Fountas & Pinnell

Leveled Literacy Intervention

Grades 3–5+, Levels L–W

Summary of Research Base
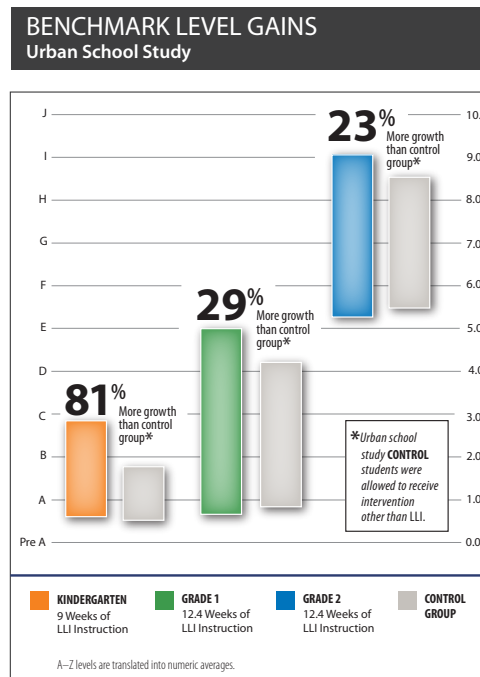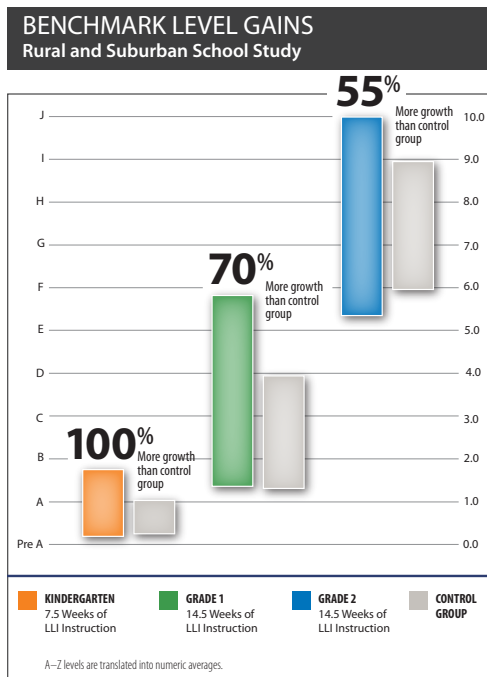
Independent Empirical Studies Confirm Effectiveness of Fountas & Pinnell *Leveled Literacy Intervention,* Grades K–2, Levels A–N

"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

BENCHMARK LEVEL GAINS
Rural and Suburban School Study

55% More growth than control group

70% More growth than control group

100% More growth than control group

KINDERGARTEN 7.5 Weeks of LLI Instruction
GRADE 1 14.5 Weeks of LLI Instruction
GRADE 2 14.5 Weeks of LLI Instruction
CONTROL GROUP

A–Z levels are translated into numeric averages.

BENCHMARK LEVEL GAINS
Urban School Study

23% More growth than control group*

29% More growth than control group*

81% More growth than control group*

*Urban school study **CONTROL** students were allowed to receive intervention other than LLI.

KINDERGARTEN 9 Weeks of LLI Instruction
GRADE 1 12.4 Weeks of LLI Instruction
GRADE 2 12.4 Weeks of LLI Instruction
CONTROL GROUP

A–Z levels are translated into numeric averages.

The Center for Research in Educational Policy (CREP) at the University of Memphis conducted scientific studies that assessed the efficacy of Fountas & Pinnell's *Leveled Literacy Intervention (LLI)* and confirmed that it is effective in significantly improving the literacy achievement of struggling readers and writers in grades K–2.

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

In 2011–2012 a second study was conducted in Denver, Colorado. This study also confirmed increased literacy achievement for urban K–2 students and associated subgroups.

According to Dr. Carolyn Ransford-Kaldon, one of the researchers on the project, the studies confirmed that *LLI* "is indeed effective in improving reading skills. 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."
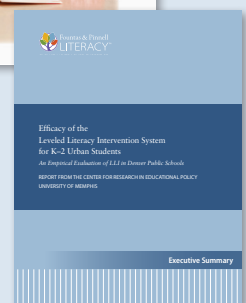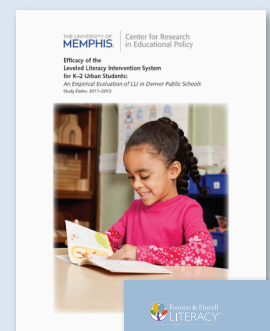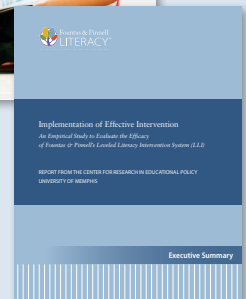
The Center for Research in Educational Policy's report on *LLI* was evaluated and is recommended by The National Center on Response to Intervention (NCRTI).

A Summary of the Research Base for
LEVELED LITERACY INTERVENTION, Grades 3–5+, Levels L–W
Red, Gold, and Purple Systems

In this summary, we review the research base for the grades 3–5+ systems of *Leveled Literacy Intervention*, which is designed to lift the literacy achievement of students who are falling below grade level expectations in reading.

❖ Definition

Fountas & Pinnell *Leveled Literacy Intervention* (*LLI*) is a small-group, supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for students who are not achieving grade-level expectations in reading. *LLI* is is a short-term, intensive intervention proven to accelerate literacy achievement with engaging leveled books and fast-paced, systematic lessons. Each *LLI* lesson also provides specific suggestions for supporting English language learners.

❖ Independent Efficacy Studies

LLI was developmened by Irene C. Fountas and Gay Su Pinnell over the course of ten years. The first three systems—Orange, Green, and Blue—have been available in published form since 2009. These systems provide lessons that progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N).

Two efficacy studies of the Primary *LLI* systems were conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis (Ransford-Kaldon, Flynt, Ross, Franceschini, Zoblotsky, & Huang, Y. 2011). These scientific studies looked at the impact of *LLI* instruction on struggling readers in three locations: the Tifton County Schools in GA, Enlarged School District of Middletown, NY, and Denver Public Schools in CO. The efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the studies looked at the fidelity of *LLI* implementation. The researchers found that *LLI* positively impacts K–2 student literacy achievement. Effects were particularly strong for students who are English language learners, those who are eligible for special education services, and those who are economically disadvantaged.

The studies are available at **www.heinemann.com** and has been reviewed by the National Center on Response to Intervention.

❖ Self-Collected Data

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

❖ Further Development

With the recent release of the Red, Gold, and Purple systems, *LLI* has been extended to serve students reading at levels L through W. The Red, Gold, and Purple systems provide lessons for students in grades three and higher. Each system provides 24 lessons at each level, L through W, with systems overlapping in level for flexibility of use. At the end of the 24 lessons, students will read a full length novel, for which four lessons are provided in the Red and Gold systems, and six lessons in the Purple system. Then they participate in four days of optional test preparation.

The development of the *LLI* systems for grades 3–5+ rests on the foundation of research already completed (and ongoing) for the K–2 *LLI* systems. In addition, it incorporates teaching and learning approaches that are strongly supported by the research we describe in this paper.

Organizational features of the intervention include:

◆ **Systematic assessment for the selection of students who are eligible for the intervention.**

◆ **Systematic, regularly-applied techniques for monitoring progress.**

◆ **Detailed record keeping for progress monitoring and formative assessment.**

◆ **A series of fast-paced lessons with high intensity activities designed to engage students' attention (with lesson guides that support teachers in providing high-quality lessons).**

◆ **Sets of original fiction and nonfiction books that are carefully sequenced and calibrated to the F&P Text Level Gadient™.**

◆ **A selected novel to be read at the end of 24 days of lessons to support students in sustained reading of longer works of literature.**

◆ **Four days of optional lessons on test preparation at the end of each level help students learn the skills needed to use their knowledge when responding to standardized assessments.**

◆ **Tools and systematic plans for teachers to use in coordinating supplementary teaching with classroom instruction.**

◆ **Built-in homework assignments that students can do independently in the classroom or at home.**

◆ **Communication tools for informing parents about what their children are learning and how they can support them at home.**

◆ **Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.**

◆ **Optional technology tools for the teacher and students to use in lessons.**

◆ **Built-in professional development for the use of individuals or groups of teachers, including demonstration lessons on DVD, a professional book focusing on older struggling readers, the lesson guides, and a variety of web-based resources.**

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

❖ **Principles Supported by Research**

Digging deeply into the research on literacy learning and reading difficulties, Fountas and Pinnell have identified 15 key characteristics of effective literacy intervention for intermediate and upper school students. These essential characteristics inform and inhabit the design of the LLI Red, Gold, and Purple systems. For each, we present a brief description of *LLI* features and list supporting research.

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

LLI FEATURE

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

RESEARCH BASE

Academic engagement and other achievement-related behaviors are associated with measured achievement (Fredericks, Blumenfeld & Paris, 2004).

Survey research indicates that boys' top five subject preferences are animals, science, sports, literature and biography (American Library Association, 2003).

Another survey indicates boys prefer comics, magazines, and scary stories (Worthy, Moorman, and Turner, 1999). Now graphic literature is also a key to engaging readers (Norton, 2003; Thompson, 2008).

Farris, Werderich, Nelson, & Fuhler (2009) found that boys who were struggling readers tended to choose books based on the cover, with friendly print, and with unusual or interesting fonts or text features, books in a series.

Intrinsic motivation, the highest level of engagement, cannot occur unless there is a balance between the challenge of the task and the skill of the performer (Csikszentmihalyi, 1990). When the match is low, apathy occurs.

Motivated learners stay engaged and persist in a task because of their interest and their expectations (Ambe, 2007, Wiesen, 2001).

Reading a variety of genres helps students understand text structure and other patterns in ways that increase comprehension (Donovan & Smolkin, 2002; Newkirk, 1989).

The learner must be interested, motivated, and engaged to develop higher order comprehension (Wharton-McDonald & Swiger, 2009).

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

LLI FEATURE

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

RESEARCH BASE

High success reading means reading with expression at 98% accuracy or better (Betts, 1949).

A study of struggling readers who were English language learners showed that a key factor in progress was the number of texts read at 98% or higher accuracy (Ehri, Dreyer, Flugman, & Gross, 2007).

A study of struggling sixth graders who were reading at the third grade level or below showed that students tutored using grade level texts made few gains. Students using texts matched to their reading level made significant gains (O'Connor et al 2002).

Struggling readers are more likely to be reading materials that are difficult for them (Allington, 2001, pp. 73-74).

Struggling readers need a great deal of high-success reading (Allington, 2009). These experiences make it possible for them to teach themselves by using strategic actions effectively (Share & Stanovich, 1995).

Students who have high motivation to read and well-developed reading interests gain reading comprehension much faster than do less motivated readers (Guthrie, Wigfield, Metslaa, Cox, 1999).

One of the most important reasons that both children and adults read is for pleasure (Guthrie & Wigfield, 2000).

The report of the National Reading Panel confirmed the need for reading continuous print: "Although children need to be taught the major consonant and vowel letter-sound

relationships, they also need ample reading and writing activities that allow them to practice this knowledge." (Armbruster, Lehr & Osborn, 2001, p. 17).

Amount of reading is one of the best predictors of vocabulary size (Herman, Anderson, Pearson, & Nagy, 1987).

Students cannot build their academic vocabulary unless they do a great deal of reading (Krashen, 2004).

Studies that expand the volume of reading have demonstrated general comprehension improvements (Allington & McGill-Franzen, 2009).

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

LLI FEATURE

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

RESEARCH BASE

According to Ravitch (2003) in many schools everyone reads the same stories; but choice is a highly motivating factor. Self-selected reading activity seems to be about twice as powerful at generating reading development (Guthrie & Humenick, 2004; Lindsay, 2010).

Students are more likely to read purposefully if they can choose texts that reflect their interest (Guthrie, et al, 2004).

Choice and control are important factors in motivation, comprehension, and engagement (Gambrell & Morrow, 1996).

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

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

RESEARCH BASE

Engaged readers are more highly motivated, strategic, and knowledgeable in the construction of meaning from text (Guthrie & Wigfield, 2000).

A study of struggling sixth graders who were reading at the third grade level or below showed that students tutored using grade level texts made few gains. Students using texts matched to their reading level made significant gains (O'Connor et al 2002).

When a balance occurs between the challenge of the text and the skill of the reader, then engagement is possible (Csikszentmihalyi, 1990).

In order to construct deep meaning from a text, the student must be able to process it effectively (have sufficient decoding and word recognition, understand the sentences and larger units so that everything combines to make meaning) (Wharton-McDonald & Swiger, 2009).

"If the student's cognitive energy is consumed by the process of decoding and interpreting vocabulary, there can be little remaining energy to devote to comprehending larger passages and deeper meanings." (Wharton-McDonald & Swiger, 2009, p. 522).

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

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

RESEARCH BASE

Successful readers are more likely to be expected to self-monitor and self-correct and more likely to be asked to reread or to cross-check when they are interrupted (Allington, R.L., 2001, p. 74).

Successful readers are more likely to be interrupted only after a wait period or at the end of the sentence (Allington, 2001, pp. 74).

Struggling readers are more likely to be interrupted more quickly when they miscall a word (Allington, 2001, pp. 73-74).

Struggling readers are more likely to pause and wait for a teacher to prompt (Allington, 2001, pp. 73-74).

A sense of agency is needed not only for competence, confidence and well-being. A sense of agency is needed for performance (Ivey, Johnston, and Cronin, 1998; Skinner, Zimmer-Gembeck, and Connell 1998).

Independence is an aspect of agency and a contributor to classroom engagement (Blumenfeld, 1992; Roeser, Midgley, and Urdan, 1996).

Struggling readers are not able to effectively control and manage cognitive activities in a purposeful way; the process has broken down (Gersten, Fuchs, Williams, & Baker, 2001).

Becoming a reader means developing the ability to monitor one's own comprehension (Massey, 2009).

Self-regulated individuals have control over their own learning and are more likely to be able to direct their attention and transfer learning to the solving of new problems (Dorn & Soffos, 2001).

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

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

RESEARCH BASE

Ruzzo & Sacco found that second graders knew far less about nonfiction than fiction. They needed to develop a deeper understanding of nonfiction. They didn't comment on how varied nonfiction reading can be or how readers approach nonfiction differently than they do fiction. They didn't comment on the features and styles of nonfiction or the reasons they might approach a nonfiction text." (Ruzzo & Sacco, 2004, p. 78).

Knowledge of the genre is a powerful factor in comprehension (Donovan & Smolkin, 2002).

An extensive amount of reading supports learning new vocabulary words, particularly as they encounter them while reading in content areas (Armbruster, Lehr, & Osborn, 2001).

Expository texts provide an entry point for boys since they tend to choose informational texts with graphics (Farris, Werderich, Nelson, & Fuhler, 2009).

Expository texts for intermediate grades employ language that is different from fiction story books. Students need exposure to expository text and training in how to read it (Fang, 2008).

Adolescents may struggle with texts because they lack general knowledge of topics and text structures (Lee & Spratley, 2010).

In a high impact intervention that resulted in progress for older students, expository text was shown to be helpful (Gaffney & Methven, 2002).

Expository texts contain a lower proportion of high-frequency words and a larger number of words that are technical (Carnine & Silbert, 1979).

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

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

RESEARCH BASE

Reading is an active, complex, and multidimensional process undertaken for many different purposes." (National Assessment Governing Board, September, 2008, p. 6).

By deep reading, we mean the array of sophisticated processes that propel comprehension and that include inferential and deductive reasoning, analogical skills, critical analysis, reflection, and insight. The expert reader needs milliseconds to execute these processes; the young brain needs years to develop" (Wolf & Barzillai, 2009, p. 33).

The Common Core State Standards for English Language Arts (Common Core State Standards Initiative, 2010) require that students be able to comprehend as well as critique and to cite specific evidence when interpreting a text. They also require students to demonstrate independence.

Students' knowledge of genre and its characteristics, including text structure, are keys to comprehension (Donovan & Smolkin, 2002; Halliday & Hasan, 1989; Langer, 1986).

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

LLI FEATURE

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

RESEARCH BASE

For struggling readers, strategic processing and meta-cognition have broken down (Gersten, Fuchs, Williams, & Baker, 2001).

Teaching students to predict, generate questions, summarize, and clarify has significant benefit for students who are performing two years below grade level. As students increase their ability to use language their comprehension performance increased; also, they are able to apply strategies to reading in content areas. These results were replicated with larger and more heterogeneous groups of students (Palincsar & Brown, 1985a, 1984b, 1986).

The texts used in their studies were informational; however, Palincsar and Brown (1984) also recommend the techniques of reciprocal teaching to narrative texts.

Beyond generic reading strategies, reading in content areas (disciplinary literacy) requires knowledge of topics (Lee & Spratley, 2010).

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

LLI FEATURE

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

RESEARCH BASE

Nagy and Anderson (1984) found that students' knowledge of root words in "word families" helped them determine meaning when the word was encountered in a text.

Fifth graders encounter about 10,000 "new" words as they read; however, about 4,000 are derivatives of familiar words (compound words and those with affixes) and about 1,300 are inflections of familiar words. By connecting words and noticing their structure, students not only learn to read them but can add them to their vocabularies (Nagy & Anderson, 1984).

Noticing the meaningful units in words (morphemes) helps in reading and vocabulary expansion (Nagy, Anderson, Schommer, Scott, & Stallman, A., 1989).

More than 60% of the new words readers encounter can be broken into parts (morphological structure). There is benefit to working with roots, prefixes, and suffixes (Nagy, Anderson, Schommer, Scott, & Stallman, 1989).

10. Focus on systematic, intentional vocabulary development.

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

RESEARCH BASE

Students need to learn between 1,000 and 5,000 words a year and only about 400 can be taught through direct instruction (Miller & Gildea, 1987; Beck, McKeown, & Kucan, 2002). Another estimate is that students add 2,000 to 3,500 words yearly (Anderson & Nagy, 1992).

No more than about 400 words can be directly taught in a year (Stahl & Fairbanks, 1986), so both intentional instruction and wide reading are needed.

Students need to learn a great many "tier 2" and "tier 3" words to reason and build knowledge (Beck, McKeown, & Kucan 2002).

The size of students' vocabularies is strongly related to reading comprehension and to overall academic success (Baumann, Kame'enui , & Ash, 2003).

Vocabulary knowledge makes it easier for readers to decode words (Goswami, 2001; Metsala & Walley, 1998).

The value of talking about books is that students can become familiar with new words that do not appear often in talk (Dickinson & Smith, 1994).

Instruction is most productive when it concentrates on tier two words that appear frequently across a variety of contexts and that provide precision in describing concepts that students already understand (Beck, McKeown, & Kucan 2002).

Teaching multiple meaning words helps students create a network of related words (Johnson & Pearson, 1984; Pittelman, Heimlich, Berglund, & French, 1991).

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

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

RESEARCH BASE

The Report of the National Reading Panel stated that "repeated and monitored oral reading improves reading fluency and overall reading achievement" (Armbruster, Lehr, & Osborn, 2001, p. 11).

Fluency instruction is effective when provided as students read connected text (Armbruster, Lehr, & Osborn, 2001, p. 23).

Fluency is related to comprehension; "if text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge." (NICHD (a), 2001, p. 22).

Training students only to read words faster will not benefit comprehension and does not guarantee improvement in fluency (Dahl & Samuels, 1977).

Students can achieve gains in speed without improving other aspects of reading such as comprehension (Allington & McGill-Franzen, 2009).

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

LLI FEATURE

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

RESEARCH BASE

Collaboration fosters interest and aids comprehension (Guthrie, et al, 2004).

Successful reading in content areas and of literature is enhanced by "accountable talk" about texts (Michaels, O'Connor, Hall, & Resnick, 2002).

Au and Mason (1981) found that when Hawaiian students could speak freely and spontaneously without waiting for teacher permission—an interaction pattern similar to that at home—students' achievement-related behaviors increased.

If student's oral vocabularies are limited, they will have more trouble reading words and comprehending texts (NICHD, 2000).

Talk based on texts is more complex and more likely to increase vocabulary (Beck & McKeown, 2001; Beck, McKeown, & Kucan, 2002).

Discussion is a context within which students and teacher collaborate in constructing meaning (Almasi, 2002).

Individual interpretations may be shaped by the discussion. (Rosenblatt, 1938/1976, 1978).

Discussions that are student-centered and dialogic (moving beyond question and answer to real conversation) lead to significant growth in comprehension (Almasi & Garas-York, 2009).

Discussion prompts readers to return to texts for evidence to support their claims (Biancarose, 2005).

13. Use writing to support and extend comprehension.

LLI FEATURE

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

RESEARCH BASE

The understanding of text structure is a critical factor in comprehending a text and its genre (Donovan, 2001; Donovan & Smolkin, 2002).

There is a strong relationship between reading and writing (Tierney & Pearson, 1983; Tierney & Shanahan, 1991).

Writing involves selecting, organizing and reorganizing, and integrating information. Writing about what they read boosts reading comprehension. Writing about the texts they read requires the same kinds of cognitive processes that make up comprehension (NICHD, 2000; Palincsar & Brown, 1984; Pearson & Fielding, 1991).

The use of double entry journals and graphic organizers have benefit as thinking tools to increase students' reading comprehension (Lee & Spratley, 2010).

Gaffney and Methven (2002) found that an intensive intervention, that included both reading and writing, resulted in remarkable progress for struggling older readers.

14. Support the specific needs of English language learners.

LLI FEATURE

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

RESEARCH BASE

English language learners (ELL) are often unfamiliar with the culture, situations within the context such as the topic being discussed, and register typical of the classroom. It is necessary to bridge conversational and academic registers (Freeman & Freeman, 2008).

Direct instruction of individual words (within the context of narrative or expository text) helps ELL students gain vocabulary (Biemiller & Boote, 2006; Carlo, et. al., 2004; August & Shanahan, 2008).

The ability to process syntax is an important component of word learning (Ehri, & Wilce, 1980).

Building "word consciousness" helps English language learners (Graves, 2006). Word consciousness involves metacognition, or awareness of one's own word learning, and is likened to motivation and interest in words.

Academic language is the abstract, conceptually dense, and specialized language that students encounter in school (Cummins, 1979; Fang, 2008; Snow & Uccelli, 2009). They need to acquire these words as a foundation for learning in the content areas.

Teachers can help their students by teaching morphology in an explicit way; students improved in academic vocabulary and reading comprehension (Kieffer, 2009; Lesaux, Kieffer, Faller, & Kelley, 2010).

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

LLI FEATURE

The **LLI** guides and tools provide a great deal of support for teachers. The **LLI** teacher is a fully qualified teacher with expertise in working with struggling readers. The recommended group size for the grades 3–5+ **LLI** systems is four students, although size may vary slightly according to school policy. The size of the group allows for close monitoring of student progress, for attention to individual learners, and for active participation and engagement of every group member.

RESEARCH BASE

Group size is related to achievement (Allington, 2011; Gerber, Finn, Achilles, & Boyd-Zaharias, 2001).

There is no evidence that paraprofessionals add sufficiently to student achievement (Gerber, Finn, Achilles, & Boyd-Zaharias, 2001; Allington, 2011).

Manset-Williamson and Nelson (2005) provided tutoring to students in grades 4 through 8. Results showed that participants can make gains in decoding, fluency, and comprehension when they are provided with intensive reading instruction and direct, explicit instructional procedures. Training of tutors was also found to be an important factor.

Tutoring older students with success requires critical self-reflection, flexibility, and a willingness to evaluate and change teaching actions according to observation of students. It is a complex activity. (Gaffney & Methven, 2002).

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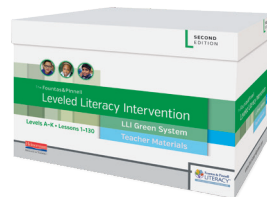© 2012 Irene C. Fountas and Gay Su Pinnell   9/9/16

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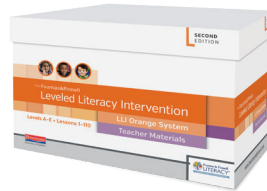
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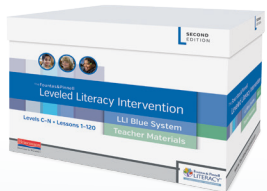**Kindergarten**
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