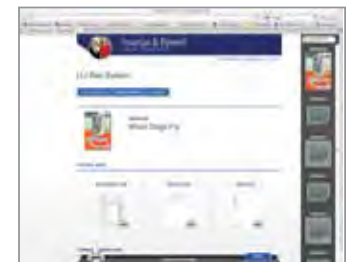
### When Readers Struggle: Teaching That Works

A comprehensive resource on struggling readers filled with specific teaching ideas for helping children in kindergarten through grade 3 who are having difficulty in reading and writing.



### LLI Online Resources

Resources listed in the "You will need" section of each lesson are provided online. The inclusion of these materials will save you valuable preparation time.



[www.fountasandpinnell.com/resources](http://www.fountasandpinnell.com/resources)

### 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 the secure, web-based data management system is included with the initial purchase of each LLI System. After year one, subscriptions are priced per teacher, per year (unlimited number of LLI students) and include unlimited access for school and district administrators.



### F&P Calculator/Stopwatch

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



## Getting Started Lap Books

Enlarged versions of selected *LLI* little books to facilitate shared reading. (10 each in the *LLI Orange* and *Green* systems.)



## STUDENT RESOURCES

### Take-Home Books

Black and white replicas of all books which allow students to build a home library. (Six copies of each book.)



### Take-Home Bags

Brightly-colored bags for students to carry their Take-Home Books and Fold Sheets. (18 bags.)



### My Writing Books

Support student writing development. (36, 108, and 126 in each system respectively.)



## OPTIONAL PURCHASE OUTSIDE THE PRIMARY SYSTEMS:

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

An efficient alternative to taking a reading record on paper, use the *Reading Record App* to record the following student information:

- oral reading rate and accuracy rate
- self-correction ratio
- fluency score and comprehension score

### The *Reading Record App* conveniently:

- saves the reading record as a PDF
- times the conference and calculates rates and ratios
- records the assessment conference
- syncs data to the *LLI Online Data Management System*
- provides quick reading analysis to the teacher



Download the free *LLI Reading Record App* and then make individual in-app purchases to gain access to system-specific content. Each in-app purchase contains the texts for that system's student books. Apps are available only through Apple iTunes.

## Components of the *LLI* Intermediate Systems

### **RED SYSTEM** *Grade 3 • Levels L–Q*

The books and lessons in the *LLI Red System* begin with level L and continue through level Q. Each level in the *LLI Red System* consists of 28 lessons plus 4 optional test preparation lessons. The lessons provide students with opportunities to read a variety of genres. Students engage in intensive work in comprehension, vocabulary fluency, phonics, word study, and writing about reading. The *LLI Red System* is specifically designed to address the interests and needs of third graders (approximately eight or nine years old), but may be used with older students who are reading below level Q.

978-0-325-02581-4

### **GOLD SYSTEM** *Grade 4 • Levels O–T (Fall 2013)*

The books and lessons in the *LLI Gold System* begin with level O and continue through level T. The *LLI Gold System* is specifically designed to address the interests and needs of fourth graders who are reading below grade level, as well as for ELL students and special education students for whom the lessons meet the educational program specifications. Each level in the *LLI Gold System* consists of 28 lessons plus 4 optional test preparation lessons. Books are written to be appealing to readers approximately nine or ten years old.

978-0-325-02582-1

### **PURPLE SYSTEM** *Grade 5 • Levels R–W (in development)*

The books and lessons in the *LLI Purple System* begin with level R and continue through level W. The *LLI Purple System* is specifically designed to address the interests and needs of fifth graders who are reading below grade level, as well as for English language learners and special education students for whom the lessons meet the educational program specifications. Each level in the *LLI Purple System* consists of 28 lessons plus 4 optional test preparation lessons. Books are written to be appealing to preadolescents (ages 10–12).

978-0-325-02629-3





## INTERMEDIATE SYSTEM COMPONENTS FOR RED, GOLD, AND PURPLE SYSTEMS

### Grades 3–5 • Levels L–W

- 144 Leveled Book Titles (6 copies of each)
- 6 Novels (6 copies of each)
- *System Guide*
- *Lesson Guide, Volumes 1, 2 & 3*
- *Prompting Guide, Part 1 for Oral Reading and Early Writing*
- *Prompting Guide, Part 2 for Comprehension: Thinking, Talking, and Writing*
- *F&P Calculator/Stopwatch*
- Literacy Notebooks (Pack of 96)
- Student Test Preparation Booklets (6 consumable 12-packs)
- Student Portfolios (Pack of 16 to support 4 LLI groups)
- Student Folders (Pack of 16 to support 4 LLI groups)
- Lesson Folders (Pack of 192)
- Word Magnets (903 magnets)
- Whiteboards (Pack of 6)
- Write-On/Wipe-Off and Permanent Markers and Eraser
- Highlighter Strips
- *Technology Package: Professional Development and Tutorial DVDs, and User Guide*
- *Online Resources*
- One-Year Subscription to *Online Data Management System*



Shown: LLI Red System components

### In Development for Middle School Students

#### **TEAL SYSTEM** Grades 6–8 • Levels U–Z

The books and lessons in the LLI Teal System begin with level U and continue through level Z. The LLI Teal System is designed specifically to address the needs of middle and secondary school students who are reading below grade level, as well as for ELL students and special education students for whom the lessons meet educational program specifications. Each level in the LLI Teal System consists of 28 lessons plus 4 optional test preparation lessons. Books are written to be appealing to adolescents (ages 12 and up) and engage them in disciplinary reading.

978-0-325-02860-6



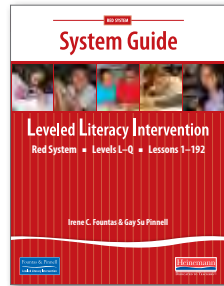
# A Closer Look at the LLI Intermediate System Components

Shown: LLI Red System components

## TEACHER RESOURCES

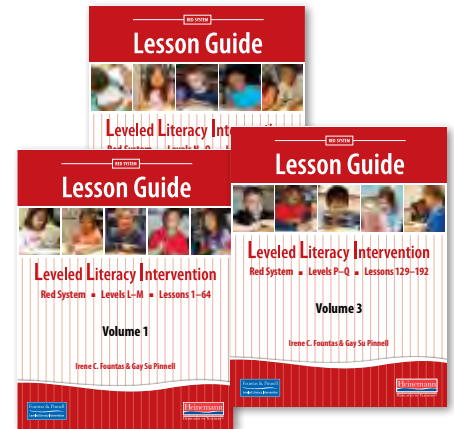
### System Guide

A guide that provides a comprehensive overview of the components and implementation of the LLI System.



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

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



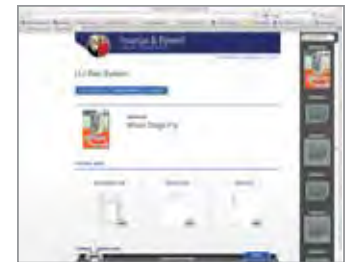
### Technology Package: Professional Development DVD and Tutorial DVD

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



### LLI Online Resources

Resources listed in the “You will need” section of each lesson can be found online. The inclusion of these materials will save you valuable preparation time.



[www.fountasandpinnell.com/resources](http://www.fountasandpinnell.com/resources)



### 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 during reading and writing.

### 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 the secure, web-based data management system is included with the initial purchase of each LLI System. After year one, subscriptions are priced per teacher, per year (unlimited number of LLI students) and includes unlimited access for school and district administrators.



### F&P Calculator/Stopwatch

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



### Student Folders

Folders for storing Reading Records, tracking student data and graphing student progress. (Pack of 16.)



### Lesson Folders

Sturdy, plastic Lesson Folders to store books, lessons, and other ancillary material needed for each lesson. (Pack of 192.)



## STUDENT RESOURCES

### Literacy Notebooks

A 56-page two-way notebook for each level in the system with lined pages, glossary of terms and other reference material to support vocabulary development and writing. (Pack of 96.)



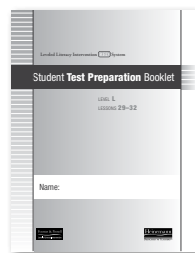
### Word Magnets

Blank sheets of word magnet tiles can be used for phonics/word study activities using permanent or wipe-off markers. (Over 900 magnets, plus marker and eraser.)



### Test Preparation Booklets

Consumable booklets, one for each of the six levels, includes selections and test items for the optional Test Preparation Lessons. (Pack of 12 per level.)



### Magnetic White Boards

Student whiteboards and pens to be used during phonics/word study lessons. (Pack of 6.)



### Student Portfolios

A portfolio for organizing and transporting LLI Books, Literacy Notebooks, class work and homework between school and home. (Pack of 16.)



### Highlighter Strips

For highlighting words or parts of words in phonics/word study activities, and for helping students move their eyes quickly to increase fluency.



## OPTIONAL PURCHASE OUTSIDE THE INTERMEDIATE SYSTEMS:

### Fountas & Pinnell LLI Reading Record App for iPads

An efficient alternative to taking a reading record on paper, use the *Reading Record App* to record the following student information:

- oral reading rate and accuracy rate
- self-correction ratio
- fluency score and comprehension score

The *Reading Record App* conveniently:

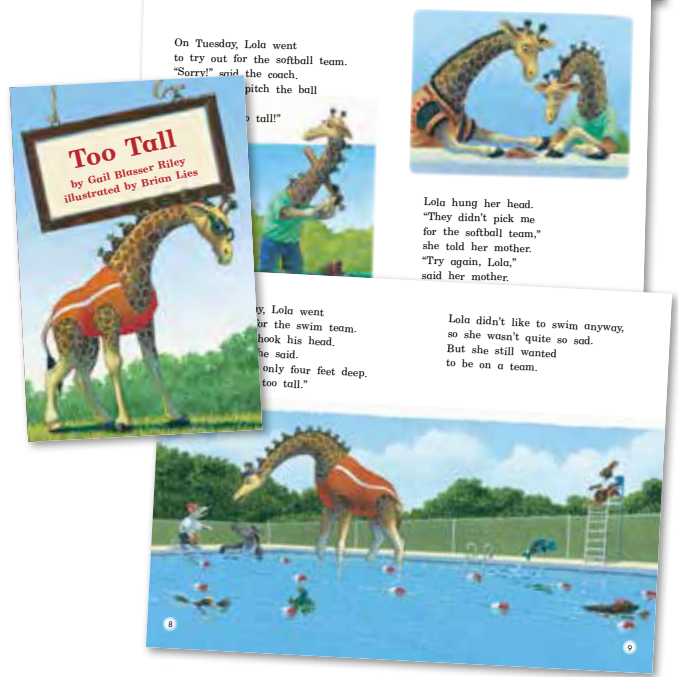
- saves the reading record as a PDF
- times the conference and calculates rates and ratios
- records the assessment conference
- syncs data to the *LLI Online Data Management System*
- provides quick reading analysis to the teacher



Download the free *LLI Reading Record App* and then make individual in-app purchases to gain access to system-specific content. Each in-app purchase contains the texts for that system's student books. Apps are available only through Apple iTunes.

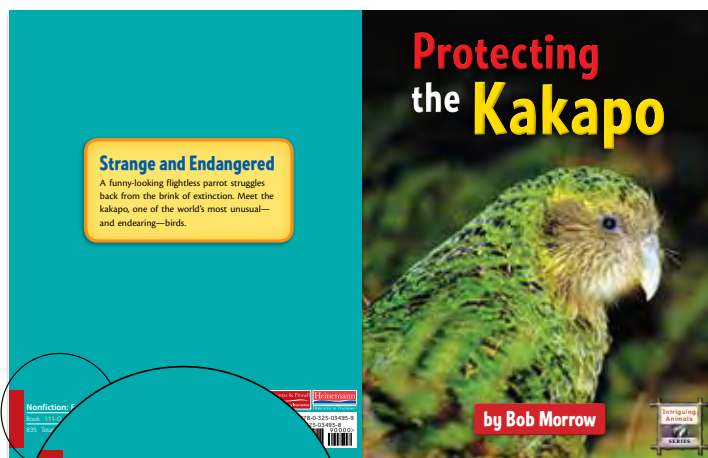
# Instill a love of reading with high-quality, original LLI books

Hundreds of brand-new, engaging leveled books were created exclusively for *Leveled Literacy Intervention* by a team of talented children's authors and illustrators under the direction of Fountas and Pinnell. Each book was carefully sequenced and calibrated to match the text characteristics Levels A–Z on the F&P Text Level Gradient™ (as described in *The Continuum of Literacy Learning, PreK–8*) and to support efficient processing and successful comprehension. Student learning takes place with the foundational support of these engaging leveled books.



## Easy reference on every book

On the back cover of each book, you will find the genre, level, book/lesson number, and number of running words.



Nonfiction: Expository  
 Book 111-O  
 835 Total RW

- The back cover of each book shows:
- genre
  - level, book and lesson number
  - number of running words



# Special Features of the LLI Books

- Primary: 40% nonfiction/60% fiction
- Intermediate and middle grades: 60% nonfiction/40% nonfiction, including graphic texts and two-way books
- Nonfiction text features such as sidebars, graphs, diagrams, maps, and glossaries
- Highly visual with a mix of illustrated and photographic titles
- Developed around high-interest, contemporary topics
- Wide variety of genres, including biography, narrative nonfiction, expository nonfiction, realistic fiction, historical fiction, and fantasy
- Series books, including classic tales, in which students meet recurring characters and topics

To see stages in the development of an LLI book, visit *The Evolution of a Book* at [www.fountasandpinnell.com](http://www.fountasandpinnell.com)

## How Germs Spread

Germs move from your hands to your nose or mouth. Then they're inside of you, and you can get a cold. Try this test to see how easy it is for germs to spread.

### The Germ Test

#### What You Need:

- a plate
- hand lotion
- a cup
- glitter

#### What To Do:

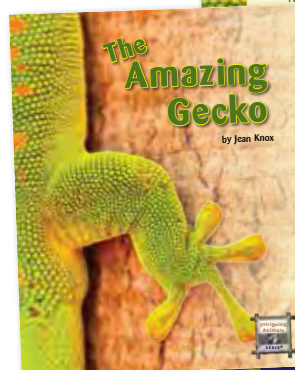
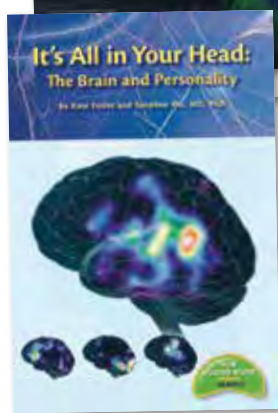
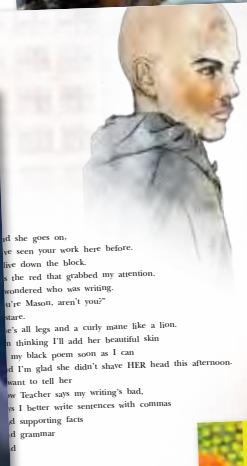
- 1 Pour some glitter onto the plate.
- 2 Rub your hands with lotion.
- 3 Touch the glitter with the palm of your hand. The glitter will stick to your hand.
- 4 Pick up the cup.
- 5 Shake hands with a friend.

Did some glitter stick to the cup? Did some stick to your friend's hand? Germs spread in the same way.



## How to Hear Through Walls

Can this wire tell you what's going on in the next room? You can't hear through the walls.



## Powerful Toes

Geckos are amazing acrobats. They can hang upside down from a ceiling or tree branch by only one toe. They can run straight up a wall without falling off. Yet a gecko's feet feel soft and smooth, not sticky. How do they perform such tricks?

New tools and technology called **nanotechnology** have made it possible for scientists to study extremely small things. With powerful microscopes, scientists have discovered tiny hairs on a gecko's toes. The pad of each toe is covered with millions of these hairs. And each one of these hairs branches into hundreds of tiny flat tips.

**Fun Fact**  
A gecko's feet may be sticky, but they're very clean. That's because dirt doesn't stick to the hairs on a gecko's feet.



When a gecko plants its feet on a wall, the millions of hairs on its toes spread out and stick to the wall. As it moves, the gecko changes the angle of its toes and they quickly come unstuck.

Now that scientists know how the gecko's toes work, they have begun to use this research to create products that can help people in their daily lives.

**Fun Fact**  
The only surface a gecko's feet can't stick to is Teflon, the coating that keeps food from sticking to pots and pans.

The close-up illustration shows what the hairs on the gecko's toe pad look like.

# Engage your students with these beloved fiction

## Series Books

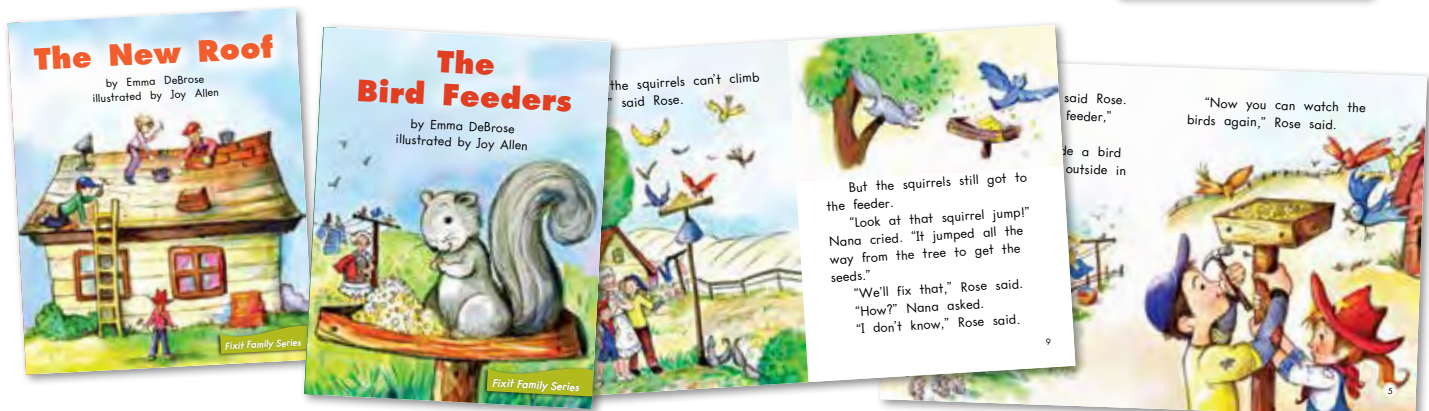
A unique feature of *LLI* is the large collection of series books. Series books promote thinking across texts and increase student engagement.

- Students become interested in the topics, characters, or plots and are motivated to read more.
- As students move through a series, they experience the satisfaction of bringing a great deal of background knowledge to reading.
- Readers get to know characters and are better able to talk about their characteristics and infer their feelings and motivations.
- Students have the experience of reading connected text over time.
- Readers learn the process of making many connections between texts—typical situations, problems, settings, character traits, styles of writing, and illustrations.

### The Moosling Series: *LLI Blue System*



### From the Fixit Family Series: *LLI Blue System*



The beloved *Meli* series begins with a *Getting Started* book and spans both the *Green* and *Blue systems*



### The Orson and Taco Series: *LLI Green System*



# and nonfiction LLI series books

## From the Remarkable Inventions and Mrs. O's Class Series: LLI Red System



## Graphic Texts

Intermediate readers respond to the contemporary graphic text format.



## Classic Tales Series

Classic Tales Series Books in the LLI K-3 Systems include Reader's Theater scripts to promote expression and fluent reading.



## Two-Way Books

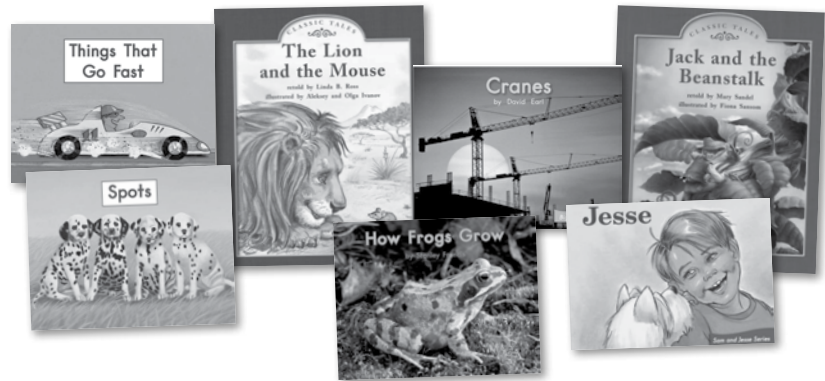
Two-way books present a topic in two different forms for intermediate students to compare and contrast.



## Additional Books in the LLI Systems

### Primary: Take-Home Books

High-quality black-and-white versions of the leveled books are provided as part of the LLI Orange, Green, and Blue systems for students to read at home. Students are able to build a home library of books they can read over and over.



### Primary: Getting Started Books

The LLI Orange and Green systems contain 10 Getting Started books—11" x 13" lap books that facilitate shared reading of a text, with a matching small book to help students move toward independence.



### Intermediate Novel Study

#### Build Stamina For Reading Longer Texts

Carefully selected novels authored by well-known children's authors are included in the intermediate systems of LLI to support students in sustained reading of longer works of literature.

Novel Study provides students the opportunity to:

- Engage in an in-depth study of high-quality, full length novels.
- Establish a community of readers centered on high-interest, relevant novels.
- Build reading competencies through the reading of steadily increasing text complexity.



Three novels selected for the LLI Red System.

Available Separately

### The Fountas & Pinnell LLI Choice Libraries

Increase motivation with student choice

150 carefully selected fiction and nonfiction trade books for intermediate and middle school readers

to independently choose. Many of these high-interest books are from well-known series or by familiar authors. An accompanying *Guide to Independent Reading* for teachers includes a comprehensive list by title, author, genre, and level, as well as detailed summaries with prompts that teachers can use to generate thinking, talking, and writing about the books.







*“When students read high-interest texts that are carefully selected and sequenced, teaching can be efficient and effective.”*

*—Irene C. Fountas and Gay Su Pinnell*

**Efficient.**

# Implementing *Leveled Literacy Intervention*

**When implementing LLI**, the first goal is to identify the lowest-achieving students and find the instructional reading level for each of them. Before a student enters *LLI*, his or her instructional and independent reading levels must be assessed. The more precise you the initial systematic assessment, the more effective teaching will be.

## The *Fountas & Pinnell Benchmark Assessment System*

Fountas and Pinnell recommend that schools use the *Fountas & Pinnell Benchmark Assessment System* (1 or 2) to determine the instructional reading level for each student. Both the *Fountas & Pinnell Benchmark Assessment System* and *Leveled Literacy Intervention* are underpinned by the F&P Text Level Gradient™. The *Fountas & Pinnell Benchmark Assessment System* provides critical information on every child's strengths and needs in the areas of processing strategies, comprehension, and fluency. In addition, specific optional assessments are included for diagnostic purposes.

**Additional purchase outside the LLI System**  
Visit [www.fountasandpinnell.com](http://www.fountasandpinnell.com) to learn more about the *Fountas & Pinnell Benchmark Assessment System*.



*Benchmark Assessment System 1*  
Grades K-2, Levels A-N / 978-0-325-02776-0



*Benchmark Assessment System 2*  
Grades 3-8, Levels L-Z / 978-0-325-02796-8

## Using Other Assessment Systems

For schools that do not have access to the *Fountas & Pinnell Benchmark Assessment System*, teachers can:

- Use other benchmark assessments you have in your school or district.
- Use the information from any alternative assessments used in the district (e.g., Letter Identification, Phoneme Awareness).

Many publishers provide correlation charts to connect their assessment systems with the Fountas and Pinnell levels. In the FAQ section of the website [www.fountasandpinnell.com](http://www.fountasandpinnell.com) there is a Grade-Level Equivalence Chart. However, the *Fountas & Pinnell Benchmark Assessment System* levels and the Reading Recovery® levels are the most reliable and the most closely matched with this intervention.

# Selecting Students for the Intervention

**Schools may have many** students who do not meet expectations for grade level reading, or cannot fully participate and learn from the level of instruction in the classroom. These students benefit from *LLI*.

## Fountas & Pinnell Instructional Level Expectations for Reading

Figure 2 shows a child's expected reading level. If a student is reading below the level indicated you may want to select them for *LLI*.

Some schools may have higher grade-level expectations than are indicated on Figure 2. Schools and districts should use this chart as a guide as these are approximations and are not to be used in rigid ways. Keep these grade level goals in mind but be flexible based on your school district goals and teacher professional judgment.

KEY	
	Exceeds Expectations
	Meets Expectations
	Approaches Expectations: Needs Short-Term Intervention
	Does Not Meet Expectations: Needs Intensive Intervention

The *Instructional Level Expectations for Reading* chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
<b>Grade K</b>		C+	D+	E+
		B	C	D
		A	B	C
				Below C
<b>Grade 1</b>	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
<b>Grade 2</b>	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
<b>Grade 3</b>	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
<b>Grade 4</b>	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
<b>Grade 5</b>	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
<b>Grade 6</b>	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
<b>Grade 7</b>	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
<b>Grade 8</b>	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

Figure 2

# Management of LLI

## Forming and Scheduling of LLI Groups

In forming LLI groups, it is ideal to meet individual needs and provide the very specific instruction each reader needs to move forward. Once the instructional levels of the students are determined, small groups of readers who are similar enough that teachers can begin lessons at a particular level can be formed. Intensive individual tutoring is recommended for readers who are struggling the most in grade 1; other students who also need help can be served in intervention groups.

*Small groups are recommended so teachers can:*

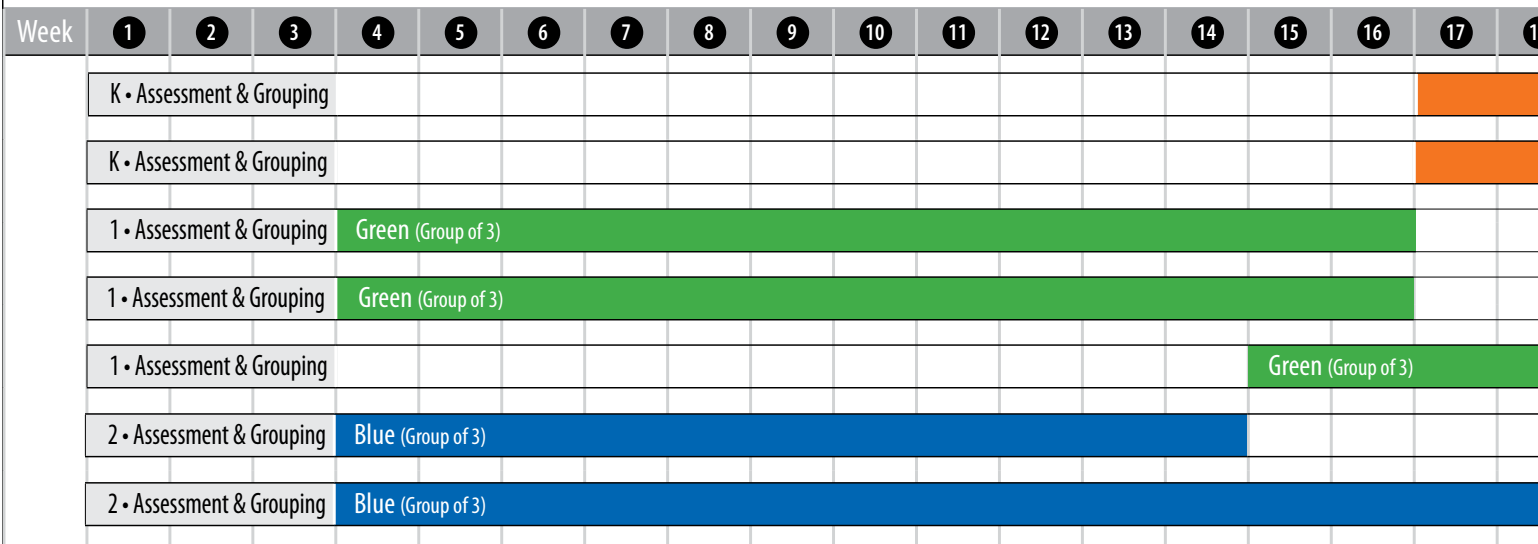
- Observe closely and provide strong individual support.
- Keep all students in the group highly engaged throughout the lesson.

- Use precise language to prompt for effective for reading strategies while listening in to individual readers.
- Observe closely and interact with students as they write to support the development of writing strategies.
- Promote interaction among students.
- Maintain efficiency in time management.

It is important that the daily LLI lessons are a supplement to, not a substitute for, classroom small-group reading instruction. Good, consistent small-group teaching in the classroom is a key factor in supporting ongoing learning. Supplementary teaching allows the students to make faster-than-average progress and catch up with their peers. Readers who struggle need to participate in both classroom reading instruction and intensive LLI instruction to close the achievement gap.

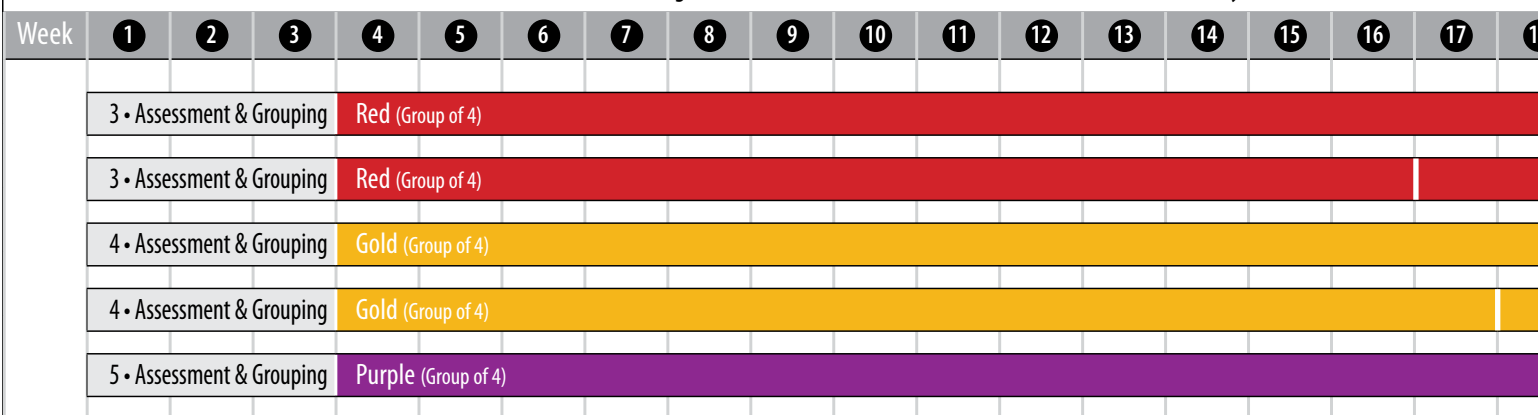
**Figure 3: One Primary Intervention Teacher with Five Teaching Slots Per Day**

This chart illustrates four, 30-minute teaching slots across a 36-week school year.



**Figure 4: One Intermediate Intervention Teacher with Five Teaching Slots Per Day**

This chart demonstrates how one intervention teacher with five teaching slots works with 52 students over the course of one school year.



For each teaching slot in the schedule, teachers will be able to work with one group. As students reach grade-level performance, another group will enter the teaching slot. Figures 3 and 4 demonstrate how one primary and one intermediate intervention teacher schedule their *LLI* groups over the course of the school year.

## Entering the System

Assessments should be used to determine a starting point. It is critical to begin your instruction at an appropriate level and with appropriate emphases. This means that teachers may start with the intervention at the beginning of any level. It is important to start at a level where you are confident the students will find success.

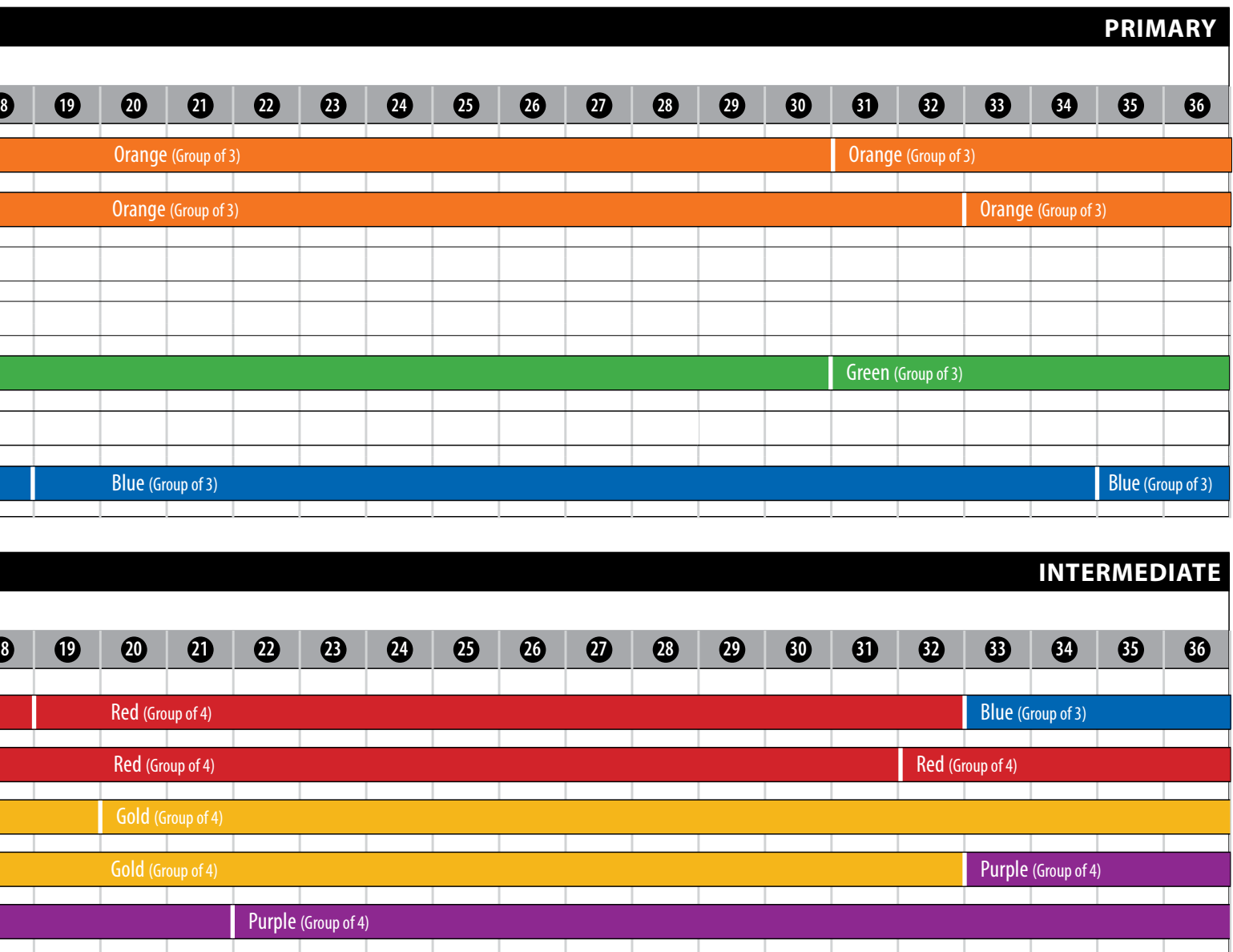
## Progress Monitoring

Daily progress monitoring will inform teaching. Monitor the progress of students through the weekly use of reading records with one student from each group every week. The Progress

Monitoring and Comprehension Reports available via the Online Data Management System can be used to graph the student's progress across the reading levels in *LLI*.

## Amount of Time in LLI

The approximate amount of time students need in *LLI* is related to the entry level and the distance to grade-level performance. Most students in *LLI* should reach grade level in 12–24+ weeks with daily lessons and strong teaching, depending upon how far below grade level they enter the system. If students enter one or more years below grade level, students should experience significant progress, but they may not reach grade level quickly. Teachers may decide to keep the students a few weeks longer if they are approaching grade level performance, but keep in mind that this will delay the entrance of other students needing the intervention, or shorten the amount of time they are able to spend in the system.



# Teaching Within LLI

**LLI is a literacy intervention system.** Through systematically designed lessons, *LLI* supports learning in both reading and writing, and helps students expand their knowledge of language and of words and how they work. The lesson framework of *LLI* provides smooth, well-paced lessons that scaffold highly efficient and effective instruction. Students also benefit from the predictability of the lesson structure and know what to expect in the instructional routines.

There are various types of lesson structures in the *LLI* systems.

### Primary Systems:

- Getting Started Lessons (*LLI Orange* and *Green* systems)
- Odd-Numbered Standard Lessons
- Even-Numbered Standard Lessons

### Intermediate Systems:

- Odd-Numbered Standard Lessons
- Even-Numbered Standard Lessons
- Novel Study Lessons
- Optional Test Preparation Lessons

## PRIMARY—ORANGE, GREEN, AND BLUE SYSTEMS

### Getting Started Lessons

The first ten lessons in the *LLI Orange* and *Green* Systems engage students and facilitate shared reading of a text, with a matching small book to help students move toward independence.

#### Plan for Getting Started Lessons (Lessons 1-10)

<i>Approximate Time:</i>	30 Minutes
<b>Rereading Books</b>	5 minutes
<b>Phonemic Awareness/Phonics</b>	5 minutes
<b>New Book (Lap Book and small books)</b>	8 minutes
<b>Writing About Reading</b>	7 minutes
<b>Letter/Word Work</b>	5 minutes

### Odd- and Even-Numbered Standard Lessons

Within the *standard lessons*, there are two types of 30-minute lesson frameworks: one for odd-numbered lessons, one for even-numbered lessons. The majority of the *LLI* lessons follow this framework. The odd- and even-numbered lessons include reading, writing about reading, discussion of meaning, vocabulary, fluency, phonics, word study, and comprehension (with extensive use of oral language throughout).

Plan for Odd-Numbered lessons	Plan for Even-Numbered Lessons
<i>Approximate Time: 30 Minutes</i>	
<b>Rereading Books</b> 5 minutes	<b>Rereading Books and Assessment</b> 5 minutes
<b>Phonics/Word Study</b> 5 minutes	<b>Phonics/Word Work</b> 5 minutes
<b>New Book (Instructional Level)</b> 15 minutes	<b>Writing About Reading</b> 15 minutes
<b>Letter/Word Work</b> 5 minutes	<b>New Book (easier level)</b> 5 minutes
	<b>Optional Letter/Word Work</b> <i>If time allows</i>

45-Minute Standard Lesson Framework	
Standard Lesson (Odd-Numbered)	Standard Lesson (Even-Numbered)
<b>Discussion of Yesterday's New Book</b> <i>5 minutes</i>	<b>Revisiting Yesterday's New Book</b> Choose one: • Comprehension, Vocabulary, Fluency <i>5 minutes</i>
<b>Revisiting Yesterday's New Book</b> Choose one: • Comprehension, Vocabulary, Fluency <i>5 minutes</i>	<b>Rereading and Assessment</b> <i>5 minutes</i>
<b>Phonics/Word Study</b> <i>10 minutes</i>	<b>Writing About Reading</b> <i>15 minutes</i>
<b>Reading New Book (Instructional Level)</b> • Introducing the Text • Reading the Text • Discussing and Revisiting the Text • Teaching Point <i>25 minutes</i>	<b>Phonics/Word Study</b> <i>10 minutes</i>
	<b>Reading New Book (Independent Level)</b> • Introducing the Text • Reading the Text <i>10 minutes</i>

## Odd- and Even-Numbered Standard Lessons

Within the *standard lessons*, there are two types of 45-minute lesson frameworks: one for odd-numbered lessons, one for even-numbered lessons that focus on reading, discussion of meaning, vocabulary, fluency, phonics, word study and the extensive use of oral language throughout.

45-Minute Novel Lesson Framework			
Day 1	Day 2	Day 3	Day 4
<b>Discussion of Yesterday's New Book</b> <i>5 minutes</i>	<b>Revisiting Yesterday's Reading</b> Choose one: • Comprehension, Vocabulary, Fluency <i>5 minutes</i>	<b>Revisiting Yesterday's Reading</b> Choose one: • Comprehension, Vocabulary, Fluency <i>5 minutes</i>	<b>Revisiting Yesterday's Reading</b> Choose one: • Comprehension, Vocabulary, Fluency <i>5 minutes</i>
<b>Revisiting Yesterday's New Book</b> Choose one: • Comprehension Vocabulary, Fluency <i>5 minutes</i>	<b>Reading a New Section</b> • Introducing the Text • Reading the Text • Discussing and Revisiting the Text • Introduction to and Assignment of Reading <i>40 minutes</i>	<b>Reading a New Section</b> • Introducing the Text • Reading the Text • Discussing and Revisiting the Text • Introduction to and Assignment of Reading <i>40 minutes</i>	<b>Concluding Discussion</b> • Reflections on the Book <i>10 minutes</i>
			<b>Writing About Reading</b> <i>30 minutes</i>
<b>Reading a New Book</b> • Introducing the Text • Reading the Text • Discussing and Revisiting the Text • Introduction to and Assignment of Reading <i>35 minutes</i>			

## Novel Study Lessons

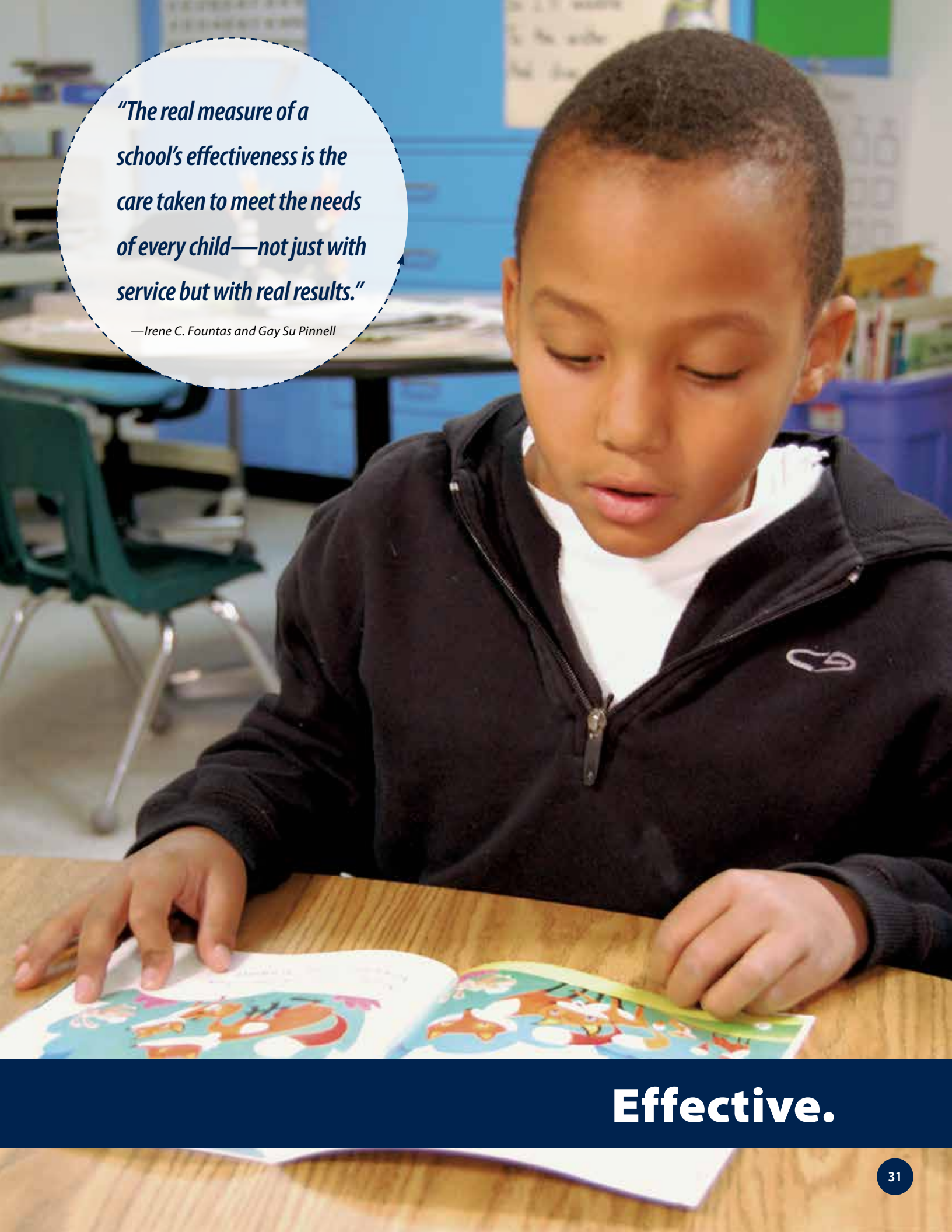
The framework of the novel study sequence is similar to the standard lessons but has been adjusted to accommodate the reading of a chapter book over four days, along with book club discussions. At the end of each level, students spend four days reading a longer chapter book, one that has been carefully selected for its potential to help students think deeply about texts and build stamina by reading a text over several days.

## Optional Test Preparation Lessons

The optional test preparation lessons have their own framework, designed to support students as they learn and practice test-taking strategies to help them meet the demands of standardized testing. The lessons are designed to support students' reading and writing competencies on standardized tests.

<b>45-Minute Test Preparation Lesson Framework</b>			
<b>Day 1</b> <b>(familiar text)</b>	<b>Day 2</b> <b>(unfamiliar text)</b>	<b>Day 3</b> <b>(familiar text)</b>	<b>Day 4</b> <b>(unfamiliar text)</b>
<b>Think together</b> • multiple-choice items <i>5 minutes</i>	<b>Think together</b> • multiple-choice items <i>5 minutes</i>	<b>Think together</b> • constructed-response items <i>5 minutes</i>	<b>Think together</b> • constructed-response items <i>5 minutes</i>
<b>Have a Try</b> <i>10 minutes</i>	<b>Have a Try</b> <i>10 minutes</i>	<b>Have a Try</b> <i>10 minutes</i>	<b>Have a Try</b> <i>10 minutes</i>
<b>On Your Own</b> <i>30 minutes</i>	<b>On Your Own</b> <i>30 minutes</i>	<b>On Your Own</b> <i>30 minutes</i>	<b>On Your Own</b> <i>30 minutes</i>



A young boy with short dark hair, wearing a black zip-up hoodie over a white shirt, is sitting at a wooden desk in a classroom. He is looking down at an open book with colorful illustrations of fish and coral. The background shows a typical classroom setting with blue lockers, a green chair, and a desk. A circular callout box is overlaid on the top left of the image.

*“The real measure of a school’s effectiveness is the care taken to meet the needs of every child—not just with service but with real results.”*

—Irene C. Fountas and Gay Su Pinnell

**Effective.**



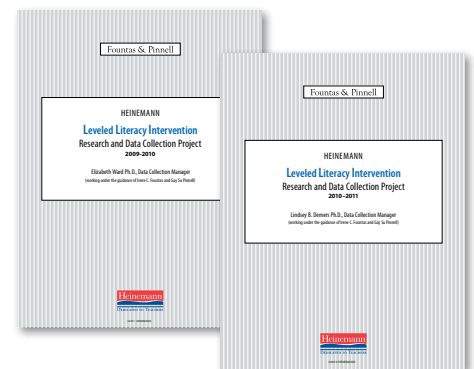
**LLI** turns struggling readers into **successful readers.**

## Heinemann Data Collection shows **significant gains** in reading progress with *Leveled Literacy Intervention K–2*

The Heinemann *LLI* Data Collection Project, conducted by researchers working with Heinemann under the direction of Irene Fountas and Gay Su Pinnell, confirms the reading gains for students enrolled in *Leveled Literacy Intervention (LLI) K–2* in school districts across the United States and Canada since 2009. Data on student demographics, teacher experience, implementation parameters, and performance data for *LLI* students was self-reported and analyzed by the researchers. Each student’s reading progress was determined by looking at their pre- and post-*LLI* instructional reading levels (ranging from Pre-A to Z) on the F&P Text Level Gradient™.

Students varied widely by geographic area, age, and degree to which they were reading below grade level. Overall, researchers found that these *LLI* students are gaining **twice the amount of reading progress in half the time** when compared with typical reading progress (Fountas and Pinnell 10-Month Instructional Level Goals). For example, in Denver Public Schools during the 2009-2010 school year, 85.8% of *LLI* students demonstrated an instructional reading level at least three levels higher than their pre-*LLI* levels and 25.8% of the *LLI* students had advanced their reading skills seven or more levels.

At all grade levels, researchers continue to find that *LLI* students move forward at an accelerated pace. Visit [www.fountasandpinnell.com/research](http://www.fountasandpinnell.com/research) for the results of the complete (and ongoing) Heinemann Data Collection Project.



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

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.

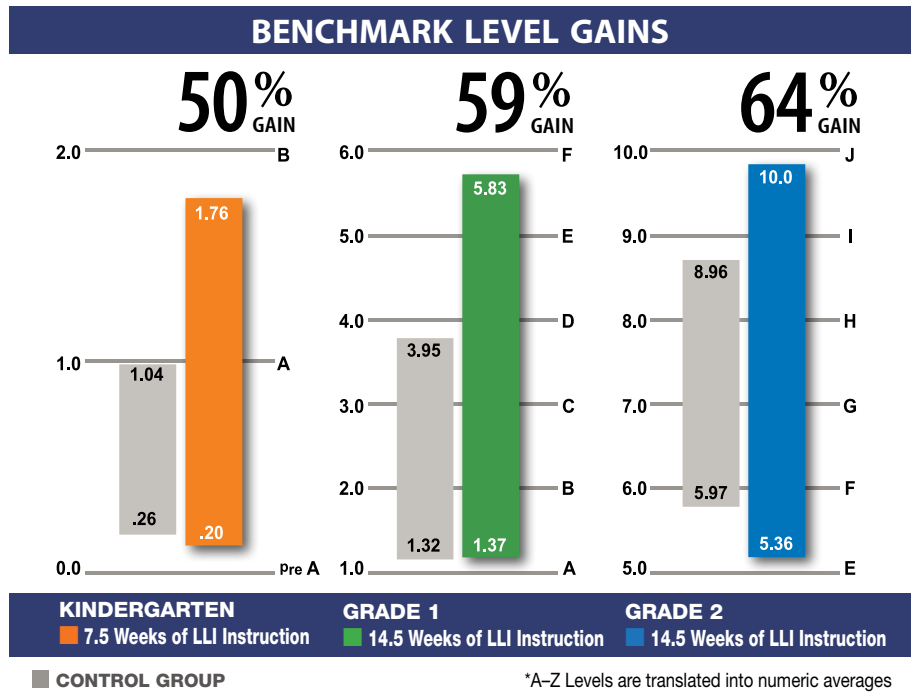
The study was conducted during the 2009–2010 school year in the rural Tifton County Schools, in GA, and the Enlarged City School District of Middletown, in NY. In both locations students participating in *LLI* had gains significantly above their counterparts in the control group.

“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 English language learners, those who are eligible for special education services, and those who are economically disadvantaged.”



### Read the Full Report

The full report of this independent study is included in the comprehensive *LLI* sampler, and available at [www.fountasandpinnell.com](http://www.fountasandpinnell.com)



*“This study found robust effects on the LLI Benchmarks across all grade levels for students who received LLI.”*

—Dr. Carolyn Ransford-Kaldon  
Center for Research in Educational Policy  
University of Memphis



The Center for Research in Educational Policy’s report on *LLI* was evaluated and is recommended by The National Center on Response to Intervention (NCRTI).

# Committed to Your Expertise—Professional Development

**The single most important factor in students’ literacy success** is skillful, informed teaching. Heinemann’s professional development offerings are based on the concept of continuing professional learning—student achievement rises dramatically when teachers work in climates of collegiality and continual improvement. Fountas and Pinnell are committed to helping build professional learning communities through long-term, embedded, sustainable professional development.

## Embedded Professional Development

- Program/System Guides—offer guidance and suggestions for implementing the *LLI* systems.
- Professional Development and Tutorial DVDs—support your work individually or with a study group of professionals.
- *When Readers Struggle: Teaching That Works* (Primary Systems) and *When Readers Struggle, L–Z: Teaching That Works* (Intermediate Systems, in press for optional purchase)—comprehensive tools for learning about a variety of difficulties readers have and how your teaching can move them forward.
- *Prompting Guide, Part 1 for Oral Reading and Early Writing, K–8* and *Prompting Guide, Part 2 for Comprehension: Thinking, Talking, and Writing* (Intermediate Systems)—contain precise language to teach for, prompt for, and reinforce reading and writing skills.
- [Fountasandpinnell.com](http://Fountasandpinnell.com)—for product support/updates and to connect with teachers in the Fountas and Pinnell community.
- Professional Development Calendar—provides monthly suggestions for your continued growth as an *LLI* teacher.

## Off-site Multi-day Institutes

### *Additional Professional Development purchases outside the System*

These single- or multi-day learning experiences with Fountas and Pinnell provide additional insight into their work and a deeper understanding of literacy learning. Expand the outcomes of your practice and the results for your students with these compelling professional development opportunities.

### **Multi-day Institutes:**

- A Comprehensive Study of the *LLI Primary Systems*
- Introducing the *LLI Intermediate Systems*

## On-site School-based Seminars

### *Additional Professional Development purchases outside the System*

Fountas and Pinnell have brought together an extraordinary cadre of Professional Development Consultants to present their school-based seminars. Each consultant is an experienced educator and master presenter with an extensive background in literacy and staff development. A school-based seminar is an invaluable opportunity for your staff to work together, share experiences, and foster a community of learners.

### **On-site Teacher Seminars:**

- *LLI Primary Systems* Professional Development
- *LLI Intermediate Systems* Professional Development

*LLI* on-site seminars include three days of training (two days of intensive learning plus one follow-up day) to give participants an in-depth understanding of a particular *LLI* system. Topics include an overview of the lesson framework, assessing and grouping students, teaching within the *LLI* lessons, 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.

### **On-site Administrator Seminar:**

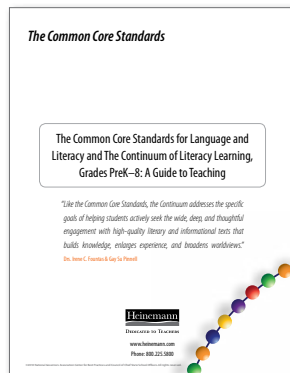
- The Role of the Principal in the Implementation of *LLI*.

Administrators play an important role in determining the success of school initiatives, including the implementation of *LLI*. In order to support the implementation process, administrators must have a solid understanding of *LLI*, its potential impact, and how to support those providing the intervention. This seminar will provide an overview of *LLI*, suggest ways to support shifts in teaching, and how to facilitate implementation of *LLI*. Additionally, it will provide specific checklists of things to look for in an effective *LLI* lesson and how to support a variety of learning experiences for teachers.

# Leveled Literacy Intervention and the Common Core State Standards

**Fountas and Pinnell’s work is grounded in the development of teacher expertise** and coherence of instructional contexts. Common language and common goals provide coherence in children’s instructional programs. Comprehensive literacy approaches in which the efforts of every teacher a child works with are complementary and enable students to make progress is important for all children, but critical for struggling readers and writers. With this in mind it is crucial for both classroom teachers and intervention teachers to share common language and goals. *The Continuum of Literacy Learning* is an invaluable tool for creating common language and planning teaching based on the behaviors and understandings to notice, teach, and support. **LLI supports what is being taught in the core classroom and helps meet the Common Core State Standards by bringing struggling readers to grade-level proficiency.** At the end of each LLI

lesson the specific behaviors and understandings required for children to read successfully at that level are provided from *The Continuum of Literacy Learning*. Like the Common Core State Standards, *The Continuum* addresses the specific goals of helping students actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. An alignment of the Common Core State Standards for Language and Literacy with *The Continuum of Literacy Learning* is available at [www.fountasandpinnell.com](http://www.fountasandpinnell.com)



*“Our Continuum of Literacy Learning, PreK–8 describes the competencies of proficient readers, writers, and language users and how they develop over time. When you teach for these competencies, you will address the Common Core State Standards and much more.”*

—Irene C. Fountas and Gay Su Pinnell

**There is a strong relationship** between the Common Core State Standards for Language and Literacy and Fountas and Pinnell’s *The Continuum of Literacy Learning*. The goal of both documents is to ensure that all students are college-and career-ready literate no later than the end of high school. The curricular goals specifically detailed in the Continuum reach for this high level of skill by the end of eighth grade.

The two documents are similar in their goals but have different purposes:

**The Common Core State Standards** set requirements for English language arts as well as for literacy in history/social studies, science, and technical subjects. They lay out a broad vision of what it means to be a literate person and so represent the overall goals of every language arts curriculum.

**The Continuum of Literacy Learning, PreK–8** (Pinnell and Fountas 2008, 2011) also addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A through Z). It is an “in the hand” teaching tool.



# Leveled Literacy Intervention Within a Comprehensive Educational System

**Fountas and Pinnell view LLI within a multilayered system** that embraces highly effective classroom teaching and multiple interventions—some individualized, like Reading Recovery®, others supportive in systematic ways—as a way to help all children who are having difficulty learning to read and write.

## Collaboration is Key—Multi-tiered System of Support

Districts and schools can incorporate LLI into their present system, with these goals in mind:

- Help teachers learn to plan and implement small-group lessons that are very efficient and effective.
- Help teachers learn the value of a well-selected sequence of texts.
- Help a large number of students enter the world of literacy.
- Suggest language that will help teachers learn precise ways of teaching that they can internalize and apply in many instructional settings.
- Create a system within which multiple needs, at many levels, can be met.

Grade Level	All Students	Students Who Need Extra Literacy Support	
<b>K</b>	Good Classroom Teaching	LLI	For Lowest Achieving
<b>1</b>	Good Classroom Teaching	Reading Recovery, if available	For Lowest Achieving
		LLI to Level J	For Lowest Achieving not in Reading Recovery
<b>2</b>	Good Classroom Teaching	LLI to Level N	For Lowest Achieving, including Special Education and ELL
<b>3</b>	Good Classroom Teaching	LLI to Level Q	For Lowest Achieving, including Special Education and ELL
<b>4</b>	Good Classroom Teaching	LLI to Level T	For Lowest Achieving, including Special Education and ELL
<b>5</b>	Good Classroom Teaching	LLI to Level W	For Lowest Achieving, including Special Education and ELL
<b>6–8+</b>	Good Classroom Teaching	LLI to Level Z	For Lowest Achieving, including Special Education and ELL

## Powerful Tools in Your Response To Intervention (RTI) Plan

### Leveled Literacy Intervention and Benchmark Assessment System

RTI provides strong classroom teaching combined with defined levels of intervention that are carefully planned and monitored. The basic intent of RTI is to provide the intensive intervention that struggling readers need to catch up with their grade-level achieving peers before they are referred for special education services. In 2004, federal funding became available to support RTI.

**Long known for their extensive research** and work with teachers worldwide, Fountas and Pinnell have developed powerful tools to meet the challenges of RTI. The combination of *Leveled Literacy Intervention* with *Benchmark Assessment System* is an ideal fit for RTI models:

- High-quality classroom instruction is supported by Fountas & Pinnell professional development books and seminars.
- BAS, including *The Continuum of Literacy Learning*, enables teachers to closely monitor students' reading growth and to plan for responsive teaching. *The Continuum* is the framework for both excellent classroom teaching and tiers of intervention.
- Using *The Continuum of Literacy Learning* as a common assessment and planning tool enables all members of the RTI team to work in a coordinated way. Classroom teaching and layers of intervention can be aligned using this comprehensive description of language and literacy learning from school entry through grade 8.
- LLI was designed by Fountas and Pinnell to provide systematic, sequenced, intensive instruction to help struggling readers make the accelerated progress they need.

*LLI is usually implemented as a Tier 2 intervention but its flexible design allows for it to be used as part of a Tier 3 intervention.*

# Fundamental Principles of RTI and Their Relationship to Fountas and Pinnell’s Research-based Literacy Resources

Fundamental Principles of Response to Intervention (RTI)	How <i>Leveled Literacy Intervention (LLI)</i> , <i>Benchmark Assessment System (BAS)</i> , and <i>The Continuum of Literacy Learning Support</i> RTI
Prevent language and literacy problems (International Reading Association)	<p><i>BAS</i> is used at the earliest levels of literacy, enabling teachers to identify the neediest students and begin intervention early. Early intervention prevents a widening of the gap and can be most effective in preventing longer-term literacy difficulties.</p>
Assessments that can inform language and literacy instruction meaningfully (International Reading Association)	<p><i>BAS</i> provides a systematic, research-based set of assessments of a wide range of literacy tasks, including reading level, phonemic awareness, fluency, letter/sound knowledge, and vocabulary.</p> <p>During daily <i>LLI</i> lessons, teachers observe behaviors from <i>The Continuum of Literacy Learning</i>. Every lesson includes a section that provides suggestions for observational assessment across the lesson or additional assessment tips, as needed. Every other day, teachers administer a standardized reading record assessment that parallels <i>BAS</i> in administration, scoring, and analysis.</p>
Effective, intensive, evidence-based early intervention	<p>Research evidence based on the <i>LLI</i> lesson design indicates effectiveness of intervention enabling most students to reach grade level competencies in 14–20 weeks.</p> <p>Lessons are 30 minutes, daily, and intensive. Lessons are highly effective because of the seamless implementation of <i>BAS</i>, <i>The Continuum of Literacy Learning</i>, and <i>LLI</i>.</p> <p>The support provided by <i>The Continuum of Literacy Learning</i> enables teachers to become more analytic of reading strengths and needs and more reflective about the effects of the teaching on student competencies, thus enabling them to be highly effective in improving student achievement.</p>
Data-based documentation used to monitor student progress	<p>Data-based documentation is accomplished daily by utilizing observational assessment and reading records. Small groups of three or less enable teachers to do more effective observation and responsive teaching.</p>
Accelerated reading growth, utilizing AYP criteria	<p>Accelerated reading growth is documented through the <i>LLI Online Data Management System</i> which facilitates data entry and regular monitoring, reporting and graphing of both group and student progress according to AYP criteria. Expectation charts are also part of the <i>LLI Online Data Management System</i>.</p>
High-quality professional development for teachers of low-performing students	<p><i>LLI</i> includes two Professional Development DVDs that feature step-by-step tutorials on coding, scoring, and analyzing reading behaviors from reading records and sample lessons that model instructional practices.</p> <p>Professional development links at the end of each <i>LLI</i> lesson refer teachers to professional readings and/or the DVD in order to expand their understanding.</p> <p><i>When Readers Struggle: Teaching that Works</i> provides the theoretical rationale and precise teaching support and is included in each <i>LLI</i> primary system.</p> <p>The <i>Prompting Guide Part 1 for Oral Reading and Early Writing</i>, included in each <i>LLI</i> system, enables teachers to develop the effectiveness of their teaching interactions.</p> <p>Heinemann offers several levels of onsite and offsite professional development services.</p>
Dynamic, positive, and productive collaboration among professionals with relevant expertise in language and literacy (International Reading Association)	<p>The universal nature of Fountas &amp; Pinnell professional books enables all members of team to participate in professional development and problem-solving. With a common assessment, <i>BAS</i>, it is possible to have a conference about which strategies students are using and neglecting, thus supporting a well-coordinated approach to teaching.</p>

# Fountas & Pinnell Literacy Resources—A True Alignment of

**Fountas & Pinnell literacy resources are a cohesive** and coherent set of tools to make teaching effective, efficient and transformative—a truly comprehensive instructional management system for articulating and aligning the goals and instructional approaches of teachers and school leaders, with common understandings and common language. When all teachers are using the same instructional goals, they are able to implement mutually targeted instruction and avoid the potential confusion for the most vulnerable learners. The Fountas & Pinnell literacy resources address each of these important aspects of RTI:

## 1 Universal Screening and Progress Monitoring

**An RTI approach demands assessment that meaningfully** informs language and literacy instruction. In addition, there must be a “comprehensive, systemic approach to language and literacy assessment and instruction.” (International Reading Association) *BAS* is the only assessment system that meaningfully links assessment to targeted teaching with *The Continuum of Literacy Learning*. Students’ progress is matched to the comprehensive and detailed descriptions of behaviors and understandings in *The Continuum*. This document describes expectations for progress that provide a foundation for progress monitoring in classroom and intervention instruction.

*BAS* reliably determines the independent and instructional reading levels of all students based on the F&P Text Level Gradient™. Through the reading of original, engaging, precisely-leveled books and a unique Comprehension Conversation the assessment yields detailed records of students’ literacy behavior and reveals critical information in processing strategies, comprehension, and fluency.

*BAS* enables school systems to ensure that they have done a thorough job of screening for children who need intervention. It can be used three or four times during the school year to determine appropriate reading levels and it serves as both formative and summative assessment. *LLI* includes systematic, regularly-applied assessment to assure progress monitoring.

## 2 Alignment of Instructional Approaches

**A hallmark of high quality RTI plans is alignment of goals.** Research on pull-out programs suggests that one reason why things haven’t always worked well is a lack of sufficient coordination. (Allington,1994; Davis & Wilson, 1999 in Shanahan in Fuchs, Fuchs & Vaughn).

Fountas and Pinnell professional books and seminars, *BAS*, *The Continuum of Literacy Learning*, and *LLI* are designed to work together so alignment of precise instructional goals is possible.

*BAS* enables teams to use data as evidence to provide the “best and most appropriate response to students’ needs.” (NASDSE, 2005). For example:

1. In well-designed classroom instruction, teachers use assessment data and *The Continuum of Literacy Learning* to differentiate instruction in a way that meets all students’ needs. (Tier 1)
2. *LLI* provides intensive short-term, small group intervention aligned with the essential behaviors and understandings for each level of text A through Z. *LLI* also provides intensive, sequenced and structured lessons based on *The Continuum*. *LLI* can be used in different intensities and/or tiers, depending upon student need.

### High-quality classroom instruction





# Instructional Approaches

## 3 The Importance of the Correct Instructional Level in LLI

**Whenever an intervention is designed for struggling readers**, the single-most critical factor that will determine the success of the effort is matching struggling readers with texts they can actually read with a high level of accuracy, fluency, and comprehension (Allington, 2009, p.45). O'Connor and colleagues demonstrated that using appropriately difficult texts, books at the students' reading level, produced substantive reading growth. (Allington, 2009, p.31). If students are working in materials that are too hard for them, it is impossible for them to develop effective strategic processing behaviors. Students need to be operating at an appropriate instructional level in order to make maximum progress.

The sequence of LLI instruction is built on systematic use of The F&P Text Level Gradient™, with specific instructional goals for each level. LLI intervention lessons provide a unique combination of two kinds of texts:

- Instructional level texts that students can read with strong teacher support help them expand their strategies.
- Independent level texts that students can read easily help them develop fluency and use strategies in a smoothly orchestrated way.

### Alignment across classroom and intervention instruction



## 4 Coordinated Tiers of Instruction and Intervention

**“The further a student’s reading development falls** below the average reading development of students his or her age, the greater the intensity and expertness of reading instruction that will be required to move his or her reading performance into the average range. The only way to create fewer students with limited reading proficiency is to provide those students with more and better reading instruction than that provided to the other students.” (Allington, 2009, p.11) RTI addresses this issue through carefully designed layers of intervention. Heinemann is uniquely positioned to help schools construct and implement an RTI plan that is tailored to the needs of districts.

The first tier of RTI is characterized by high quality classroom instruction. For years classroom teachers have systematically designed effective instruction based upon the plethora of Fountas and Pinnell professional books.

Fountas and Pinnell professional books describe a systematic framework for classroom instruction that address instructional goals in a coordinated way. *The Continuum of Literacy Learning* and the *Fountas & Pinnell Prompting Guides* provide alignment across classroom and intervention instruction.

The second tier of RTI provides for small group intensive teaching. Small group instruction has the potential to reduce distractions for many students. The instructional design also enables teachers to assess more frequently and increase the intensity of the instruction and remediate identified needs, as identified by data. With small group, sequenced lessons, LLI provides the intensity and expert instruction that highly at-risk students need.

### Effective Intervention Instruction



# The Advantage of Using *Leveled Literacy Intervention* and Reading Recovery® Together to Serve More Low-Achieving Children in Schools

**LLI has the potential to broaden the effect of Reading Recovery®** in the school. A child's program could take less time because children enter Reading Recovery at higher levels of competency, thereby enabling the Reading Recovery teacher to provide service for more children in the school.

## Six Ways LLI Can Broaden the Effect of Reading Recovery®

### Kindergarten

- Children who have LLI in Kindergarten and still need Reading Recovery in grade one will enter at a higher level.

### Second Slot Children

- Lowest achieving children who are not selected for first slots in Reading Recovery go into LLI. These children enter Reading Recovery at a higher level when the first Reading Recovery slots become available.

### Non-Discontinued Children

- Children who do not discontinue successfully from Reading Recovery finish their program in LLI. In many cases they reach grade level by year's end.



### Incomplete Children

- Children who have incomplete Reading Recovery programs at the end of grade one can finish LLI in grade two.

### Booster Dose

- Children who discontinue from Reading Recovery and start to fall behind at any point can get a booster dose in LLI.

### Grade Two

- Children who move into the school in grade two and do not have the opportunity for Reading Recovery can receive LLI.

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# Fountas & Pinnell

## *The preeminent voices in literacy education*

**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

worldwide recognize their deep understanding of classroom realities and their respect for the

challenges facing teachers.



Fountas and Pinnell continue to lead the discussion on the most pressing literacy issues.

Join the discussion at [www.fountasandpinnell.com](http://www.fountasandpinnell.com) and on **facebook**.



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*"My students are eager in class and remain attentive due to the design of the lesson components. Their understandings take shape as I provide immediate feedback to confirm their work. They leave with smiles and a bit more confidence looking forward to the next day's lesson. A teacher can't ask for more!!!"*

Leslie Bornstein  
Reading Recovery Teacher /  
LLI Teacher  
Mather School  
Dorchester, MA

*"LLI has propelled the reading levels of our struggling students."*

Christine Kaiser  
Hallman Elementary  
Salem, OR

*"As a Title I reading specialist, I love using LLI because of how easy it is to use and, more importantly, because of the accelerated growth most of my students make. I'm finding classroom teachers agree with me. Thanks for this wonderful tool!"*


Vickie D. Dawson  
RTI  
University Elementary  
Spokane Valley, WA

*"I LOVE LLI. My students are reading and writing with confidence. Their reading levels are growing as well as their love for learning."*


Kathy McKune-Garza  
Interventionist  
Denver, CO

*"If we expect struggling readers to succeed, they need additional reading instruction, taught by the most highly-trained teachers. They need LLI."*

—Irene C. Fountas and Gay Su Pinnell

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