Leveled Literacy Intervention

Fountas & Pinnell


LLI turns struggling readers into successful readers.

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

An introduction to the LLI Purple System, Grade 5, Levels R–W

LLI turns struggling readers into successful readers.
LLI Purple System, Levels R–W

LLI is particularly important for the lowest-achieving students in grade 5 and for students in higher grades who are reading below level R. It serves to catch students up and prevent literacy difficulties in subsequent years of schooling.

A fifth-grade classroom should be rich in literacy opportunities with interactive read-aloud, readers’ and writers’ workshop including book clubs, guided reading, and conferring as part of the instructional program. But even with many high-quality literacy opportunities, some students struggle with literacy learning and need a supplementary intervention to get them back on track so they can benefit fully from classroom instruction.

Leveled Literacy Intervention, Purple System is the engaging, efficient, and effective intervention that can give these students the boost they need to begin grade 6 at the same level as their peers.

“70% of students entering the 5th grade in 2005 were reading below grade level.”

—National Assessment of Educational Progress (NAEP)

“To close the achievement gap, intermediate-grade struggling readers need accessible, engaging, and relevant texts, and instruction delivered by expert teachers. They need LLI.”

—Irene C. Fountas and Gay Su Pinnell
Research reveals fifteen key characteristics of effective literacy interventions that are essential for intermediate- and middle-grade students who need to improve their reading competencies.

The LLI Purple System lesson framework exemplifies and rests on these 15 principles of effective intervention:

- **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™.
- **LLI** increases students’ reading volume by engaging them in large amounts of daily successful reading.
- **LLI** provides students with choice in reading material to increase engagement, motivation, and enjoyment.
- **LLI** enables new learning by matching the text to the reader’s instructional reading level.
- **LLI** supports the development of independent, self-initiating, self-regulatory behaviors.
- **LLI** provides large amounts of expository text reading (60% nonfiction / 40% fiction).
- **LLI** helps students think deeply about texts and derive the larger ideas from their reading.
- **LLI** helps students focus on comprehension and monitor their reading through metacognitive attention that supports deeper understanding of fiction and informational texts.
- **LLI** provides intensive and dynamic study of words to increase students’ ability to rapidly solve them while reading and writing.
- **LLI** focuses on systematic, intentional vocabulary development.
- **LLI** promotes smooth, phrased reading that moves along at a good pace.
- **LLI** focuses the intervention on oral language development by providing structures to promote meaningful student talk.
- **LLI** uses writing to support and extend comprehension.
- **LLI** supports the specific needs of English language learners.
- **LLI** provides a great deal of student support through explicit, direct instruction with a recommended teacher–student ratio of 1:4.

Visit [www.fountasandpinnell.com](http://www.fountasandpinnell.com) for a complete list of research references about effective intervention.
Features of the *LLI Purple System*

- Recommendations for implementing systematic assessment for the selection of students who are eligible for intervention.
- Systematic, regularly-applied techniques for monitoring progress.
- Detailed record keeping for progress monitoring and formative assessment.
- A series of fast-paced lessons with high-intensity teaching.
- Lesson guides that support teachers in providing high-quality instruction.
- Sets of leveled books based on the F&P Text Level Gradient™.
- Novel study to support students in sustained reading of longer works of literature.
- Four days of optional test preparation lessons 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.
- Built-in professional development for the use of individuals or groups of teachers, including demonstration lessons on DVD, the lesson guides, and a variety of web-based resources.
- Built-in, level-by-level descriptions and competencies from *The Continuum of Literacy Learning, PreK–8* (2011) to monitor student progress and guide teaching.
- Close reading opportunities that engage students in building understanding and encourage deep comprehension of a text.
- Lessons that encourage rich, evidence-based conversation and writing opportunities about the texts students read.
The LLI Purple System Components

TEACHER RESOURCES

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

Lesson Guide, Volumes 1–6
Guides that support teachers in providing high-quality, fast-paced lessons that support reading, writing, and language development.

Technology Package: Professional Development DVDs and Tutorial DVD
A DVD set featuring model LLI lessons, instructional procedures, and a tutorial on coding, scoring, and analyzing reading records.

LLI Purple System Online Resources
Resources listed in the “You will need” section of each lesson are made available online to registered users at 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 web-based data management system is included with the initial purchase of each LLI system. After one year, annual subscriptions are per teacher (unlimited number of LLI students) and include unlimited access for school and district administrators.

Prompting Guide Part 1, for Oral Reading and 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.

F&P Calculator/Stopwatch
Automates the calculation of reading rate, accuracy, and self-correction and doubles as a stopwatch.
Lesson Folders (pack of 204)
Sturdy, plastic lesson folders to store books, lessons, and other ancillary material needed for each lesson.

Student Folders (pack of 16)
Folders to organize and store reading records, tracking student data and graphing student progress.

STUDENT RESOURCES

Literacy Notebooks (pack of 96)
A consumable 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.

Test Preparation Booklets (pack of 16 per level)
Consumable booklets, one for each of the six levels, include selections and test items for the optional Test Preparation Lessons.

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

OPTIONAL PURCHASES OUTSIDE THE SYSTEM

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
- provides quick reading analysis to the teacher

Apps are available only through Apple iTunes. 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.

In-app purchases for LLI require an active subscription to the Online Data Management System.

When Readers Struggle, L–Z: Teaching That Works (In development)
A professional book to support effective teaching in the lessons.

Fountas & Pinnell LLI Purple System Choice Library
An extensive collection of carefully selected, engaging, high-quality trade books to accommodate student choice and independent, sustained reading of longer works of literature. Also includes a comprehensive teacher guide to support student progress.
The LLI Purple System Books

At the heart of Leveled Literacy Intervention are high-quality student books that captivate and engage even the most reluctant readers. Because the books are precisely sequenced and calibrated to the F&P Text Level Gradient™, they provide gradually increasing text complexity to build reading competencies. Struggling readers make consistent progress in every lesson.

- 144 original books + 6 novels = 150 titles
- 6 copies of every title — 900 books in total
- 60% nonfiction / 40% fiction
- Calibrated to the F&P Text Level Gradient™

FICTION

Engaging books created specifically for the LLI Purple System

The fiction books feature unique characters, contemporary situations and high-interest plots that immediately appeal to readers in the intermediate grades and up, and represent a variety of genres including realistic fiction, historical fiction, mystery, and fantasy.
FICTION SERIES BOOKS

Series books feature the same characters and settings to promote thinking across texts and the reading of connected texts over time. The plots engage readers as they learn to solve problems with their favorite characters.

It’s A Mystery
Get ready to follow the clues! From revealing the woes of a superhero detective to chasing down a valuable stolen bicycle, these stories will keep readers on the edges of their seats as they try to determine “whodunnit.”

Sports Action
The student athletes in these stories grapple with issues of sportsmanship, teamwork, and friendship. Along the way, they find out what it really means to be a winner.

Officer Joe
Being a police officer was always Joe Sullivan’s dream. But once he’s on the job, the young cop finds he still has a lot to learn, as he cope with everything from car chases to the quirky characters in a small town.

Classic Tales
These traditional folktales include retellings of classic stories from countries around the world, including Japan, Mexico, Iran, Kenya, and Greece.

The Alliance Series
It’s hard to fit in when you have super powers. Luckily, these three Supers have each other to rely on as they deal with the daily demands of family and school—and of course, with fighting bad guys to save the world.
The LLI Purple System Books

NONFICTION

The LLI Purple System nonfiction books have a global focus and have been developed around high-interest, contemporary topics. The books are highly visual and contain a wide range of nonfiction text features such as sidebars, graphs, diagrams, maps and glossaries, all of which appeal to struggling readers. Genres include biography, narrative nonfiction, expository nonfiction, persuasive and procedural texts.

All original books created specifically for the LLI Purple System
NONFICTION SERIES BOOKS

Nonfiction series books are connected by a larger theme or idea, and provide students the opportunity to read connected texts across time to develop deeper understanding.

Against All Odds
In the face of the impossible, these real-life heroes succeeded despite their challenges.

Unsolved Mysteries
Answers to these mysteries do exist, but right now no one knows for sure why or how these mysteries occurred.

Wonders of Nature
Discover a few of the amazing secrets found in nature from finding the world’s missing amphibians to diving deep beneath the earth.

Art for All
Art can be found in surprising places, created for anyone and everyone to see.

Solving Problems
Explore the numerous ways people are solving problems by building green buildings, putting light into homes with soda bottles, and raising oysters where they once were virtually extinct.

Sports for All
Sports aren’t always the games we are used to playing today.

Delicious
Find out more about delectable food—from truffles to chill peppers to homemade ice cream.

What You Should Know About...
The low down on interesting topics, like pets, inventions, and even monsters.
The LLI Purple System Books

Engage intermediate readers with graphic texts and two-way books. The LLI Purple System contains a variety of graphic texts, where captivating pictures tell much of the story or provide the reader with much of the information.

Two-way books, which are single volumes containing two related books, present a topic from two different perspectives in two different forms. These books allow students to compare and contrast key understandings of related topics.

TWO-WAY BOOKS

NOVELS

Six carefully selected novels, authored by well-known and award-winning children’s authors, are also included in the LLI Purple System. Novel study supports students in sustained reading of longer works of literature, and builds a community of readers centered on high-interest relevant novels.

NOVELS

“Good readers read regularly, voluntarily, and voraciously. They read a wide variety of material with confidence and enjoyment.”

—Irene C. Fountas and Gay Su Pinnell

Available Separately

FOUNTAS & PINNELL LLI PURPLE SYSTEM CHOICE LIBRARY

Increase motivation with student choice

200 carefully selected fiction and nonfiction trade books at levels Q–V for students to independently select and read. 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.
The Lesson Structure of the **LLI Purple System**

**DESIGNED FOR SUCCESS**
- 45 minutes a day, 5 days a week for optimal results and intensity
- 4 students per group
- 18–24+ weeks of explicit, intensive instruction

The LLI Purple System employs 4 types of lesson frameworks. Each lesson is designed to be 45 minutes in duration delivered once per day, 5 days per week, to small groups of 4 students. Depending on a student’s reading level at their time of entry, the LLI Purple System intervention may last 18 to 24+ weeks.

There are a total of 204 lessons in the System. Each level contains 24 alternating standard lessons, followed by 6 novel study lessons and 4 optional test preparation lessons. LLI Purple System lessons are underpinned by the 144 precisely-leveled, original books and 6 carefully chosen novels.

### The Lesson Frameworks
- 72 odd-numbered standard lessons
- 72 even-numbered standard lessons
- 36 novel study lessons
- 24 test preparation lessons (optional)

The lesson frameworks provide smooth, well-paced lessons that scaffold highly efficient and effective instruction. Students also benefit from the predictability of the lesson and know what to expect in the instructional routines.

### Odd-Numbered and Even-Numbered Standard Lessons

The odd- and even-numbered lessons focus on reading, writing about reading, discussion of meaning, vocabulary, fluency, phonics, word study and the extensive use of oral language throughout.

Students read a new book every day alternating between books of their independent reading level (even-numbered lessons) and instructional reading level (odd-numbered lessons.)

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**45-Minute Standard Lesson Framework**

<table>
<thead>
<tr>
<th>Standard Lesson (Odd-Numbered)</th>
<th>Standard Lesson (Even-Numbered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing Yesterday’s New Book 5 minutes</td>
<td>Revisiting Yesterday’s New Book 5 minutes</td>
</tr>
<tr>
<td>Choose one:  [ Comprehension  [ Vocabulary  [ Fluency  5 minutes</td>
<td></td>
</tr>
<tr>
<td>Revisiting Yesterday’s New Book 5 minutes</td>
<td>Rereading and Assessment 5 minutes</td>
</tr>
<tr>
<td>Choose one:  [ Comprehension  [ Vocabulary  [ Fluency  5 minutes</td>
<td></td>
</tr>
<tr>
<td>Phonics/Word Study 10 minutes</td>
<td>Writing About Reading 15 minutes</td>
</tr>
<tr>
<td>Reading a New Book (Instructional Level) 25 minutes</td>
<td>Phonics/Word Study 10 minutes</td>
</tr>
<tr>
<td>[ Introducing the Text  [ Reading the Text  [ Discussing and Revisiting the Text  [ Teaching Point</td>
<td></td>
</tr>
<tr>
<td>Reading a New Book (Independent Level) 10 minutes</td>
<td></td>
</tr>
<tr>
<td>[ Introducing the Text  [ Reading the Text</td>
<td></td>
</tr>
</tbody>
</table>

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

—Irene C. Fountas and Gay Su Pinnell
The Lessons

Novel Study Lessons
Engage students in an in-depth study of high-quality, full-length novels that promote opportunities for inquiry and talk about complex texts. Novel Study provides students the opportunity to:
• Build stamina for reading longer texts
• Focus on multiple perspectives and widely divergent cultures
• Support the understanding of text characteristics over time
• Draw attention to literary elements and the writer’s craft
• Focus on comprehension of the deeper meanings of text.

Optional Test Preparation Lessons
A sequence of 4 optional test preparation lessons is provided for schools seeking to help students become test smart and prepare for standardized testing. These lessons support teachers in delivering instruction that:
• Supports the acquisition of the vocabulary frequently used in test items
• Develops students’ understandings and strategies for thinking across test selections
• Develops students’ competencies in writing well-crafted short and extended written responses
• Develops students’ efficiency and ability to quickly respond to test items
• Fosters students’ test-taking confidence with practice in essential test-taking strategies.

### 45-Minute Novel Lesson Framework

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Days 2 through 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing Yesterday’s New Book</td>
<td>Revisiting Yesterday’s Reading</td>
<td>Revisiting Yesterday’s Reading</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Choose one: [ Comprehension</td>
<td>Choose one: [ Comprehension</td>
</tr>
<tr>
<td></td>
<td>[ Vocabulary</td>
<td>[ Vocabulary</td>
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<tr>
<td></td>
<td>[ Fluency</td>
<td>[ Fluency</td>
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<tr>
<td></td>
<td>5 minutes</td>
<td>5 minutes</td>
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</table>

<table>
<thead>
<tr>
<th>Revisiting Yesterday’s New Book</th>
<th>Reading a New Section</th>
<th>Concluding Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one: [ Comprehension</td>
<td>[ Introducing the Text</td>
<td>[ Reflections on the Book</td>
</tr>
<tr>
<td></td>
<td>[ Reading the Text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ Discussing and Revisiting the Text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ Introduction to and Assignment of Reading</td>
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<tr>
<td></td>
<td>35 minutes</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

### 45-Minute Test Preparation Lesson Framework

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(familiar text)</td>
<td>(unfamiliar text)</td>
<td>(familiar text)</td>
<td>(unfamiliar text)</td>
</tr>
<tr>
<td>Think together</td>
<td>Think together</td>
<td>Think together</td>
<td>Think together</td>
</tr>
<tr>
<td>multiple-choice</td>
<td>multiple-choice</td>
<td>constructed-</td>
<td>constructed-</td>
</tr>
<tr>
<td>items</td>
<td>items</td>
<td>response items</td>
<td>response items</td>
</tr>
<tr>
<td>5 minutes</td>
<td>5 minutes</td>
<td>5 minutes</td>
<td>5 minutes</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Have a Try</th>
<th>Have a Try</th>
<th>Have a Try</th>
<th>Have a Try</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>10 minutes</td>
<td>10 minutes</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On Your Own</th>
<th>On Your Own</th>
<th>On Your Own</th>
<th>On Your Own</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
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</tbody>
</table>
# Sample Odd-Numbered Lesson

## Goals

### COMPREHENSION
- Infer a writer’s purpose.
- Analyze the information a writer provides to help readers infer people’s motives.

### WORD STUDY/VOCABULARY
- Use morphology and word parts to define a word.
- Notice a writer’s definition of a word within a paragraph.
- Recognize unique vowel sounds (oi, oy, ou, ow) in multisyllable words.

### FLUENCY
- Read orally with appropriate intonation to reflect the mood and meaning of the text.

## Analysis of New Book Book Characteristics

### HOW THE BOOK WORKS
This persuasive nonfiction text describes different cultures around the world that find insects a delicious choice for food and encourages us to expand our thinking about food choices in Europe and America. The text is organized categorically and embedded text structures include compare/contrast, cause/effect, and argument. Photographs with captions, a chart, graphs, and glossary help the reader understand the content.

### GENRE/FORM
- Nonfiction
- Persuasive
- Series book

### TEXT STRUCTURE
- Categorical
- Compare/contrast
- Cause/effect
- Argument

### CONTENT
- Insects as a source of food
- World hunger problems
- Content requiring the reader to take on diverse perspectives (cultures)
- Argument for the acceptance of insect consumption in all cultures

### THEMES AND IDEAS
- Insects are a delicious cuisine in many cultures (cultures in Mexico, South America, Africa, Asia)
- Insects have a small "foodprint" and may be an answer to future food shortages
- Insects are a strong source of protein, which is important for a healthy diet

### LANGUAGE AND LITERARY FEATURES
- Descriptive language that is important to understanding the content (After the worm is boiled briefly, it can then be dried and prepared however you prefer.)
- Persuasive language (If people around the world are ready to expand their diets and their minds, insects could be the world’s next favorite main course—and a solution for global malnutrition.)

### SENTENCE COMPLEXITY
- Longer, more complex sentences, with some more than twenty words
- Sentences with parenthetical material (Stinkbugs, crickets, maguey [muh-GAY] worms (which are actually caterpillars), and ant eggs are all still appreciated in areas of Mexico.)
- Sentences with nouns, verbs, or adjectives in a series, divided by commas
- Direct quotes from experts ("In China, the sensation of a thing in your mouth is part of the pleasure of eating it," explained Fuchsia Dunlop, a cookbook author who specializes in Chinese cuisine.)

### VOCABULARY
- Many technical words (arthropod, phylum)
- Many new vocabulary words that require the reader to derive meaning from context or use a glossary (cuisines, malnourished, pesticides)
- Some words from languages other than English (chapulines, cuchama)

### WORDS
- Multisyllable proper nouns that are difficult to decode (Zapotitlán Salinas, Blásquez)
- Hyphenated words (deep-fry, talk-show)
- Long, multisyllable words requiring attention to roots to read and understand (inexpensively, popularity, appreciated)

### ILLUSTRATIONS
- Photographs that extend the text
- Maps

### BOOK AND PRINT FEATURES
- Table of contents
- Headings
- Callouts
- Glossary
- Pie graph, bar graph, and chart
- Pronunciation guides (cha-poo-LEEN-ays)
- Metric conversions in parentheses
- Full range of punctuation as needed for complex sentences, including dashes...
Discussing Yesterday’s New Book

 Invite students to share their thinking about *Diving Deep into the Earth*. Some key understandings they may express:

<table>
<thead>
<tr>
<th>Thinking <strong>Within</strong> the Text</th>
<th>Thinking <strong>Beyond</strong> the Text</th>
<th>Thinking <strong>About</strong> the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2004, cavers set out to explore Krubera, the deepest-known cave in the world.</td>
<td>By exploring new depths of the cave, scientists learn important information about Earth.</td>
<td>The writer uses both chronological and temporal sequence to share information.</td>
</tr>
<tr>
<td>They faced many obstacles like sumps and blocked passages.</td>
<td>Cavers continue on in spite of their fears.</td>
<td>The writer includes a range of graphics to enhance the meaning of the text.</td>
</tr>
<tr>
<td>The first expedition reached a new depth of 1,840 meters.</td>
<td>It takes a special kind of person to be a caver.</td>
<td>The writer uses descriptive language to make the book more interesting.</td>
</tr>
<tr>
<td>A month later, a second expedition passed the 2,000-meter mark.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In 2012, another caver made it to a depth of 2,197 meters, and scientists believe the cave goes deeper.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MESSAGES Through persistence, courage, and teamwork, scientists can make discoveries that change how we understand the world. Cavers are explorers and adventurers.

Comprehension  Infer and Analyze

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

**Close Reading**  Let’s take a look at how the writer starts the book. Read aloud the last two sentences on page 2 and then ask the students to look at the photograph on page 2 and the graphic on page 3. What is the writer, Jacqueline Adams, trying to tell readers when she starts with the information on pages 2 and 3? [Students respond.] The photograph shows how dirty and difficult the job of cavers is; the graphic compares the depth of Krubera Cave to the height of the Empire State Building. The writer wants readers to recognize the challenges of caving. Now, read the sidebar on page 3 and the first two paragraphs on page 4. When you finish reading, let’s talk about why cavers want to explore. [Students read and respond.]

**Confirm Thinking**  You noticed that the writer provides some facts about how caves help scientists learn about Earth and about the unique creatures that live in these deep caves. Studying these creatures might help scientists learn how to treat human diseases. Those are good reasons to explore caves. On page 4, the writer describes some emotional reasons people might want to explore caves. They love adventure and the chance to discover places that no one else has ever been. So, the writer describes both scientific and emotional reasons for exploring caves. Do you think both are needed? Why? [Students respond.]

If you write about something challenging—for example, running a marathon—you might want to describe both scientific and personal reasons behind it.
**Vocabulary** Use Morphology and Word Parts: *impasse*

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

- Go to page 11 and find the word *impasse*. Work with a partner to divide the word into syllables and to talk about the meaning of each word part. Students take apart *im/passe* and write it in the word study section of their Literacy Notebooks. Ask them to use the two parts to determine the word’s meaning.

- Ask pairs to share their thinking with the group. *The base word is a form of pass, which means “to move on ahead” or “to proceed.”* It’s related to a French word, *passer* (pronounced *pa-SAY*). The prefix *im-* means “not.” So, an impasse is a situation in which a person cannot keep going or cannot proceed. Read the sentence that contains the word *impasse* and then read the rest of the paragraph. What does the writer do in the text to help readers understand the word? [Students read and respond.]

- The writer defines the word in the next sentence, and the heading on page 10 also helps. In addition, the word *impasse* is also in the glossary, so you can check your thinking with this reference tool. Do you think that this word makes the adventure sound more interesting instead of just saying “he couldn’t go any farther”? [Students respond.]

**Fluency** Assisted Reading: Intonation

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

- Read the first paragraph on page 22 to the students and then ask what they notice about how your reading sounds.

- The first part of the paragraph emphasizes how important this moment was in Klimchouk’s life. I used my voice to show excitement. Then, I used my voice to show in the quote how he felt about it afterwards. Let’s read it again together. Read with me and if I drop out, you keep reading.

- Have the students read the paragraph again with you. Drop out when you feel students have momentum.
**Principle** Some words have two letters that together represent a unique vowel sound (\textit{oi}, \textit{oy}, \textit{ou}, \textit{ow}).

<table>
<thead>
<tr>
<th>sirloin</th>
<th>destroy</th>
<th>amount</th>
<th>eyebrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>turmoil</td>
<td>enjoy</td>
<td>announce</td>
<td>sundown</td>
</tr>
<tr>
<td>around</td>
<td></td>
<td></td>
<td>lighthouse</td>
</tr>
</tbody>
</table>

**Say and Sort**
- Show and say the following words: \textit{appoint}, \textit{annoy}, \textit{discount}, \textit{hometown}. Use any word that the students might not understand in a sentence.
- \textbf{What do you notice about the vowel sound in the second syllable of each word?} [Students respond.] Help students understand that these words have two letters that represent a unique vowel sound.
- \textbf{What letters represent these unique vowel sounds?} [Students respond. They should say the \textit{oi} in \textit{appoint}, the \textit{oy} in \textit{annoy}, the \textit{ou} in \textit{discount}, and the \textit{ow} in \textit{hometown}.
- Underline the phonogram (letters that represent the vowel and all letters that follow) in the last syllable of each word (\textit{appoint}, \textit{annoy}, \textit{discount}, \textit{hometown}). Point out to students that knowing these phonograms or spelling patterns will help them read and write other words.
- Give partners the following words to say and sort: \textit{sirloin}, \textit{destroy}, \textit{amount}, \textit{eyebrow}, \textit{turmoil}, \textit{enjoy}, \textit{announce}, \textit{sundown}, \textit{around}, \textit{lighthouse}. Tell students to sort the words according to the two letters that represent the unique vowel sound in the second syllable of each word. Have students underline the phonogram in the second syllable of each word.
- Summarize the lesson by restating the principle.
- Give the students the Word Slap! Game to play in class or at home.
**GENRE FOCUS** Part of the Delicious! Series, this persuasive nonfiction text describes various cultures that include insects as an important and delicious part of their cuisines. The text challenges the reader to expand his thinking about insects, demonstrates different comparisons and relationships that insects have to European and American cuisines, and points out that eating insects may have an important role in solving world hunger.

### Introducing the Text
- *Today, you are going to read another book in the Delicious! Series.* If students have read other books in the series, show one of the books and ask students to briefly summarize the topic. If they have not read any of the books, tell them that the series is all about different kinds of foods. You may want to offer the series books for independent reading.
- *The title of today’s book is Delectable Insects.* Does anyone know what delectable means? [Students respond.] At first, you might not think insects could be delicious, but that’s what the word delectable means—greatly pleasing, especially to the taste. What does the title make you think about? [Students respond.] Have students read the back cover and make comments.
- Listen while I read the inside back cover. The writer is trying to persuade or convince readers of something. Read the inside back cover or summarize the information. What do you think the writer’s argument is going to be? [Students respond.]
- As you read today, notice what the writer does to support the argument. Go to page 9 and take a look at the chart. What information does the writer provide in the chart? [Students respond.] How do you think this information supports the writer’s argument? [Students respond.]
- Let’s look at the way the writer starts the book—the lead. Then, let’s talk about whether it helps the reader understand the writer’s purpose. Read page 2 to the students and invite comments.
- One of the problems that the writer shows in this book is that there is a global health crisis. Read the first paragraph on page 4, and then let’s talk about the problem. [Students read and respond.] If needed, point out the word malnourished and use the glossary to find the meaning.
- The writer offers information and describes a problem to support her argument. Look at the labeled photographs on page 11. What is the writer doing here to support the argument? [Students respond.] The writer uses comparison. Does this comparison make it easier for you to imagine eating an ant? [Students respond.]
- While you are reading, think about the supporting information the writer offers. After reading, you may agree or disagree with the writer, but it is important to understand her argument. Remember that the words in bold are in the glossary.
- Now, turn to the beginning to start reading and think about what the writer is trying to get you to believe.
Reading the Text
- Students read the text silently.
- Sample oral reading and prompt, as needed, for noticing and using punctuation to guide intonation. Use Prompting Guide, Part 1 for precise language.

Discussing and Revisiting the Text
- Invite students to discuss what they learned from reading Delectable Insects.
- What does the writer want to convince readers to think or do? [Students respond.] What are some examples of how the writer, Zoë Kashner, supports her argument? [Students respond.]
- If students do not mention the following, point out (1) many people already eat insects (page 2), (2) the global health crisis and population growth (pages 4–7), (3) the efficiency of insects at the “foodprint” (pages 8 and 9), (4) many people eat close relatives of insects (pages 10 and 11), and (5) many people around the world eat insects (throughout the book).
- Take a look at page 18, and then let’s talk about why people might like to eat insects. [Students respond.]
- Do you agree with the writer’s argument? Why or why not? [Students respond.]
- Sometimes when you read a book like this one, you find that some points are strong and others are weak. Even if you do not agree with the writer, what do you think is an especially strong point in favor of eating insects? [Students respond.] After students have responded, you may want to express your own opinion.
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many cultures find insects to be an important and delicious part of their diets.</td>
<td>People need to be exposed to a variety of insects in order for insects to be more accepted as food.</td>
<td>The writer includes a variety of graphics to support the text and extend the reader’s understanding.</td>
</tr>
<tr>
<td>Insects are a rich source of protein.</td>
<td>Insect harvesting may be an industry and a food source of the future.</td>
<td>The writer uses a variety of information from experts to persuade the reader.</td>
</tr>
<tr>
<td>Insects have a small foodprint and may be an answer to future food shortages.</td>
<td>In the future, many more insects may be accepted food sources for all people.</td>
<td>The writer shows how many different cultures love insects and include them as part of their everyday diets in order to persuade the reader.</td>
</tr>
<tr>
<td>Change is possible; at one time, eating raw fish was not accepted in Europe and America, but today it is considered a desirable delicacy.</td>
<td>Once people know about the benefits of insect eating, insects may be a more popular food.</td>
<td></td>
</tr>
<tr>
<td>The traditions of insect eating are part of the ideology of a culture; preserving them helps to keep that culture alive.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MESSAGES People should keep an open mind about eating all kinds of things. Some things seem strange to different cultures, but through understanding we can learn to be more accepting. Some things that may seem strange to eat are actually very nutritious and delicious.
Teaching Points

- Based on your observations, use Promoting Guide, Part 2 to select a teaching point that will be most helpful to the readers. You may also use the suggestion below.

- The writer makes some good points in the body of the text, but the images are also important. Take a look at the photographs, graphs, and chart. How do they help you understand the writer’s argument? Give some examples. [Students respond.]

- If students do not bring them up, point out the graphs on pages 5 and 7 and the chart on page 9.

- The book has some photographs that show insects that have been prepared as food. Look at pages 4, 13, 15, and 17. Do any of these illustrations persuade you to eat insects? Why or why not? [Students respond.]

- If you write an informational book that is an argument, you may want to include some charts or photographs to help convince readers.
Classroom and Homework

- Play the Word Slap! Game for practice with unique vowel patterns.

Assessing Reading and Writing Behaviors

**Observe to find evidence that readers can:**

- infer and state a writer’s purpose.
- notice and point out examples of the information a writer provides to help readers infer people’s motives.
- use morphology and word parts to define a word.
- notice and point out a writer’s definition of a word within a paragraph.
- recognize unique vowel sounds \((oi, oy, ou, ow)\) in multisyllable words.
- read orally with appropriate intonation to reflect the mood and meaning of the text.

Supporting English Language Learners

**To support English language learners, you can:**

- **be** sure students understand the terms **scientific** and **emotional reasons** when describing why people explore caves.
- **check** for understanding of the word **ecstatic** and the phrase **a tidal wave of excitement**.
- **define** unknown words in Phonics/Word Study.
- **describe** the meanings of **syllable** and **phonogram**.
- **provide** an example of about how much land is in an acre (e.g., one acre is similar to the size of a soccer field or a football field).
- **remind** students to use the glossary or ask for help with the proper pronunciation of words (e.g., **cuisine, indigenous, pesticide**).
- **monitor** understanding of figurative language (e.g., **prize these delicious morsels**).
- **define** the term **comparison**.
- **describe** the meanings of the words **nourishing, drought, promoting, manure, and palatable**.
- **remind** students to let you know if they don’t understand the meaning of a word.
- **check** for understanding of **culturally acceptable, a more interesting chew, and the sensation of a thing in your mouth**.

Professional Development Links

- Professional Development and Tutorial DVDs, *LLI Purple System*
  View “Instructional Procedures for Phonics/Word Study: Say and Sort” on the *Professional Development DVD*.

  Select and read sections of Chapter 12, “Using Syllabic and Morphemic Analysis to Solve Words.”

- *Genre Study: Teaching with Fiction and Nonfiction Books*
  Read Chapter 11, “Nonfiction Texts: Analysis of Design.”

- *Leveled Literacy Intervention System Guide, LLI Purple System*
  Read “Instructional Procedures for Phonics/Word Study: Say and Sort” in Section 5.
You Will Need
- Hallie’s Song, Level T
- Delectable Insects, Level V
- words (see Appendix A)

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:
- Recording Form
- Make It Match Game

**Goals**

**COMPREHENSION**
- Analyze and summarize the arguments in a nonfiction text.
- Identify the types of arguments a nonfiction writer uses.
- Recognize characteristics of the realistic fiction genre.
- Recognize first-person narrative and infer a character’s feelings.
- Recognize the problem in a realistic fiction text.

**WORD STUDY/VOCABULARY**
- Derive the meaning of a word from context.
- Identify how a writer provides information about the meaning of a word.
- Use word parts to understand the meaning of a word.
- Recognize vowel sounds represented by two letters in multisyllable words.

**FLUENCY**
- Read aloud with fluency and appropriate word stress.
- Articulate how word stress is related to the meaning of a paragraph.

**WRITING ABOUT READING**
- Identify supporting statements in a persuasive nonfiction text.
- Critique the argument in a persuasive nonfiction text.

**Analysis of New Book Characteristics**

**Hallie’s Song, Level T**

**HOW THE BOOK WORKS**
This first-person narrative is written in chronological sequence over a few days. Hallie is excited when her distant, movie star mother invites her to visit. She soon discovers that her fantasy about life with her mom is just that—a fantasy. In the end, Hallie learns to appreciate her life with her dad.

**GENRE/FORM**
- Fiction
- Realistic

**TEXT STRUCTURE**
- First-person narrative
- Chronological sequence

**CONTENT**
- Appealing to adolescents
- Most content carried by the print
- Movie star lifestyle

**THEMES AND IDEAS**
- Love and loyalty are more valuable than fame and fortune
- It is easy to take someone for granted when we fail to see the sacrifices they have made
- Reality is better than fantasy

**LANGUAGE AND LITERARY FEATURES**
- Characters revealed by what they say, think, and do and what others say or think about them
- Main character that changes and develops over time
- Conflict: man vs. man (Dad and Hallie’s argument about the trip)
- Figurative language that is important to understanding the settings and characters (Her lips were saggy, like balloons that had deflated.)
- Slang (went ballistic, limo)
- Idioms (last-ditch effort, staked out)

**SENTENCE COMPLEXITY**
- Longer, more complex sentences, with some more than twenty words
- Some more complex sentence structures with embedded phrases and clauses
- Unassigned dialogue

**VOCABULARY**
- Many words used figuratively (idioms, similes)
- New vocabulary words that require the reader to derive meaning from context (rendition, mammoth)

**WORDS**
- Many words with suffixes and prefixes (impression, illegally, uncomfortable)
- Hyphenated adjectives (football-field-length, ruby-eyed, behind-the-scenes)
- Words with a wide variety of complex spelling patterns (erratic, paparazzi)

**ILLUSTRATIONS**
- Artistic illustrations that communicate meaning to match or extend the text

**BOOK AND PRINT FEATURES**
- Italics to indicate emphasis (‘I’d been e-mailing her for a couple of months now.)
- Italics for newspaper titles (West Coast Times)
- Italics for foreign language phrases (joie de vivre)
- Ellipses to show hesitation or interruption
- Dashes to indicate additional or clarifying information to follow
Revisiting Yesterday's New Book
Options and Suggested Language

Choose one:
- Comprehension
- Vocabulary
- Fluency

Comprehension Analyze and Summarize

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

- **Close Reading** In Delectable Insects, the writer, Zoë Kashner, presents an argument for eating insects. Usually, when a writer presents an argument she summarizes the main points in the last section. The summary emphasizes all the reasons why readers should consider the argument and leaves the readers thinking about it. Read the last section of the book on pages 22 and 23. Then, let’s talk about what you noticed about the writing. What two kinds of supporting statements does the writer use to support her argument? [Students read and respond.]

- **Confirm Thinking** You noticed that the writer presents two kinds of supporting statements: (1) facts about how eating insects can help solve the problem of world hunger and benefit the environment, and (2) descriptions to persuade the reader that insects can be palatable and delicious food. The writer points out that people’s tastes change over time to encourage readers to be more open to trying new foods like insects. Instead of just one supporting statement, the writer offers more than one reason for eating insects. If you are writing an article or essay to persuade readers of something, you will want to write several good supporting statements, all of which make sense. You should also think about summarizing your points in a strong conclusion that leaves readers thinking about your argument.

Vocabulary Use and Identify Contextual Information: **malnutrition**

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

- Go to page 23 and locate the word malnutrition. Read the page and think about the meaning of malnutrition. Then, work with your partner to create a definition for the word. Remember to notice what the writer does to help readers understand the word. [Students read and respond.]

- The word malnutrition means “lacking nourishment.” What language does the writer use to help you understand the word? [Students respond.]

- You noticed that the writer uses synonyms in two phrases on page 23—world hunger and global malnutrition. What are the synonyms here? [Students respond.]

- Another way to examine the word malnutrition is to look at the parts. Write nutrient, nutrition, and malnutrition. What do you think nutrient means? [Students respond.] A nutrient is something that nourishes. It’s food. It makes a person, animal, or plant healthy.

- So, what does nutrition mean? [Students respond.] It means “providing nutrients or food.” It means the way the body (or organism) uses food to stay healthy.

- The prefix mal- has a meaning—“bad.” Do you know any other words that have the prefix mal-? [Students respond. They may suggest words such as malfunction, malice, or malpractice.]

- So, is “bad nutrition” similar to the meaning of the word hunger? [Students respond.]

- You can look at context clues the writer provides, or you can also check the meaning of the word parts.
**Fluency** Echo Reading: Word Stress

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

- Read the first sentence on page 23 to the students, using appropriate word stress. *Follow along as I read, and then let’s talk about the words I stressed to convey the writer’s meaning.* [Students respond.] For example, the word *also* shows that there are two supporting statements or facts.
- Read the sentence again and have students read it immediately after you, imitating the way you read it. Then, have students read the entire page to a partner using appropriate stress.
- Ask partners to identify the words that are stressed in one or two sentences and discuss the reasons for their selections.

- **Rereading for a Purpose**  *Reread pages 4–12 and notice what the writer does to persuade readers that eating insects is a good idea.*
- **Assessment** While other students read for a purpose, listen to one student read the section identified in *Delectable Insects*. Code the reading behavior on the Recording Form. Engage the student in a brief comprehension conversation, give scores for fluency and comprehension, and select a brief teaching point that will be most helpful to the reader. Analyze the record later.
**Shared and Independent Writing**  
List

- The writer of Delectable Insects tries to persuade readers that eating insects is a good idea. Talk with your partner about the supporting statements or facts that the writer includes to convince readers of her argument. Then, we’ll work together to make a list. [Students respond.]

- Write the list as students give input from their discussions. Students can record the list in the writing section of their Literacy Notebooks. Place a plus mark beside the statement you think is the best. Then, write one or two sentences that tell why you think it’s the best statement for the argument.

<table>
<thead>
<tr>
<th>eat insects</th>
</tr>
</thead>
<tbody>
<tr>
<td>- there is a problem with world hunger and people need more food.</td>
</tr>
<tr>
<td>- insects are nutritious. They provide fiber, minerals, and vitamins.</td>
</tr>
<tr>
<td>- insects are more efficient to produce, so they are better for the environment.</td>
</tr>
<tr>
<td>- people’s food tastes change over time.</td>
</tr>
<tr>
<td>+ many people around the world enjoy eating insects.</td>
</tr>
<tr>
<td>+ this is the best supporting statement because if you know that others like to eat insects, you might try them.</td>
</tr>
</tbody>
</table>
Phonics/Word Study
Phonograms with Other Vowel Sounds in Multisyllable Words

**Principle** Some multisyllable words have a phonogram with two letters that together represent other vowel sounds (al, au, aw, ea, ew, oo).

<table>
<thead>
<tr>
<th>assault</th>
<th>baseball</th>
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</thead>
<tbody>
<tr>
<td>cocoon</td>
<td>misread</td>
</tr>
<tr>
<td>outgrew</td>
<td>seesaw</td>
</tr>
<tr>
<td>unhook</td>
<td></td>
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</table>

**Notice Parts**
- Show and say the following words: balloon, cashew, default, install, instead, notebook, withdraw. Use any word that the students might not understand in a sentence.
- What do you notice about the vowel sound in the second syllable of each word? [Students respond.] Help students understand that these words have two letters that represent a vowel sound.
- What letters represent these vowel sounds? [Students respond. They should say the oo in balloon, the ew in cashew, the au in default, the al in install, the ea in instead, the oo in notebook, and the aw in withdraw.]
- Underline the phonogram (letters that represent the vowel and all letters that follow) in the last syllable of each word (balloon, cashew, default, install, instead, notebook, withdraw). Point out to students that knowing these phonograms or spelling patterns will help them read and write other words.
- Have partners suggest other words with these phonograms (-oon, -ew, -ault, -all, -ead, -ook, -aw). Write their suggestions and underline the phonograms (e.g., raccoon, curfew, somersault, rainfall, forehead, outlook, jigsaw).
- Give partners the following words to lay facedown: assault, baseball, cocoon, misread, outgrew, seesaw, unhook. Have them take turns turning over a word, reading it, and underlining the phonogram in the final syllable.
- Summarize the lesson by restating the principle.
- Give the students the Make It Match Game to play in class or at home.
**GENRE FOCUS** This story could happen in real life, so it is realistic fiction. When Hallie’s mother, a big movie star, invites her to visit, Hallie imagines a life of luxury. Hallie soon discovers that her mother doesn’t have time for her. In the end, Hallie learns about the sacrifice her dad made for her, and she learns to appreciate her life with him.

**Introducing the Text**

- **You are going to read a book today called Hallie’s Song. The genre is realistic fiction, so what will you expect?** [Students respond.] There will be a problem or several problems in the story. Read the inside back cover to the students and then have them read the back cover. **What do you predict Hallie’s problem will be?** [Students read and respond.]

- **Read page 3, and then let’s talk about who is narrating, or telling, the story.** [Students read and respond.] Hallie is the main character and she is also the narrator, so you will get the story from her point of view. What we know so far is that Hallie lives with her dad, who writes music. His “sheet music” is a page where he is writing the musical notes. Hallie has received an e-mail from her mother. **How do you think Hallie might be feeling about her mother?** [Students respond.]

- **Hallie doesn’t see much of her mother. Her mother seems to be a kind of mystery to her. Did you notice the French words, joie de vivre? The writer gives the English translation. What does that tell you about Hallie’s mother?** [Students respond.]

- **Hallie is going to visit her mother, and it’s something she really wants, but her dad has some other feelings.** Listen while I read this paragraph on page 7. Read the last paragraph on page 7 to the students. **What are you thinking?** [Students respond.]

- **Look at pages 12 and 13. Hallie has arrived in L.A., Los Angeles, but that isn’t her mother. It’s her mom’s assistant, Inez. Inez tells Hallie that her mom couldn’t come to the airport because of the paparazzi.** Have students find the word paparazzi and clarify the meaning if needed. **As you read, think about how the information on page 12 helps predict how Hallie’s visit will go.**

- **Also, as you read, notice how Hallie’s feelings change during the story.** Tomorrow, we’ll talk about whether Hallie’s feelings change.
Reading the Text

- Students begin to read the text silently if there is time.
- Sample oral reading and prompt, as needed, for using word parts to solve words. Use *Prompting Guide, Part 1* for precise language.
Classroom and Homework

- Finish reading *Hallie’s Song*.
- Play the Make It Match Game for practice with vowel patterns (optional).

Assessing Reading and Writing Behaviors

**Observe to find evidence that readers can:**
- analyze and summarize the argument in a nonfiction text.
- identify the types of supporting statements a nonfiction writer uses.
- recognize and articulate the characteristics of realistic fiction.
- identify a first-person narrative and infer and discuss a character’s feelings.
- recognize and articulate the problem in a realistic fiction text.
- derive the meaning of a word from context.
- identify how a writer provides information about the meaning of a word.
- use word parts to understand the meaning of a word.
- recognize vowel sounds represented by two letters in multisyllable words.
- read aloud with fluency and appropriate word stress.
- articulate how word stress is related to the meaning of a paragraph.
- identify and list arguments in a persuasive nonfiction text.
- critique in writing the arguments in a persuasive nonfiction text.

Supporting English Language Learners

**To support English language learners, you can:**
- use the Spanish words *mala nutrición* to define the term *malnutrition*.
- monitor understanding of why particular words are stressed when reading aloud.
- check for understanding of words used in Phonics/Word Study.
- explicitly describe why it is important to know that Hallie is narrating, or telling, the story.
- be sure students understand figurative language, foreign language phrases, and idioms.
- describe the meaning of the words *rendition*, *ballistic*, *gawking*, and *deposited*.
- remind students to let you know if they don’t understand the meaning of a word.
- explain that what the writer includes after a dash gives more information to help the reader understand what is happening in the story (e.g., *I was thankful to see that Inez had parked nearby—illegally, in a no-waiting zone.*

Professional Development Links

Professional Development and Tutorial DVDs, *LLI Purple System*
View “Instructional Procedures for Writing About Reading: Shared Writing” and “Instructional Procedures for Writing About Reading: Independent Writing” on the *Professional Development DVD*.

*Genre Study: Teaching with Fiction and Nonfiction Books*
Read Chapter 7, “Realism in Fiction Texts: Contemporary Realistic and Historical Fiction.”

*Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*
Read pages 195-198 of Chapter 14, “Understanding the Demands of Fiction and Poetry.”

*Leveled Literacy Intervention System Guide, LLI Purple System*
Read “Instructional Procedures for Writing About Reading: Shared Writing” and “Instructional Procedures for Writing About Reading: Independent Writing” in Section 5.
**Recording Form**

**Part One: Oral Reading**

Excerpt is taken from pages 4–6, paragraph 1 “…fiber, minerals, and vitamins.”

Running words: 229

**Teacher:** Many people in the United States, Canada, and Europe don’t consider insects edible. However, around the world, many cuisines celebrate insects as delicious and healthy treats. Read why learning to eat insects may be important for the future.

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Nourishing Insects</td>
</tr>
</tbody>
</table>

Using insects as food is a popular idea these days. One reason is that we are in the middle of a global health crisis. Many people around the world, including some people in the U.S. and Europe, don’t have enough to eat. They are malnourished, lacking the basic nutrients to stay active and healthy.

One reason why people don’t get enough to eat is because global food prices can change. Bread, for example, can become much more expensive than usual if there is a drought affecting grain in a particular year. When that happens, people who live on pennies a day don’t have enough money to buy enough food.

**Summary of Scores:**
- Accuracy: 96%
- Self-correction: 1
- Fluency: 2
- Comprehension: Satisfactory

**Sources of Information Used**

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Part One: Oral Reading continued

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
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<tbody>
<tr>
<td>5</td>
<td>Many scientists believe that insects can play an important role in helping to solve world hunger. Insects are an inexpensive and readily available food in many places around the world and can be promising, easier to raise than other kinds of meat. Promoting the eating of insects can help stop hunger, while also improving nutrition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
</table>
| 6    | Nutritious Insects  
Another reason to eat insects is that they are actually quite healthy. According to the Food and Agriculture Organization of the United Nations, insects are, in general, high in protein. Protein is an important staple of the human diet because it provides the energy we need to build muscles and stay active throughout the day. Insects also provide fiber, minerals, and vitamins. |

Subtotal 70556000

End Time min. sec. Total 101679001
Accuracy Rate

<table>
<thead>
<tr>
<th>Errors</th>
<th>13 or more</th>
<th>11-12</th>
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<td>%</td>
<td>below 95%</td>
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<td>96%</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
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</table>

Self-Corrections

Fluency Score

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; appropriate stress and rate with only a few slowdowns.
Part Two: Comprehension Conversation Introduction

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

### Key Understandings

**Within the Text**

Tells 3-4 details such as: Using insects, as food is a popular idea today. One reason is that many people around the world, including in the United States, don’t have enough to eat. They are malnourished—lacking the basic nutrients to stay active and healthy. **People don’t have enough food so they are malnourished.**

When food prices rise, these people don’t have enough money to buy enough food. **Food costs a lot so there’s not enough money.**

Scientists believe that insects can play an important role in helping to solve world hunger. **Insects can help because they don’t cost a lot.**

Insects are inexpensive, readily available food, and can be easier to raise than other kinds of meat.

Eating insects can help stop hunger and improve nutrition.

Microscopic insects are already in the food we enjoy.

*Note any additional understandings:*

**Beyond the Text**

In some places eating insects is not part of the culture. Some people view insects as creepy, crawling creatures and are repulsed by the thought of eating them. **Some people think they are disgusting.** (Answers will vary. Gives 1-2 reasons.)

Many people consider insects a delicacy. Many people around the world suffer from malnutrition. **Insects could solve world problems and they can be good for you.** (Answers will vary. Gives 1-2 examples.)

### Comprehension Scoring Key

0 Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.

1 Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.

2 Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.

3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you learn in this part of the book?</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Insects are a good source of nutrition. Why do some people shy away from eating them?</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>How has your opinion changed about eating insects? Tell why the information changed your opinion.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>
## Part Two: Comprehension Conversation continued

<table>
<thead>
<tr>
<th>Key Understandings</th>
<th>Prompts</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Connected Understanding:</td>
<td>What did the author say to convince readers that eating insects is a good idea?</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>Scientists believe insects can be important for solving world hunger. Insects</td>
<td>How does the graph on page five help to support the author’s argument?</td>
<td></td>
</tr>
<tr>
<td>are inexpensive, readily available, and easier to raise than other kinds of meat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientists think insects can solve hunger problems because cheap. There are lots of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>insects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graph provides a visual representation of the extent of world hunger around</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the world. It shows why additional food sources are needed to solve this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>widespread problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows the problem of world hunger and why it’s important to try to solve it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guide to Total Score**
- 9-10 Excellent Comprehension
- 6-8 Satisfactory Comprehension
- 5-6 Limited Comprehension
- 0-4 Unsatisfactory Comprehension

Subtotal Score: 8/9
Add 1 for any additional understandings: 1
Total Score: 9/10
Analysis of New Book Characteristics

Pacific Crossing, Level T

Goals
- Notice the juxtaposition of events that influenced changes in human culture over time.
- Summarize the larger idea of an informational text.
- Understand the setting of a realistic fiction text.
- Begin to understand the role of culture and language in the plot of a fiction text.
- Engage actively with others in discussion of a novel.

Vocabulary
- Understand the meaning of connective words and how they function in sentence structure.

Fluency
- Identify appropriate phrase units for reading a nonfiction text aloud.
- Read aloud with appropriate phrasing.

How the Book Works
This story is written in third-person narrative, divided into chapters with multiple episodes. It is written in chronological sequence over several weeks. Mexican-American student Lincoln Mendoza spends the summer in Japan with a host family. Lincoln studies the martial art of kempō, and learns about Japanese culture as he becomes part of his new family.

Genre/Form
- Fiction
- Realistic

Text Structure
- Third-person narrative
- Chronological sequence
- Narrative structure including chapters with multiple episodes related to a single plot

Content
- Topics that go well beyond readers' personal experiences and content knowledge (life in Japan, kempō)
- Settings requiring content knowledge (geography) for understanding
- Content carried by the print rather than the pictures

Themes and Ideas
- Many ideas and themes requiring an understanding of cultural diversity
- Family traditions
- Friendship
- Melding many cultures

Language and Literary Features
- Multiple characters revealed by what they say, think, and do, and what others say and think about them
- Descriptive language that is important to understanding the setting and characters
- Setting distant in space from students' experiences
- Flashback of events leading to current circumstances
- Similes (The jacket was hanging in Lincoln's closet, limp as a flag with no wind.)
- Slang ("Yeah, let's blow this place.")

Sentence Complexity
- Longer, more complex sentences, with some more than twenty words
- Many complex sentences, including dialogue and many embedded phrases and clauses
- Sentences with nouns, verbs, or adjectives in a series, divided by commas (They kicked around for a while, looking at the vases, lacquer boxes, and pearls in store windows.)

Vocabulary
- Some words from languages other than English (shorinji kemp, abrazos)
- Many new vocabulary words that require readers to derive meaning from context (pulsating, irrigated, extinguished)
- Words used figuratively ("Wise guy, huh?")
- Words with affixes (embarrassment, unbuttoned, reluctantly)
- Multisyllable words that may be difficult to decode (anticipation, occasionally, ceremonial)
- Compound words (loudspeaker, alongside, skyscrapers)
- Hyphenated adjectives (late-afternoon, white-gloved, odd-shaped)

Illustrations
- No illustrations

Book and Print Features
- Glossary of Spanish and Japanese words and phrases
- Italics for foreign language words ("So, Lincoln, you practice shorinji kempō?")
- Italics to indicate emphasis ("And what do you think of Japan?")
- Italics for poetry
- Dashes to indicate more information to follow (Lincoln couldn't help himself–he waved to the chickens.)
- Full range of punctuation

Rereading
The Sweet History of Cake, Level S

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:
- Phrased Reading 127

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NEW BOOK
Pacific Crossing, Level T

You Will Need
- Pacific Crossing, Level T
- The Sweet History of Cake, Level S

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:
- Phrased Reading 127

Goals

COMPREHENSION
- Notice the juxtaposition of events that influenced changes in human culture over time.
- Summarize the larger idea of an informational text.
- Understand the setting of a realistic fiction text.
- Begin to understand the role of culture and language in the plot of a fiction text.
- Engage actively with others in discussion of a novel.

VOCABULARY
- Understand the meaning of connective words and how they function in sentence structure.

FLUENCY
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- Read aloud with appropriate phrasing.

Analysis of New Book Characteristics

Pacific Crossing, Level T

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- Italics for poetry
- Dashes to indicate more information to follow (Lincoln couldn’t help himself—he waved to the chickens.)
- Full range of punctuation
Discussing Yesterday’s New Book

Invite students to share their thinking about The Sweet History of Cake. Some key understandings they may express:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first cakes, loaves of sweet bread, were made in ancient Egypt in 3500 BCE.</td>
<td>Learning about the history of cake helps people think about cake in new ways.</td>
<td>The writer appeals to the reader’s interest with a familiar, well-liked topic: cake.</td>
</tr>
<tr>
<td>Scientific reasons explain why most people crave cake and other sweet foods.</td>
<td>Realizing that something as common as cake has such a rich and interesting history makes people wonder about the history of other everyday things.</td>
<td>The images of different kinds of cakes enhance the reader’s understanding.</td>
</tr>
<tr>
<td>It took bakers hundreds of years of experimenting to come up with the sweet, fluffy cakes we have today.</td>
<td>Some types of food are symbols for celebrations and other happy times.</td>
<td>The timeline summarizes the history of cake.</td>
</tr>
<tr>
<td>Cake has been used to celebrate birthdays and weddings for thousands of years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MESSAGE Sometimes the most familiar, common things in life have rich, fascinating histories.

Comprehension Search for and Use Information and Summarize

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

- **Close Reading** Yesterday, you read that cake has a very long history, but the way it was made and how it tasted changed over the years. In 3500 BCE, cake was not very similar to the cake of today. Read pages 12, 13, and 14, and then read the timeline on page 24. As you read, notice the events that influenced or made possible the changes in cake. Then, let’s talk about what the writer does to help readers see the relationships between events. [Students read and respond.]

- **Confirm Thinking** You noticed that people could change cake and make it better because new ingredients became available, and ingredients that were expensive became cheaper. You noticed three big ideas: (1) bakers were always looking for ways to make cake more delicious; (2) as new ingredients became available, bakers found ways to use them; and (3) cake has been an important part of people’s celebrations for many years. What do you think the writer’s overall message or main idea is? [Students respond.] Students’ ideas may vary, but may touch on the message that people make their lives better by taking advantage of changes, such as new materials or inventions. If there is time, invite the students to generate a list of new inventions or materials that have been developed during their lifetime.
**Vocabulary** Understand Connectives and How They Function: *because, however*

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

- **Read** page 4. As you read, think about the meanings of *because* and *however* and what they tell you in the paragraph. You probably know both of these words, but understanding how they work in the sentences will help you see how the writer communicates meaning. Then, share how these words help you as a reader. [Students read and respond.]

- **You** noticed that the writer uses the words *because* and *however* to connect ideas in a way that helps readers understand what the writer is saying. The word *because* is a conjunction that means “since” or “for the reason that,” and the word *however* is an adverb that means “in spite of.” These words are important because of how they work in the sentences. A very important idea in the book is that bakers experiment with new ingredients to make cake better. Also, the availability of new ingredients is one of the important reasons why bakers could change cake. The writer develops these ideas throughout the book. But the writer also wants readers to realize that the role of cake as an important part of people’s celebrations has not changed. The writer uses the word *however* to connect that idea.

**Fluency** Phrased Reading: Phrasing

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

- **Give** students Phrased Reading 127. Fold each page in half so that students look at the top half first, which duplicates the paragraph on the bottom half of the page without slash marks.

- **Punctuation** helps you learn how to read in phrases. Some places have punctuation to show phrases, but other places do not. When you read in phrases, you are noticing the author’s meaning. Have students work with a partner to decide where to mark pauses by placing slash marks. Remind them to use the punctuation to help mark phrases. Invite them to share their decisions by reading the paragraph to others in the group. Then, have partners compare their marks to the marked phrases in the paragraph on the bottom half of the page. There may be variations in interpretation, but they should all recognize the punctuation.

- **Finally**, have students read the second paragraph on page 22 in *The Sweet History of Cake*. 
GENRE FOCUS This story could happen in real life, so it is realistic fiction. Lincoln Mendoza and his friend Tony Contreras spend the summer with host families in Japan. They learn about Japanese culture and become a part of their new families. Lincoln studies the martial art of kemp while experiencing the everyday life of a Japanese family on a small farm outside of Tokyo.

Introducing the Text

- This week, you are going to read a chapter book. You’ll read some pages of the book in our group, and you will have some reading to do at home. The title of the book is Pacific Crossing, and the author is Gary Soto. Have any of you read other books by Gary Soto? [Students respond.]

- The main character of this book, Lincoln Mendoza, lives in California. His street is near the Mission District, which is a largely Latino neighborhood in San Francisco. Lincoln is Mexican American, and most of his friends are Latino as well. He is right at home in his neighborhood.

- Listen while I read the foreword in the book. As I read, think about the situation Lincoln is in. Read “The Unkindest Cut of All” to the students and ask for comments. The setting for this book, at least at the beginning, is in Japan. The setting might be part of the problem in the book, too. Read Chapter 1, and then let’s talk about what you learn about Lincoln, and what is happening to him. [Students read and respond.]

- In the foreword, Lincoln is already in Japan. But at the beginning of Chapter 1, we read about Lincoln and his friend Tony Contreras, who are on the long plane ride to Japan that would take almost twelve hours. What are you thinking? [Students respond.]

- Read the first paragraph of Chapter 2 on page 4. Then, let’s talk about where Lincoln is, and also about the time the author is describing. [Students read and respond.] When you have a book that is a sequel, the author usually provides a summary of what happened to the character in the previous story. In Chapter 2, the author summarizes everything that has happened before the beginning of Pacific Crossing.

- Turn to page 11. The words in capital letters, “THE JET DIPPED,” signal to the reader that the summary is over and the boys are landing in Japan. Read the second chapter to page 13. As you read, think about the challenges that Lincoln faces as he goes to a different country to live.

Reading the Text

- Students read Chapter 2 silently.

- Sample oral reading and prompt, as needed, for using the glossaries of Spanish and Japanese words and phrases. Use Prompting Guide, Part 1 for precise language.
Discussing and Revisiting the Text

- We are going to have a group discussion of this book, and we’ll be talking about it every day this week. Discuss with students that it is important to be sure everyone gets a chance to talk. Prompt them to wait until someone finishes speaking before they make the next comment. Also, remind them to look at the person who is talking.

- Turn and talk with a partner and share your first thoughts about this book. [Students respond.]

- Who can start us off by sharing something you and your partner talked about? [Students respond.]

- To encourage thinking and talking, you may want to select from the following questions/prompts:
  - Do you feel the story has an interesting setting? Why? How important do you think the setting is going to be?
  - Lincoln has some expectations about Japan. Are his expectations correct?

- If the discussion goes too far away from the text, redirect the conversation with prompts such as Let’s stay on our first idea before moving on to a new idea. We were discussing ______.

- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln and his friend Tony are flying to Japan.</td>
<td>When the boys are called to the principal’s office, they think they might be in trouble.</td>
<td>The author uses a flashback to an earlier time to explain how the boys wind up flying to Japan.</td>
</tr>
<tr>
<td>Lincoln and Tony are taking part in an exchange program for the summer.</td>
<td>The boys are surprised by the principal’s offer.</td>
<td></td>
</tr>
<tr>
<td>The jet lands, and the boys go through customs.</td>
<td>Tony’s and Lincoln’s moms know this is a great opportunity for the boys.</td>
<td></td>
</tr>
<tr>
<td>People from two families greet Lincoln and Tony.</td>
<td>The boys are excited and nervous about the trip.</td>
<td></td>
</tr>
<tr>
<td>Lincoln goes home with Mr. Ono and Tony goes home with the Inaba family.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MESSAGE Unexpected things can happen. Take advantage of opportunities when they come your way.

Introduction to and Assignment of Reading

- Tonight, you are going to read Chapter 3 of Pacific Crossing, pages 14–21. As you read, notice the new challenges Lincoln faces in a strange country. In this book, the author uses both Spanish and Japanese words and phrases. Be sure to use the glossaries at the back of the book to understand these phrases and the dialogue in the text.
Classroom and Homework

- Read Chapter 3 of Pacific Crossing.

Assessing Reading and Writing Behaviors

Observe to find evidence that readers can:
- notice and discuss the juxtaposition of events that influenced changes in human culture over time.
- summarize the larger idea of an informational text.
- understand and discuss the setting of a realistic fiction text.
- begin to understand and discuss the role of culture and language in the plot of a fiction text.
- engage actively with others in discussion of a novel.
- understand and describe the meaning of connective words and how they function in sentence structure.
- identify appropriate phrase units for reading a nonfiction text aloud.
- read aloud with appropriate phrasing.

Supporting English Language Learners

To support English language learners, you can:
- demonstrate and then prompt students to think about the causes behind the changes in cake.
- provide everyday examples to illustrate the meanings of because and however.
- describe the meanings of linoleum, the challenges Lincoln is facing, and summons.
- tell students about the glossary.
- be sure students understand how to infer meaning of new words from context; model as necessary.
- remind students to tell you when they don’t understand a word.
- support partner talk, preparing students to begin the conversation with the group.
- describe the meaning of flashback.
- be sure students understand how to infer meaning of new words from context; model as necessary.
- remind students to tell you when they don’t understand a word.
- support partner talk, preparing students to begin the conversation with the group.
- describe the meaning of flashback.

Professional Development Links

Professional Development and Tutorial DVDs, LLI Purple System
View “Novel Study Lesson” on the Professional Development DVD.

When Readers Struggle, Levels L–Z: Teaching That Works (in press)
Select and read sections of Chapter 15, “Strategic Actions for Expanding Thinking.”

Genre Study: Teaching with Fiction and Nonfiction Books
Read Chapter 7, “Realism in Fiction Texts: Contemporary Realistic and Historical Fiction.”

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8

Leveled Literacy Intervention System Guide, LLI Purple System
Read “Teaching the Novel Study Lesson Sequence” in Section 4.
To support English language learners, you can:

- Observe to find evidence that readers can:
- Assessing Reading and Writing Behaviors
- Supporting English Language Learners
- Classroom and Homework

begin to understand and discuss the role of culture

- summarize the larger idea of an informational text.
- notice and discuss the juxtaposition of events that

Read Chapter 3 of Pacific Crossing and then prompt students to think about the glossary.

- tell students about the meanings of everyday examples to illustrate the
- provide nonfiction text aloud.
- identify appropriate phrase units for reading a
- understand and describe the meaning of connective
- engage actively with others in discussion of a novel.

- The second part of a multiple-choice item is a set of options. Options are possible answers. On many tests, each multiple-choice item has four or five options. After you read all of the options, you choose the one that answers the question or completes the sentence correctly. Invite students to look at the options in the items on pages 4 and 5. Help students recognize how options either answer a question (in closed stems) or complete a sentence (in open stems). Sometimes it can help you think about a test item to rewrite a question as an incomplete sentence. This makes it easy to try out an option in a sentence. Place two stems on Think Together Chart 31. For example, here is a closed stem: (1) Which
term identifies the genre of this text? Now look at the same item rewritten as an open stem: (1a) The term that identifies the genre of this text is ___. Rewriting closed stems as open stems can help you “hear” the correct option in the blank at the end of the sentence.

- Explain that only one option is correct for each test item. Each of the other options is incorrect for some reason. Sometimes it seems at first that a particular option is correct. However, after you think more carefully, you realize this option is not correct for some reason. Other times you may believe that a certain option seems very unlikely. For instance, sometimes an option is actually the opposite of the correct answer. If you feel certain that any option is incorrect, it is a good idea to cross it out in your test booklet. This will help you focus your attention on the other options.

- Certain words appear often in the stems of selected-response items. Some of these common words are “question words” such as why, what, which, when, where, and how. Invite students to look again at the five stems on pages 4 and 5, and help them recognize the question words in items 1, 3, 4, and 5.
  - If an item asks why, the correct option will be a reason for something.
  - If an item asks what or which, the correct option will have to do with an event, action, idea, or trait.
  - If an item asks when, the correct option will have to do with time.
  - If an item asks where, the correct option will have to do with some place.
  - If an item asks how, the correct option will have to do with the way something is done.

- Some tests use special print to draw your attention to certain words in a stem. Special print might be used for words such as best, least, most, first, next, last, before, after, and not. The special print might be uppercase letters, bold letters, underlining, or italics. Point out to students the use of uppercase letters for the words most likely in item 4 and the word best in item 5. If an item uses an author’s exact words from a passage, those words are usually shown in special print, too. Have students note the boldface sentences in item 1. If an item presents a word for you to think about as a word, usually the word will appear in italics. Have students note the word shrieked in item 2.

- Draw students’ attention to the fact that some tests use diagrams, charts, or other special graphic formats in some items. Have students look at item 3 on page 4. This item begins with a sentence that helps you know what to do. You need to read the sequence chart. Then the chart is shown. Below the chart there is a question for you to answer. The question asks you to choose the option with the event that “belongs in the empty box in the chart.” Finally, below the question are the four options. To answer this item, you will refer to the sequence chart. [Students close their Student Test Preparation Booklets.]

- Now let’s look at an item stem and think together about important words we find there (Think Together Chart 31).

  (2) Why does Tasha know that Henry is telling the truth?

- First, we’ll look for question words. Then we can look for words in special print. Finally, we will identify any other important words. Usually these are nouns and verbs that relate to some specific part of the passage. It’s a good idea to underline the important words so you can think about them more easily.

  (3) Why does Tasha know that Henry is telling the truth?
This item is asking why. The correct option will probably be a reason for something. After underlining the other important words, you have an idea of what the answer might be about—the reason that Tasha knows that Henry is being truthful. If you don’t remember details about that part of the selection, it’s a good idea to look at the text again to refresh your memory. Here is another stem.

(4) When does Charles begin to feel proud of his aunt?

This item is asking when. The other important words give clues that the correct option will be about Charles, a feeling of pride, and Charles’s aunt. If you want to test a possible option, you can rewrite the question as an incomplete sentence: (4a) Charles begins to feel proud of his aunt when ___.

Show the items below, encouraging students to identify and underline important words in each stem. If necessary, help students restate closed stems by starting a response sentence using as many words from the stem as possible.

(5) In paragraph 2, what is the meaning of the word sincerely?

This item focuses on the meaning of a word. Here is an open stem.

(6) The author’s purpose in writing this nonfiction text is ______.

This item focuses on author’s purpose. Author’s purpose is a literary element.

Here are some more stems for you to read and think about.

(7) What is an important theme of this selection?
(8) Bethany smiles when she sees her neighbor’s dog because _____.
(9) According to paragraph 9, what happens before the sound of thunder is heard?
(10) Mrs. Dalzell wants to forget the past in order to _____.
(11) Which term BEST identifies the way the author organizes information in this selection?
(12) Which sentence describes the conflict of the play?

Have a Try

Have students look at the inside front cover of their Student Test Preparation Booklets to review the steps for multiple-choice items:

1. Read the stem and all four options.
2. Find and underline important words in the stem and think what the item is about.
3. Cross out options that are not correct and think carefully about the other options.
4. Restate closed stems to check possible answers.
5. Select one option and check your choice by looking again at the text passage or passages.
6. Bubble in the correct option.

Now turn to page 3 in your Student Test Preparation Booklets. The passage is from a fiction book you have already read, Building Root City. Read the passage to yourself carefully. When you finish reading, work with your partner to complete the five multiple-choice items.

[Students read the passage independently and complete the 5 multiple-choice items with a partner.]
Critical Thinking
1. Derive the meaning of a word from context.
2. Identify correct pronunciation.
3. Identify sequence of events.
4. Make inferences about information in a text.
5. Identify the genre of a text.

On Your Own

Thinking Within the Text
1. Read these sentences from paragraph 1 of the passage.
   Rani didn't act like someone whose parents were getting divorced. How could she be so calm? Trina fumed for a few minutes.
   What does the word fumed mean?
   A showed or felt anger  B felt pity for someone  C broke out in laughter  D became tired or bored

Thinking Within the Text
2. The sound of the letters ie in the word shrieked matches the vowel sound in the word

Thinking Within the Text
3. The chart below shows events in sequence. First, read the chart.

<table>
<thead>
<tr>
<th>Event 1</th>
<th>Event 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trina keeps kicking at JayCee's city.</td>
<td>Trina follows JayCee up the stairs.</td>
</tr>
</tbody>
</table>

Which event belongs in the empty box in the chart?
A Trina warns Rani to back off.  B JayCee shrieks and runs for home.  C JayCee pleads with Trina to help fix a house.  D Rani's mother shouts from the apartment window.

Thinking Within the Text
4. How does Trina MOST LIKELY feel in paragraph 15?
   A angry  B hopeful  C envious  D regretful

Thinking Beyond the Text
5. Which phrase BEST describes this passage?
   A classic legend  B comic fantasy  C realistic fiction  D modern-day fairy tale

On Your Own

After students have completed the Practice with a partner, discuss any items they found difficult. You may want to select certain items in order to discuss the thinking they required. For instance, you might help students recognize how item 4 requires them to make an inference about Trina's emotions.

Turn to page 6 in your Student Test Preparation Booklet. Earlier you read the book Ig Nobel: Laugh, Then Think. Today you are going to read an excerpt from that book to yourself.

Then, for each multiple-choice item, read the stem and all four options.

Find and underline the important words in the stem and use these words to think what the question is about.

Cross out any options that you know are not correct and think carefully about the other options.

Restate closed stems to check how possible answers sound in a sentence.

Select one option and check your choice by looking back at one or more parts of the passage.

Bubble in the correct option.

[Students read the selection independently and complete the 15 multiple-choice items on their own.]
Critical Thinking

1. Derive the meaning of a word from context.
2. Understand how a suffix changes the meaning of a word.
3. Derive the meaning of a word from context and recognize a synonym for that word.
4. Identify correct pronunciation and understand syllables.
5. Recognize causes and effects.
6. Identify important information in a nonfiction text.
7. Make inferences about information related to a text.
8. Make inferences about information in a text.

Thinking Within the Text

1. Read this sentence from paragraph 1 of the passage.

   **Scientists constantly asked for his help in winning a Nobel Prize, even though Abrahams told them he had no influence on the impressive awards.**

   The word *influence* means
   - A lack of control.
   - B likelihood of winning.
   - C power to affect persons or things.
   - D disagreement with an idea or process.

   Thinking Within the Text

2. In paragraph 1, what meaning does the suffix *-ive* add to the meaning of the word *impress*?

   - A full of
   - B likely to
   - C made for
   - D connected with

   Thinking Within the Text

3. Read these sentences from paragraph 10 of the passage.

   **In the 1990s, when he received the award, some people criticized the awards as bringing ridicule to serious scientists. The critics felt it “put down” the work that had been done in science.**

   Which word is a synonym for *ridicule*?
   - A scorn
   - B alarm
   - C humor
   - D popularity

   Thinking Within the Text

4. Which syllable in *ceremony* has a long e sound?

   - A the first syllable
   - B the second syllable
   - C the third syllable
   - D the fourth syllable

   Thinking Within the Text

5. The chart below is designed to show why toast usually falls a certain way. First, read the chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toast falls buttered-side down more often.</td>
<td></td>
</tr>
</tbody>
</table>

   Which statement belongs in the empty box?
   - A The buttered side of the toast is heavier than the other side.
   - B The toast flips one-and-a-half times after it falls from the plate.
   - C The buttered side of the toast is more slippery than the other side.
   - D The toast does not have time to rotate fully after it falls from the plate.

   Thinking Within the Text

6. Which sentence would be MOST important to include in a summary of the passage?

   - A Robert Matthews first used toast-sized wood for his experiments.
   - B Marc Abrams created the Ig Nobel Prize to award outlandish feats.
   - C Three hundred and fifty people attended the first Ig Nobel Prize Ceremony.
   - D Two people must constantly sweep the stage at the Ig Nobel Prize Ceremony.

   Thinking Within the Text

7. Which feat would be MOST LIKELY to win an Ig Nobel Prize?

   - A discovering that beetles are fussy eaters
   - B discovering a new moon for one of the planets
   - C discovering that a common plant can be used to treat cancer
   - D discovering a new energy source that is safe for the environment

   Thinking Beyond the Text

8. Which is the BEST word to describe the Ig Nobel Prize Ceremony?

   - A formal
   - B playful
   - C disciplined
   - D traditional

   Thinking Beyond the Text
9. Look at the diagram in the passage on page 7. If the table were doubled in height, how would the appearance of the toast need to change?

- A  The toast would not fall from the table.
- B  The toast would flip over twice before landing.
- C  The toast would rotate completely before landing.
- D  The toast would break into pieces when it landed.

Thinking Beyond the Text

10. Which quality is MOST important for someone who accepts an Ig Nobel Prize?

- A  a good sense of humor
- B  a good variety of interests
- C  a strong desire to compete
- D  a strong desire to help others

Thinking Beyond the Text

11. Which would be the BEST new title for this passage?

- A  Mocking Scientific Achievement
- B  Mark Abrahams, a Man with a Mission
- C  Celebrating the Unusual and Imaginative
- D  A Life Lesson: Learning to Laugh at Yourself

Thinking Beyond the Text

12. Which description identifies how “A Humorous Ceremony” is MAINLY organized?

- A  a comparison of two things
- B  a cause followed by its effects
- C  a series of events in sequence
- D  a problem followed by the solution

Thinking About the Text

13. Several times in the passage, the author indicates information that is interesting but not essential by setting it off with

- A  dashes
- B  bold type
- C  italic type
- D  parentheses

Thinking About the Text

14. What is the purpose of the diagram on page 7?

- A  to compare two ideas
- B  to explain how to do something
- C  to support the content in the text
- D  to present a new idea that is not in the text

Thinking About the Text

15. This passage is the type of nonfiction meant to

- A  tell a story
- B  inform or explain
- C  persuade the reader
- D  describe with sensory language

Thinking About the Text

After students have completed On Your Own, take time to discuss any items they found difficult. You might select certain items in order to point out important words in the stems and to discuss how those words gave clues to students about the nature of the test item.
Readers at **Level V:**

At level V, readers will process the full range of genres, and texts will be longer, requiring readers to remember information and connect ideas over many days of reading. They automatically adjust strategic actions to skillfully use genre. Complex fantasy, myths, and legends offer added challenge and an increased use of symbolism. In addition, readers will encounter some abstract special forms of literature, such as satire. Readers understand perspectives different from their own, and understand settings and people far distance in time or space. Most reading is silent; fluency and phrasing in oral reading is well established. In addition, readers can be very expressive when they present poetry or readers theater. Readers are challenged by many longer descriptive words and by content-specific and technical words that require using embedded definitions, background knowledge, and readers’ tools, such as glossaries. They can take apart multisyllable words and use a full range of word-solving strategies. They search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge.

**Thinking Within the Text**

**Solving Words**
- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary
- Demonstrate ability to use automatically and flexibly a wide range of word-solving strategies (for example, dividing words into syllables, using phonograms within multisyllable words, using word parts, using prefixes and suffixes, and connecting words to known words).
- Using word-solving strategies, background knowledge, graphics, text context, and readers’ tools (glossaries, dictionaries) to solve words
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Understand words with multiple meanings
- Understand words representing abstract concepts

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

**Searching for and Using Information**
- Search for and use information in a wide range of graphics and integrate with information from print (for example, diagrams, maps, charts)
- Use a full range of readers’ tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long complex sentences (twenty or more words)
- Process texts with a variety of complex layouts and dense print
- Follow complex plots, including texts with literary devices (for example, flashbacks and stories within stories)
- Form implicit questions and search for answers while reading
- Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue
- Gain important information from much longer texts
- Search for and use information from texts (both fiction and nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section (dense concepts)
- Notice details in illustrations that provide important information

**Summarizing**
- Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organize them in summary form in order to remember and use them as background knowledge in reading
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text based on information in the text
- Exercise selectivity in summarizing the information in a text (most important information or ideas and facts focused by the reader’s purpose)
- Construct summaries that are concise and reflect the important and overarching ideas and information in texts

**Maintaining Fluency**
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Practice some texts in order to read them aloud with expression or dramatic performance
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading

**Adjusting**
- Change style and pace of reading to reflect purpose
- Adjust the reader’s stance to better understand genres, such as complex fantasy, and special forms, such as satire
- Reread to solve words or think about ideas and resume good rate of reading
- Change purpose and aspects of processing to reflect understanding of genre
- Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts
Thinking Beyond the Text

**Predicting**
- Support predictions with evidence from the text or from knowledge of genre
- Use characteristics of genre as a source of information to make predictions
- Change predictions as new information is gathered from a text
- Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts

**Making Connections**
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents and adolescents
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
- Connect and compare texts within genres and across genres
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Connect characters across texts by circumstances, traits, or actions
- Specify the nature of connections (topic, content, type of story, writer)
- Build meaning across several texts (fiction and nonfiction)

**Synthesizing**
- Mentally form categories of related information and revise them as new information is acquired across the text
- Integrate existing content knowledge with new information from a text to consciously create new understandings
- Express changes in ideas or perspective across the reading (as events unfold) after reading a text
- Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places
- Use situations focusing on the problems of preadolescents and adolescents to develop new perspectives on readers’ own lives
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand texts previously read
- Draw conclusions from information
- Find evidence to support an argument
- Integrate information from two texts on the same topic

**Inferring**
- Understand figurative language
- In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
- In fiction or biography, infer characters’ or subjects’ thinking processes and struggles at key decision points in their lives
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today
- Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the plot
- Infer setting, themes, plots, and characters’ traits from illustrations in graphic texts
- Distinguish between information that is stated explicitly in a text and when inferences are drawn
Thinking About the Text

Analyzing
- Begin to recognize and understand satire and its purposes and characteristics
- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
- Discuss the selection of genre in relation to inferred writer’s purpose
- Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
- Analyze multiple accounts of the same event or topic noting important similarities and differences in the points of view they represent
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood
- Notice and understand figurative and descriptive language and the role it plays in enhancing a text (providing examples)
- Notice and reflect on a writer’s use of idiom
- Notice and understand a writer’s use of language to convey irony or to satirize a person or event (providing examples)
- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)
- Understand and talk about the role of the setting in realistic and historical fiction as well as fantasy
- Talk about how the writer built interest and suspense across a story
- Understand the structure of complex plots in fiction and the organization of the text in nonfiction (sometimes represented by a graphic organizer or diagram)
- Notice aspects of a writer’s craft across texts (style, perspective)
- Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy with good and evil
- Notice the writer’s choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text
- Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters
- Examine character traits in a complex way, recognizing that they are multidimensional and change over time
- Identify similarities and differences across texts (use of language, style)
- Find the topic sentence or main idea of a paragraph and explain how the sentences relate to it
- Identify main ideas and supporting details
- Locate textually explicit information such as setting, plot, resolution, and character development
- Identify multiple points of view and cite specific evidence
- Derive author’s implicitly stated purpose
- Identify the mood of a piece of writing
- Notice how illustrations and text work together in graphic texts
- Notice aspects of the writer/illustrator’s style in graphic texts

Critiquing
- Evaluate the text in terms of readers’ own experience as preadolescents
- Critique a text as an example of a genre
- Assess the author’s qualifications to write an informational text
- Evaluate the author’s use of characterization and plot (believability, depth)
- Assess whether a text is authentic and consistent with reality
- Use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise
- For historical fiction, evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources
- Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, language, characters, genres)
- Derive the author’s purpose even when not explicitly stated
- Distinguish between fact and opinion
- Identify contradiction
- Critique the integration of illustrations and print in graphic texts
- Evaluate how the writer has used illustrations and print to convey big ideas

Planning for Word Work after Guided Reading
One- to three-minute demonstrations with active student engagement using a chart or easel, white board, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:
- Add a variety of endings to words (-able, -ible, -ent, -ant) and discuss changes in spelling and meaning
- Work flexibly with base words, making new words by changing word parts
- Recognize words that have multiple meanings, homographs (look the same, sound different: contract, conduct), and homophones (sound the same, look different: fear, flare)
- Notice and use word roots (Greek and Latin) to take apart words (commun-: community, communicate, communism)
- Read and derive meaning of words that are related to each other because they have the same base or root word (monarch, monarchs, monarchy, oligarchy, patriarch, matrarch)
- Recognize words with frequently appearing vowel and syllable patterns (e.g., in dicker, organic; -ble in implausibly, stable)
- Read multisyllable words with a variety of patterns, including patterns with r
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 for the results of the complete (and ongoing) Heinemann Data Collection Project.
Independent Empirical Studies Confirm 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 scientific studies that assess the efficacy of Leveled Literacy Intervention (LLI), created by Irene Fountas and Gay Su Pinnell and published by Heinemann. The studies confirmed that LLI was 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 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.”

A second study conducted in 2011–2012 in Denver, CO also found that LLI increased literacy achievement for urban K–2 students and associated student subgroups.

Read the Full Reports

Full report of these independent studies are available at www.fountasandpinnell.com

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).
For complete details on all Fountas & Pinnell Professional Development options, including live webinars and multi-day institutes, go to Heinemann.com/pd/fountasandpinnell or call 1-800-541-2086, ext. 1402.

Save 20% on LLI Professional Development if you purchase the LLI product at the same time.
Benchmark Assessment Systems Professional On-Site Support

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

- Administer, code, and score a Benchmark reading assessment
- Determine independent, instructional, and placement levels for readers using the F&P Text Level Gradient™
- Analyze a child’s reading performance—including reading comprehension, reading rate, and word analysis—to assess the reader’s current processing system
- Administer a variety of other literacy assessments, such as word analysis, print concepts, and reading overview.

Role of the Administrator in the Implementation of Benchmark Assessment

This seminar will provide an overview of the Benchmark Assessment System, including research, the importance of taking and analyzing reading records, and how to link assessment to instruction. It will suggest ways to facilitate implementation, and will provide specific checklists of things to look for in effective administration of the Benchmark Assessment System, and evidence of its application to classroom instruction.

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

Where other assessment and benchmark systems leave you wondering “Now what?” Fountas and Pinnell provide a link from assessment to instruction via classroom practices such as guided reading and read-aloud. Their professional book The Continuum of Literacy Learning: A Guide to Teaching is included with the Fountas & Pinnell Benchmark Assessment System and provides the basis for this seminar.

Drawing from this important resource, the seminar provides an introduction to The Continuum and how it can be used to set goals for learning in planning lessons for individuals, small groups, and the whole class. Discover how The Continuum can be used as a bridge in connecting your assessment date and your instruction, as well as how it can serve as a guide for evaluating student progress over time, helping you identify the specific areas in which students need help.

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

—Irene C. Fountas and Gay Su Pinnell
“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
About the Authors
Irene C. Fountas and Gay Su Pinnell

Irene C. Fountas is a professor at Lesley University in Cambridge, Massachusetts. She has been a classroom teacher, language arts specialist, and consultant in school districts across the nation and abroad. She 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.

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

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 and on facebook.
Fountas & Pinnell Leveled Literacy Intervention Purple System

GRADE 5, LEVELS R–W

Components available for individual sale, additional copies, or replacement. Visit www.heinemann.com for current pricing.

<table>
<thead>
<tr>
<th>Component</th>
<th>Quantity with System purchase</th>
<th>Quantities for reorder</th>
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<tr>
<td>LLI Purple System Leveled Books (144 titles)</td>
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<td>6 packs of individual title</td>
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<td>LLI Purple System Novels (6 titles)</td>
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<td>Student Test Preparation Booklets</td>
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<td>Word Magnets</td>
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<td>43 sheets of 21 (903 magnets) + 1 marker +1 eraser</td>
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<tr>
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**Optional purchase outside System**

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<tr>
<td>LLI Purple System Choice Library</td>
<td>200 selected titles + Guide to Independent Reading</td>
</tr>
<tr>
<td>LLI Reading Record App for iPads</td>
<td>Purchase through Apple iTunes</td>
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†serves 4 groups of 4 students

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