

Leveled Literacy Intervention (LLI) Fall Training 2016

Melissa Todd
Jessica Luntta
Pam Schachter

Session Objectives:

- Build a shared understanding of:
 - LLI Non-Negotiables
 - Implementation Requirements
 - Components of the LLI Systems
 - Overview of Lesson Format
 - Initial Placement
 - Exit Criteria



LLI Research Base Article

Jigsaw the article, *Research Base for Leveled Literacy Intervention* and share out findings



- **LLI is not a Remediation model**
- **LLI is an Acceleration Model**

“LLI turns struggling readers into successful readers. It serves to catch students up and prevent literacy difficulties in subsequent years of schooling.”

15 Principles of Effective Intervention

- High-interest texts, both F and NF, on a gradient
- Increases volume of reading
- Student choice to increase motivation
- Instructional level/Independent level
- Development of independent, self-regulatory behaviors
- Promotes thinking deeply about text
- Focus on comprehension/metacognition
- Intensive/dynamic word study to increase word solving abilities
- Systematic, intentional vocabulary development
- Fluency-phrasing, pacing
- Oral language development
- Writing to support/extend comprehension
- Supports ELs
- Small group size
- Explicit, direct instruction



LLI Non-Negotiables

- LLI implementation requirements must be met to ensure fidelity
- LLI supplements not supplants daily Tier 1 instruction and small group instruction
- LLI interventionists will be pulled to cover as little as possible in order to deliver consistent, research-based instruction (may not be within coaches' control)
- LLI lesson components will be delivered in the way that they are written

Implementation Requirements

- Staffing: Certified Teacher or Trained Interventionist
- Ratio: 3 to 1 or 4 to 1
- Frequency: 5x/week
- Duration: 30-45 minutes/day

Progress is not enough; struggling readers need to make faster progress than their peers, and that is the whole purpose of intervention.

-Fountas and Pinnell



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



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



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



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



LLI Gold Available
Grade 4, Levels O–T 978-0-325-02852-1



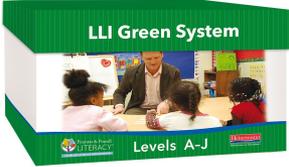
LLI Purple *In Development*
Grade 5, Levels R–W 978-0-325-02692-3



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



LLI Matrix

	 <p>LLI Orange System Levels A-C</p>	 <p>LLI Green System Levels A-J</p>	 <p>LLI Blue System Levels C-N</p>	 <p>LLI Red System Levels L-Q</p>
Grade	Kindergarten	First Grade	Second Grade	Third Grade
Reading Levels	A-C	A-J	C-N	L-Q
Duration	30 minutes	30 minutes	30 minutes	45 minutes

LLI Systems

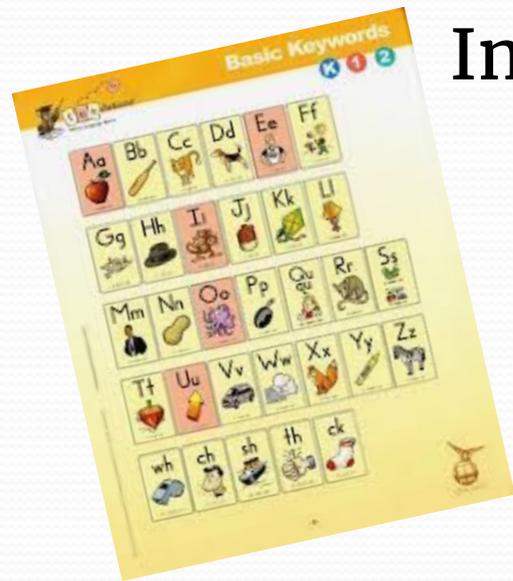
Small-group, supplementary intervention to bring struggling readers and writers to **grade-level competency**

Materials

The following LLI materials should NOT be utilized...

- Alphabet Linking Chart
- Consonant Cluster Linking Chart
- Verbal Paths

Instead use Foundations materials!



LLI Orange

Teacher Resources:

- Program Guide
- Lesson Guides (2)
- Technology Package
- Prompting Guide (1)
- Student Folders
- Calculator
- Texts
- When Readers Struggle

Student Resources:

- Take Home Bags
- Whiteboards (may not be included in kit)
- Dry Erase Markers & Erasers (may not be included in kit)
- ABC Book, Mini Books, Poetry Book (Printable from CD)
- Magnetic Letters (not included in kit)

LLI Green & Blue

Teacher Resources:

- Program Guide
- Lesson Guides (2)
- Technology Package
- Prompting Guide (1)
- Student Folders
- Calculator/Stopwatch
- Texts
- When Readers Struggle

Student Resources:

- Student Portfolios
- Word Magnets
- Magnetic Whiteboards
- Highlighter Strips
- ABC Books, Letter Mini Books (Green Kit Only), My Poetry Book, My Vowel Book (Printed from CD)
- Letter Cards

LLI Red

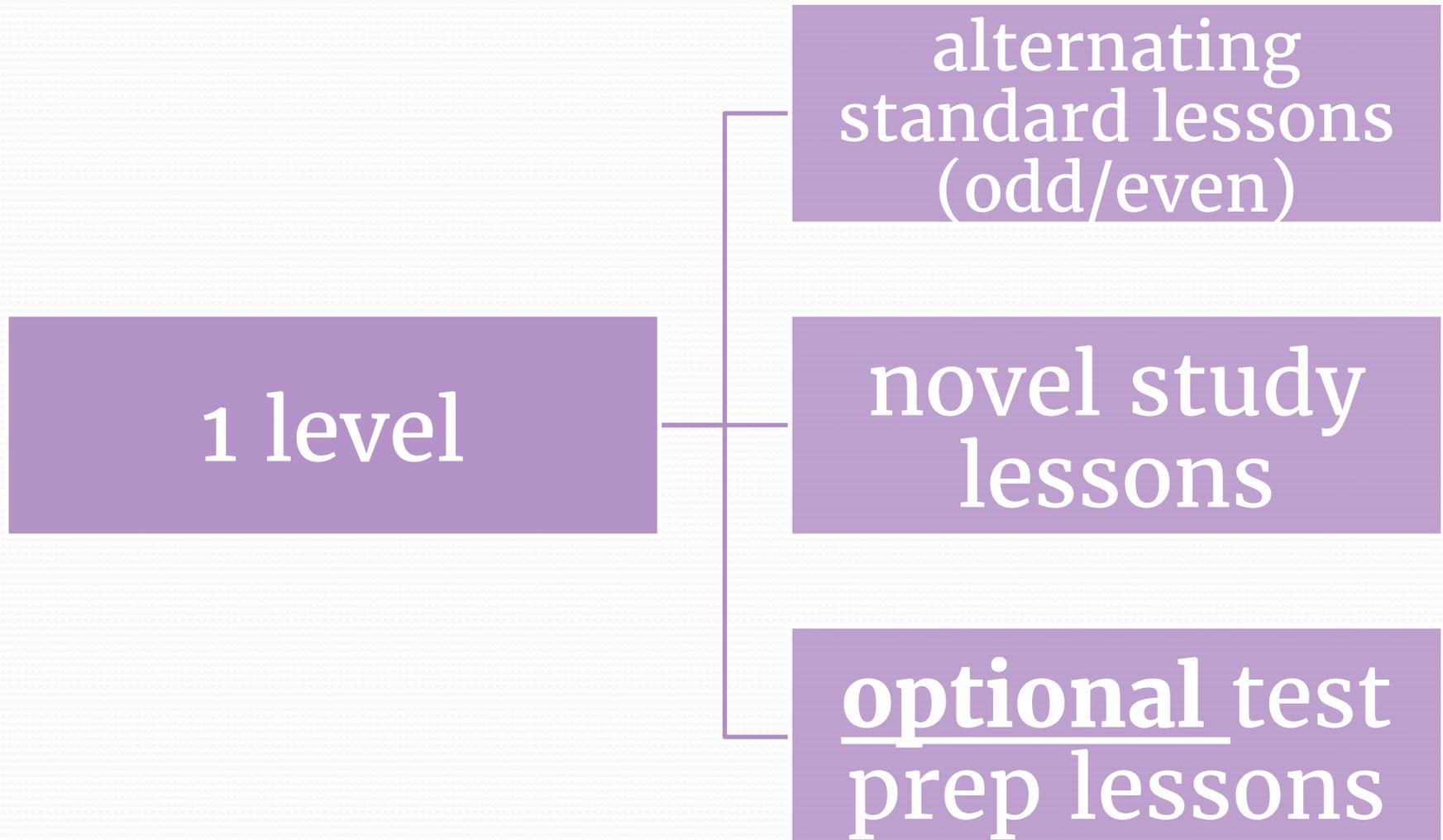
Teacher Resources:

- System Guide
- Lesson Guides (3)
- Technology Package
- Prompting Guide (2)
- Student Folders
- Calculator/Stopwatch
- Texts

Student Resources:

- Student Portfolios
- Word Magnets
- Magnetic Whiteboards
- Highlighter Strips
- Literacy Notebooks
- Test Preparation Booklets

Level Structure - Red System



LLI Red System Lesson Guide Organization

Volume	Lesson #s	Level	Lesson Type
1	Getting Organized for Teaching		
	1–24	L	Standard
	25–28		Novel Study Sequence
	29–32		Test Preparation (Optional)
	33–56	M	Standard
	57–60		Novel Study Sequence
	61–64		Test Preparation (Optional)
2	65–88	N	Standard
	89–92		Novel Study Sequence
	93–96		Test Preparation (Optional)
	97–120	O	Standard
	121–124		Novel Study Sequence
	125–128		Test Preparation (Optional)
3	129–152	P	Standard
	153–156		Novel Study Sequence
	157–160		Test Preparation (Optional)
	161–184	Q	Standard
	185–188		Novel Study Sequence
	188–192		Test Preparation (Optional)

LLI Orange Lesson Format

The following is a summary of the 30-minute lesson structures.

Plan for Lessons 1–10	Approximate Time				
	5 MINUTES	5 MINUTES	8 MINUTES	7 MINUTES	5 MINUTES
Getting Started Lessons	Rereading Books	Phonemic Awareness/ Phonics	New Book (Lap Book and small books)	Writing About Reading	Letter/Word Work

Plan for Lessons 11–70	Approximate Time				
	5 MINUTES	5 MINUTES	15 MINUTES	5 MINUTES	IF TIME ALLOWS
Odd-Numbered Lessons	Rereading Books	Phonics/Word Work	New Book (Instructional Level)	Letter/Word Work	
Even-Numbered Lessons	Rereading Books and Assessment	Phonics/Word Work	Writing About Reading	New Book (Independent Level)	Optional Letter/ Word Work

LLI Green Lesson Format

The following is a summary of the 30-minute lesson structures.

Plan for Lessons 1–10	Approximate Time				
	5 MINUTES	5 MINUTES	8 MINUTES	7 MINUTES	5 MINUTES
Getting Started Lessons	Rereading Books	Phonemic Awareness/ Phonics	New Book (Lap Book and small books)	Writing About Reading	Letter/Word Work

Plan for Lessons 11–110	Approximate Time				
	5 MINUTES	5 MINUTES	15 MINUTES	5 MINUTES	IF TIME ALLOWS
Odd-Numbered Lessons	Rereading Books	Phonics/Word Work	New Book (Instructional Level)	Letter/Word Work	
Even-Numbered Lessons	Rereading Books and Assessment	Phonics/Word Work	Writing About Reading	New Book (Independent Level)	Optional Letter/ Word Work

LLI Blue Lesson Format

The following is a summary of the 30-minute lesson structure.

Plan for Lessons 1–120	Approximate Time				
	5 MINUTES	5 MINUTES	15 MINUTES	5 MINUTES	IF TIME ALLOWS
Odd-Numbered Lessons	Rereading Books	Phonics/Word Work	New Book (Instructional Level)	Letter/Word Work	
Even-Numbered Lessons	Rereading Books and Assessment	Phonics/Word Work	Writing About Reading	New Book (Independent Level)	Optional Word Work

LLI Red Lesson Format

45-Minute Standard Lesson Framework

Standard Lesson (Odd-Numbered)	Standard Lesson (Even-Numbered)
<p>Discussion of Yesterday's New Book <i>5 minutes</i></p>	<p>Revisiting Yesterday's New Book Choose one:</p> <ul style="list-style-type: none"> • Comprehension • Vocabulary • Fluency <p><i>5 minutes</i></p>
<p>Revisiting Yesterday's New Book Choose one:</p> <ul style="list-style-type: none"> • Comprehension • Vocabulary • Fluency <p><i>5 minutes</i></p>	<p>Rereading and Assessment <i>5 minutes</i></p>
<p>Phonics/Word Study <i>10 minutes</i></p>	<p>Writing About Reading <i>15 minutes</i></p>
<p>Reading New Book (Instructional Level)</p> <ul style="list-style-type: none"> • Introducing the Text • Reading the Text • Discussing and Revisiting the Text • Teaching Point <p><i>25 minutes</i></p>	<p>Phonics/Word Study <i>10 minutes</i></p>
	<p>Reading New Book (Independent Level)</p> <ul style="list-style-type: none"> • Introducing the Text • Reading the Text <p><i>10 minutes</i></p>

Close reading of sample lessons (blue 41 & 42)

Odd:

- Re-reading books: 5 minutes (write the time reminder in your lesson plan)
- Phonics and Word Work: 5 minutes (say and/or post teaching principle/objective)
- New Book: 15 min. (intro. text, read text, discuss/revisit text)
- Letter/Word Work: 5 min.
- Classroom Connection/Home School Connection = extra, case by case basis

Close reading of sample lessons (blue 41 & 42)

Even:

- Running Records - have copies made in advance (available on the website or cd)
- While students re-read, don't allow them to read the book they are getting the running record on, read previously taught books
- Phonics and Word Work: 5 minutes (say and/or post teaching principle/objective)
- Writing About Reading: 7 minutes (discuss before writing. Types of writing vary ie: dictation, shared, independent)
- New Book: 5 min. (intro. text, read text, discuss/revisit text)
- **Optional** Letter/Word Work: 5 min.
- Classroom Connection/Home School Connection = extra, case by case basis

Video Clips

Let's see LLI in action...

<https://www.dropbox.com/s/wzsk9b3xfac7wmj/LLI%20demonstration%20video2.MOV?dl=0>

<https://www.dropbox.com/s/z9rplvw6rt5oxpm/LLI%20demonstration%20video1.MOV?dl=0>

<https://www.dropbox.com/s/epf2y5rku9gibbp/LLI%20demonstration%20video.MOV?dl=0>

Initial Placement

- Consider the following:
 - The focus for instruction (Is LLI appropriate?)
 - Assessments:
 - STAR
 - Diagnostic assessments (ex. DRA2)
 - Conversations with classroom teachers
 - Student work samples
 - Place students at their **Instructional Level**

Exit Criteria

If student does not make sufficient progress

- Consider a Tier 3 intervention
- Consider SRBI meeting to determine “next steps”

If student is at grade level benchmark

- Ensure sufficient data to document grade level performance
- Continue to monitor the student in Tier 1

Questions/Concerns/Comments

