Small-group, supplementary intervention that helps struggling readers become proficient readers

Leveled Literacy Intervention
An introduction to the *LLI Teal System, Grades 6–12, Levels U–Z*

Fountas & Pinnell
LITERACY™
ELEVATING TEACHER EXPERTISE

Heinemann
Dedicated to Teachers
Engaging • Efficient • Effective

LLI turns struggling readers into successful readers.
Leveled Literacy Intervention (LLI)

is a rigorous, small-group, supplementary, literacy intervention designed for students who find reading and writing difficult. These students are the lowest achievers in literacy at their grade level who are not receiving another form of literacy intervention. The goal of LLI is to renew a sense of agency in these students and empower teachers to help them become proficient readers.

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Level X, Nonfiction
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Leveled Literacy Intervention (LLI)

Staggering statistics reveal that more than a million adolescent students will leave high school without the reading and writing skills needed to succeed in college or a career. After years of failure, the emotional roadblocks of those at risk in grades 6–12 are undeniable, and the challenges facing teachers are very real. Now, with the Leveled Literacy Intervention Teal System, Irene Fountas and Gay Su Pinnell, pioneers in literacy education, employ their decades of extensive classroom expertise and literacy research to effectively and efficiently engage struggling adolescent readers and writers with a renewed sense of empowerment that will propel them to a literate life.

LLI Teal System, Levels U–Z

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

—Irene C. Fountas and Gay Su Pinnell
LLI Teal System: Effective Intervention to Empower Struggling Readers

“To be effective, intervention must incorporate everything we know about what students need to learn, especially those who are experiencing difficulty.”

—Irene C. Fountas and Gay Su Pinnell
Digging deeply into the research on literacy learning and reading difficulties, Fountas and Pinnell have identified 15 key characteristics of effective literacy intervention for middle and high school students. These essential characteristics inform and inhabit the design of Leveled Literacy Intervention.

1. **LLI** engages students with high-interest, well-written texts in a variety of fiction and nonfiction genres that have been leveled by Fountas and Pinnell with their F&P Text Level Gradient™.

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

2. **LLI** increases students’ reading volume by engaging them in large amounts of daily successful reading.

3. **LLI** empowers students with choice in reading material to increase engagement, motivation, and enjoyment.

4. **LLI** enables new learning by matching the text to the reader’s instructional reading level.

   “Precisely leveled texts enable consistent and gradual progress, preventing the frustration that has discouraged students who have struggled for years.”

5. **LLI** supports the development of independent, self-initiating, self-regulatory behaviors.

6. **LLI** provides large amounts of expository text reading (60% nonfiction / 40% fiction).

7. **LLI** helps students think deeply about texts and derive the larger ideas from their reading.

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

9. **LLI** provides intensive and dynamic study of words to increase students’ ability to rapidly solve them while reading and writing.

10. **LLI** focuses on systematic, intentional vocabulary development.

11. **LLI** promotes smooth, phrased reading that moves along at a good pace.

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

13. **LLI** uses writing to support and extend comprehension.

14. **LLI** supports the specific needs of English language learners.

15. **LLI** provides fast-paced, intensive, and highly structured lessons that efficiently propel students to proficiency with a recommended teacher–student ratio of 1:4.

   “True efficiency depends on carefully designed lessons with a dynamic combination of research-based instructional approaches proven to garner success.”

**Research-Based and Proven Effective**

Visit www.fountasandpinnell.com for a complete list of references on effective intervention, as well as the research associated with the development, and efficacy of Fountas & Pinnell Leveled Literacy Intervention.

“We can make an instructional difference that can and will translate into a life-changing experience—literacy.”

— Irene C. Fountas and Gay Su Pinnell
LLI Teal System: Putting Expertise into Action

Students who reach middle and high school with insufficient literacy skills have often suffered years of declining self-esteem along with academic struggle. Their inefficient processing as readers has become habituated, and these students begin to see themselves as not having hope, not having agency.

Grounded in research and expertise, Fountas & Pinnell Leveled Literacy Intervention Teal System is designed to correct years of reading failure.

LLI’s engaging, age-appropriate books are precisely leveled to gradually build skills without frustration. Systematic, fast-paced lessons guide teachers in productive, efficient use of lesson time, and effective instructional practices.

With these tools to implement the critical characteristics of good intervention, LLI affects change. LLI makes literacy success the only alternative for struggling readers and writers.

“Eliminate ineffective reading behaviors and replace them by helping the student do what proficient readers do.”

— Irene C. Fountas and Gay Su Pinnell
**LLI is Engaging**

- Original leveled books sequenced and calibrated to the F&P Text Level Gradient™ enable students to experience success as they read books with gradually increasing text complexity.
- Age-appropriate topics, stunning illustrations, and photography appeal to adolescent students.
- High-interest nonfiction texts with a wide range of text features support close-reading opportunities and deep conversation.
- Opportunities for rich, evidence-based conversation and writing encourage students to talk and write about their reading in meaningful ways.
- Novel study supports students in sustained reading of longer works of literature.

**LLI is Efficient**

- Recommendations on implementing systematic assessments enable teachers to select students who need intervention.
- A series of fast-paced, systematic lessons enables teachers to provide high-quality instruction.
- Level-by-level descriptions and competencies from *The Continuum of Literacy Learning, PreK-8* (2011) support teachers in expert decision making for high-impact literacy instruction.
- Easy-to-use print and digital tools facilitate progress monitoring and detailed record keeping.
- A wealth of online resources is available to support assessment, lesson instruction, and home and classroom connections.
- Tools and systematic plans help teachers coordinate supplementary teaching with classroom instruction.

**LLI is Effective**

- The systematic approach of LLI has been proven effective through two independent Gold Standard studies of K–2 students.*
- Independent study results show LLI is effective with ELL students, students with a special education designation, and minority students in both rural and suburban settings.
- Self-reported data obtained via the Heinemann data collection project confirmed significant gains in reading progress.
- Highly systematic instruction and embedded professional opportunities strengthen teaching skills and enable teachers to quickly pinpoint and address skill deficits.
- 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.

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*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).”

—Irene C. Fountas and Gay Su Pinnell

“To prevent the grave consequences of illiteracy, struggling adolescent readers need bold teaching moves, highly engaging books, and a renewed sense of agency.”
The LLI Teal System Components

**TEACHER RESOURCES**

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

*Professional Development and Tutorial Video*
Exemplary video created for each LLI system featuring model LLI lessons, instructional procedures, and a tutorial on coding, scoring, and analyzing reading records.

*Prompting Guide Part 1 for Oral Reading and Early Writing, and Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing*
Ready reference flip charts that contain precise language that can be used to teach for, prompt for, and reinforce effective strategic actions during reading and writing.

*LLI Teal System Online Resources*
The resources needed for each LLI lesson can be found online. This easy access to lesson materials saves valuable preparation time.

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

*LLI Online Data Management System (ODMS)*
A secure and efficient way to collect, analyze, and report LLI student assessment data according to district requirements. A one-year teacher subscription to this 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.

*F&P Calculator/Stopwatch*
Automates the calculation of reading rate, accuracy, and self-correction as well as doubling as a stopwatch.

*Fountas & Pinnell LLI Reading Record App for iPads*
Available for purchase through the iTunes Store
An efficient alternative to taking a reading record on paper, the Reading Record App conveniently:
- saves the reading record as a PDF
- times the conference and calculates rates and ratios
- records the assessment conference
- syncs data to the LLI Online Data Management System.

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. In-app purchases for LLI require an active subscription to the Online Data Management System.
Lesson Folders (pack of 204)
Sturdy, plastic folders to store books, lessons, and other material needed for each lesson.

STUDENT RESOURCES

Student Books
(144 original titles + 6 novels, 6 copies of each title)
Original books for every lesson, created exclusively for Leveled Literacy Intervention by a team of talented authors and illustrators under the direction of Fountas and Pinnell. Each book is carefully sequenced and calibrated to match the text characteristics underlying the F&P Text Level Gradient™. Six carefully selected novels, written by well-known and award-winning authors, are also included. Novel study supports students in sustained reading of longer works of literature, and builds a community of readers centered on high-interest, relevant novels.

Literacy Notebooks (pack of 96)
Consumable 96-page, two-way notebooks for each level in the system with lined pages, glossary of terms, and 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.

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

Word Magnets (43 sheets of 21, 903 magnets)
Blank sheets of word magnet cards for word study activities using permanent or wipe-off markers.

Magnetic Whiteboards (pack of 6)
Student whiteboards and pens to be used during word study activities.

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

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The LLI Teal System Books

At the heart of Leveled Literacy Intervention are high-quality leveled 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 each title — 900 books
- 60% nonfiction / 40% fiction
- Calibrated to the F&P Text Level Gradient™

**FICTION**

*Engaging books created specifically for the LLI Teal System*

The fiction books feature unique characters, contemporary situations, and high-interest plots that immediately appeal to adolescent readers, and represent a variety of genres including realistic fiction, historical fiction, and fantasy.

*Follower*  
Luiza is perfectly content following where her friend Stacy leads. But what will happen when Stacy leads them into trouble?  
by Rosie Bensen  
illustrated by Kate Miller  
ISBN-10: 0-325-04056-7  
Fiction: Realistic/Poetry  
Book 155 Level Y  
1636 Total Running Words
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.

**Penn Street Bus**

Birdie has a talent for observation and a nose for trouble. And there’s plenty of trouble for this feisty high schooler and her police officer brother in this urban mystery series.

**Agent 15**

When you’re an operative for the New World Intelligence Network, you have to be ready for anything—from high-tech robot bugs to a high-speed chase on skis. And Isa is up to the job! Fast-paced action and hair-raising situations are the norm in this spy series.

**Sanctuary**

Working at an animal sanctuary, Jordan learns information about a lot of creatures—a retired military dog with a bleak future, an injured koala, a gorilla in trouble. But mostly, he learns about himself.

**Out of this World**

If aliens decided that humans are unworthy of survival, what one thing could you show them to change their minds? These science fiction stories encourage readers to think. They explore time travel, visit space with astronauts, and imagine the many “what ifs” of a world of the future.

**Classic Tales**

These wide-ranging stories include folktales from West Africa, Mexico, and Vietnam; a seagoing legend from Holland; a classic Greek myth; a retelling of a Canterbury Tale, and the immortal tale of Beowulf, told in a graphic format.
The LLi Teal System Books

NONFICTION

The LLi Teal 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 Teal System
NONFICTION SERIES BOOKS

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

How Bodies Work Learn how the brain and other body parts really operate and what can be done when certain body parts need some support.

Past and Future Take a look far in the past to a time where stars began and dinosaurs walked the Earth. Then use this knowledge to discover what life might be like in the future.

Art for All Read about ways that artists make art with materials as varied as yarn, wood, and even trucks, and see how this art really grabs people.

Making a Difference Study how people around the world are making it a safer, cleaner, kinder, and more livable place through their dreams and ideas.
“Relevance, engagement, and choice matter most in motivating struggling adolescent readers.”

The **LLI Teal System Choice Library** *Available separately*

Choice is a highly motivating factor in reading comprehension. Students read more purposefully and feel a sense of agency in their own learning when they choose texts that reflect their individual interests. Support LLI students’ success and build habits of independent and close reading with this collection of 250 carefully selected, high-interest fiction and nonfiction trade books at levels T–Y.

Every title was selected and officially leveled by Fountas and Pinnell using their F&P Text Level Gradient™. This exceptional collection, with titles from many well-known series and authors, give struggling readers the opportunity to choose books they’ll love and read with success.

An accompanying *Guide to Independent Reading* for teachers includes a comprehensive list of 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.

*Choice in independent reading supports progress as students:*
- learn to exercise choice in selecting texts
- learn about themselves as readers
- gain “mileage” as readers
- engage in fluent reading daily
- develop the habit of spending time reading
- develop their own preferences for books, genres, and authors
- become part of a community of readers.
“A significant factor in progress for middle and high school students is the opportunity to read a variety of genres and topics related to their own interests. An increase in the volume of reading will support students’ accelerated progress.”

—Irene C. Fountas and Gay Su Pinnell
The Lesson Structure of the *LLI Teal 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 Teal 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 Teal System* intervention may last 18 to 24+ weeks.

There are a total of 204 lessons in the *LLI Teal System*. Each level contains 24 alternating standard lessons, followed by 6 novel study lessons and 4 optional test preparation lessons. The lessons are underpinned by the 144 precisely leveled, original books and 6 carefully chosen novels. The level-specific competencies and the behaviors and understandings to notice, teach, and support from *The Continuum of Literacy Learning, PreK–8* are included at the conclusion of the lesson sequence for each level.

### 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. 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).
The Lessons

Novel Study Lessons

Engage students in an in-depth study of high-quality, full-length novels. 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.
• engage in conversation about complex texts.

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><strong>Discussing Yesterday’s New Book</strong> 5 minutes</td>
<td><strong>Revisiting Yesterday’s Reading</strong> 5 minutes</td>
<td><strong>Revisiting Yesterday’s Reading</strong> 5 minutes</td>
</tr>
<tr>
<td></td>
<td>Choose one: • Comprehension • Vocabulary • Fluency</td>
<td>Choose one: • Comprehension • Vocabulary • Fluency</td>
</tr>
<tr>
<td><strong>Revisiting Yesterday’s New Book</strong> 5 minutes</td>
<td><strong>Reading a New Section</strong> 40 minutes</td>
<td><strong>Concluding Discussion</strong> 10 minutes</td>
</tr>
<tr>
<td>Choose one: • Comprehension • Vocabulary • Fluency</td>
<td>• Introducing the Text • Reading the Text • Discussing and Revisiting the Text • Introduction to and Assignment of Reading</td>
<td>• Reflections on the Book</td>
</tr>
<tr>
<td><strong>Reading a New Book</strong> 35 minutes</td>
<td></td>
<td>30 minutes</td>
</tr>
<tr>
<td>• Introducing the Text • Reading the Text • Discussing and Revisiting the Text • Introduction to and Assignment of Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45-Minute Test Preparation Lesson Framework

<table>
<thead>
<tr>
<th>Day 1 (familiar text)</th>
<th>Day 2 (unfamiliar text)</th>
<th>Day 3 (familiar text)</th>
<th>Day 4 (unfamiliar text)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think together</strong> 5 minutes</td>
<td><strong>Think together</strong> 5 minutes</td>
<td><strong>Think together</strong> 5 minutes</td>
<td><strong>Think together</strong> 5 minutes</td>
</tr>
<tr>
<td>• multiple-choice items</td>
<td>• multiple-choice items</td>
<td>• constructed-response items</td>
<td>• constructed-response items</td>
</tr>
<tr>
<td><strong>Have a Try</strong> 10 minutes</td>
<td><strong>Have a Try</strong> 10 minutes</td>
<td><strong>Have a Try</strong> 10 minutes</td>
<td><strong>Have a Try</strong> 10 minutes</td>
</tr>
<tr>
<td><strong>On Your Own</strong> 30 minutes</td>
<td><strong>On Your Own</strong> 30 minutes</td>
<td><strong>On Your Own</strong> 30 minutes</td>
<td><strong>On Your Own</strong> 30 minutes</td>
</tr>
</tbody>
</table>
Goals

COMPREHENSION
- Synthesize ideas to understand a new perspective on happiness.
- Infer the main idea of a nonfiction text.
- Make connections among books in a series.
- Understand the writer’s purpose in a science fiction text.
- Understand today’s world as seen from the perspective of a person from the future.
- Notice the choices a character makes and think critically about the decisions.
- Infer the main character’s feelings in a science fiction text.
- Notice character change.
- Infer the role of a minor character in a fiction text.
- Notice how a science fiction writer creates tension.

WORD STUDY/VOCABULARY
- Use morphology and word parts to understand the meaning of a word.
- Identify the base word and suffix of a word.
- Recognize and understand words with the Latin roots *pend* and *pens*.

FLUENCY
- Read orally with appropriate word stress.

Analysis of New Book Characteristics  *The Butterfly Effect*, Level Z

HOW THE BOOK WORKS  This first-person narrative is written in chronological sequence. Alexis Jackson's mission is to find Agent Bleeker, a time agent gone rogue. Alexis finds him but learns that the time scientists who sent her back in time don’t understand what they are doing and that their meddling caused a deadly plague. The turning point occurs when Alexis has to choose whether to turn Bleeker in or join him in his efforts.

GENRE/FORM
- Fiction
- Science fiction
- Series book

TEXT STRUCTURE
- First-person narrative
- Chronological sequence
- Problem/solution

CONTENT
- Content particularly appealing to adolescents (time travel)
- Futuristic setting
- Science fiction terms
- Concept of a butterfly effect

THEMES AND IDEAS
- You can’t always believe what you have been told
- You have to think for yourself and not blindly trust authorities
- There are difficult choices in life

LANGUAGE AND LITERARY FEATURES
- Conflict: man vs. society and man vs. self (doing what is ordered or thinking for yourself)
- Setting distant in time and space from the readers’ experiences
- Characters revealed by what they say, think, and do, and what others say or think about them
- Character interpretation required
- Specific descriptions of the settings
- Onomatopoetic words (BAM, POP)

SENTENCE COMPLEXITY
- Longer, more complex sentences, with some more than twenty words
- Complex sentences with dialogue and many embedded phrases and clauses

VOCABULARY
- New vocabulary words that require the readers to derive meaning from context or use dictionaries (havoc, rogue, hover)
- Science fiction words (portal, vapo-tube)
- Words that represent abstract ideas and concepts (plague, virtual)

WORDS
- Many words with affixes (miscalculation)
- Multisyllable proper adjectives that are difficult to decode (Guatemalan)

ILLUSTRATIONS
- Illustrations that support or enhance the meaning of the text

BOOK AND PRINT FEATURES
- Ellipses to indicate pauses or interrupted speech
- Dashes to set apart parenthetical material
- Dashes to indicate more or clarifying information to follow
- Italics to show character’s thoughts or emphasis
- Bold and capitals for emphasis (BAM)
Invite students to share their thinking about Measuring Happiness. 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>Until recently, governments used wealth to measure success.</td>
<td>The wealthiest people are not necessarily the happiest people.</td>
<td>The writer uses graphics and sidebars to provide additional important information.</td>
</tr>
<tr>
<td>Bhutan measured the happiness of its country by administering a survey.</td>
<td>More important things in life exist than having a lot of money.</td>
<td>The writer organizes the text with underlying structures such as problem/solution, compare/contrast, and chronological sequence.</td>
</tr>
<tr>
<td>The results showed that if people have enough money to meet their basic needs, then other factors like health, environment, and emotional well-being make people happier than wealth.</td>
<td>Though money does not always lead to happiness, the overall wealth of a country can be connected to happiness because people’s needs are better met.</td>
<td>Photographs help the readers picture the country and people of Bhutan.</td>
</tr>
<tr>
<td>In Bhutan, only forty-one percent of the people qualified as happy, but the government learned how to improve people’s lives.</td>
<td>Governments can work to make lives better for their citizens.</td>
<td>Maps show how countries compare in wealth and happiness.</td>
</tr>
<tr>
<td>Bhutan’s vision has begun to change how the world views happiness.</td>
<td>Questions used to measure happiness can differ among countries because of different standards of living.</td>
<td></td>
</tr>
</tbody>
</table>

MESSAGES Increased wealth does not necessarily lead to increased happiness. Many factors contribute to people’s happiness. Governments can learn how to assist in the happiness of their citizens.

Comprehension Synthesize and Infer: Main Idea

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

- **Close Reading** Read page 16. As you read, think about the new and important idea revealed by the survey. What assumption does it challenge? [Students read and respond.]
- **Confirm Thinking** You noticed that the survey shows something different about money. People have thought that the more money you have, the happier you are. But this survey shows that money isn’t necessarily the most important thing. You can infer from this that money is important up to the point when people’s basic needs (food, clothing, and shelter) are met; but after that, other things become important. Do you agree or disagree with this idea? Why? [Students respond.]

Vocabulary Use Morphology and Word Parts: *questionnaire*

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

- Turn to page 10. This section provides information about the first questionnaire used in Bhutan. Read this page and think about the meaning of the word questionnaire. Then, share your thinking. [Students read and respond.]
- Write *questionnaire* and ask students to identify the base word and the suffix. Underline *question* as the base word.
- The suffix, -aire, comes from the French language. This suffix is used to form a noun (a person or thing). When the suffix is added, it means “characterized by.”
- A questionnaire is something characterized by questions—it has a lot of questions to answer. Write millionaire, billionaire, and solitaire on the board. What do all these words have in common? [Students respond.] You may not have heard this word, legionnaire. Write the word on the board. A legion is a group of soldiers, so what would a legionnaire be? [Students respond.]
Fluency  Echo Reading: Word Stress

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

- I'm going to read the last part of page 24 in Measuring Happiness. Listen and notice where I pause and the words I stress. Read the last two sentences and ask for comments.
- I stressed several words, but let's talk about only two of them. You noticed that I stressed the word sounds. Why do you think I did that? [Students respond.] It isn't really simple, is it? You also noticed that I stressed the word really. Why do you think I stressed that word? [Students respond.] People want many things, but only a few are really important. The writer thinks the word really will make people think, so he has placed it in italics. When you see a word in italics, you know it is important, and usually you will stress it.
- Read the two sentences again and ask students to read it after you in the same way, stressing the same words.

Principle  Use the meaning of a word root to help figure out the meaning of a word.

Word Study

Word Roots
(pend, pens)

Notice Parts

- Show the following words in two columns: Column 1: dependent, impending, suspend; Column 2: expensive, pension, suspend. Use any word that the students might not understand in a sentence.
- What do you notice about the words in each column? [Students respond.] Help students notice that the words in the first column have the Latin root pend and the words in the second column have the Latin root pens. Underline the root in each word.
- What do you think the roots pend and pens mean? [Students respond.] Help students conclude that the roots mean “to hang,” “to weigh,” or “to pay.”
- Give partners the following words: expenditure, compensate, independent, dispense, pendant, suspension. Ask them to write the words in the word study section of their Literacy Notebooks and underline the root in each one. Then, have partners talk about the meaning of each word.
- Take students to the Word Roots chart in their notebooks to review the roots pend and pens and note the example words.
- Summarize the lesson by restating the principle.
- Give the students the Connect Game to play in class or at home.
**GENRE FOCUS** Part of the Out of This World Series, this science fiction story takes place in a futuristic setting. Alexis Jackson’s mission is to find a rogue time agent and report his location. When she finds the agent, Alexis learns that those who sent her caused a deadly plague and are creating more harm than good by manipulating past events. Alexis is conflicted at first but decides to stay with the agent to assist him in his efforts.

**Introducing the Text**

- Today, you are going to read a book titled The Butterfly Effect. This book is part of the Out of This World Series, so what do you expect this book to be like? [Students respond.]
- If students have read Shifting (LLI Teal System, Level Y, Lesson 143), The Decision (LLI Teal System, Level Y, Lesson 144), Heartbeats (LLI Teal System, Level Y, Lesson 151), or Saving Oscar (LLI Teal System, Level Z, Lesson 174), you may want to show one or more of them to remind them of the series. If they have not, you may want to offer them for independent reading.
- Have students read the back cover of the book and comment.
- There is a note from the writer on the inside back cover. Read the writer’s note to students and invite comments.
- This book is about time travel, so it is science fiction. The setting is the year 2020, which is close to our time today. But the main character, Alexis, is from forty years beyond that—2060. She is a member of the Butterfly Squad, agents who travel back in time to make tiny changes. What do you know about the idea of time travel? You may have read other books, seen films, or seen something on television. [Students respond.]
- Read the first page of the story, page 3, and then share your thinking. [Students read and respond.] The butterfly is used in a symbolic way. The scientists are aware that even a tiny change in events of the past can make a huge difference. This setting, 2020, would be pretty familiar to us, but it is completely strange to Alexis. The world has changed a great deal between 2020 and her time. For one thing, there has been an event called the Global Plague. What does that mean? What might have happened in a global plague? [Students respond.]
- As you read about Alexis’s reactions to her trip back in history, you can get some ideas about what her own time is like. For example, she is amazed to see people shopping and trying on clothes. How do you suppose she shops in her time? [Students respond.]
- Look at page 5. Alexis is pretty new to the Butterfly Squad, and this is her first assignment. You will find out why the Butterfly Squad is so important to Alexis. Her mission is to find an agent who has gone rogue. Find the word rogue on page 5. Do you know what that means? [Students respond.] Clarify meaning if needed.
- Agent Bleeker has to be captured because he has vanished. He is not doing what he was sent to do, and Alexis has to find him.
- She has two tools—a chronometer, which she wears on her wrist and sends data back to the scientists in her time, and three vapo-tubes. Do you know what vaporize means? [Students respond.] Clarify meaning if needed.
- As you read, notice the choices that Alexis faces and her feelings as she deals with them.
Reading the Text
- Students read the text silently.
- If you have a concern about the reading of a particular student, this is a time to sample the student’s oral reading and teach for, prompt for, or reinforce problem-solving actions or fluency as needed. If the student’s comprehension is a concern, interact and support the student’s thinking within, beyond, or about the text. Use Prompting Guide, Part 1 (oral reading) or Prompting Guide, Part 2 (comprehension) to refer to the area of need and select specific language.

Discussing and Revisiting the Text
- Invite students to share their thinking about The Butterfly Effect.
- What do you see as the major struggle or decision both Agent Bleeker and Alexis need to face? [Students respond.]
- Talk about the choice Alexis makes. Do you think she makes the right decision? [Students respond.] What are the consequences of her decision? [Students respond.]
- Amy is a minor character, but what role does she play in the story? [Students respond.] Why do you think the writer includes this character? [Students respond.]
- 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>Alexis Jackson is a time agent who makes changes in the past to make her own time better.</td>
<td>Alexis wants to prove herself so she can take on bigger missions.</td>
<td>The writer builds suspense through episodes of the plot.</td>
</tr>
<tr>
<td>Alexis’s first mission is to find a rogue agent.</td>
<td>The scientists send Alexis because they think she will follow orders without question.</td>
<td>The writer reveals the characters by what they say, think, and do, and what others say or think about them.</td>
</tr>
<tr>
<td>Alexis sees Bleeker, but he runs away.</td>
<td>Amy’s plans make Alexis realize the importance of changing world events.</td>
<td>The writer leaves character interpretation up to the reader to better understand the plot.</td>
</tr>
<tr>
<td>Alexis and Bleeker meet, and he explains that the time scientists who sent her created the plague.</td>
<td>Alexis believes Bleeker and decides to stay.</td>
<td></td>
</tr>
<tr>
<td>Alexis vaporizes her chronometer and goes with Bleeker.</td>
<td>Alexis’s actions will have a “butterfly effect” no matter what.</td>
<td></td>
</tr>
</tbody>
</table>

MESSAGES You can’t always believe what you have been told. You have to think for yourself and not blindly follow orders. Some choices in life are difficult.

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

  We talked about Amy as a character and why she is important. Look at page 19. What is the writer showing on this page? [Students respond.] Alexis knows she is meeting a real person who will probably be one of the first victims of the plague. She connects Amy to her own family, so her feelings intensify. Alexis becomes even more dedicated to her work in the Butterfly Squad. How does this part of the story make the tension greater at the final decision point? [Students respond.]

  In this kind of story, the writer works to create tension so that the ending will be more exciting. When you are writing a story, ask yourself what will make the story more exciting.
Classroom and Homework

- Play the Connect Game for practice with the word roots *pend* and *pens*.

Assessing Reading and Writing Behaviors

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

- synthesize ideas to understand and discuss a new perspective on happiness.
- infer and state the main idea of a nonfiction text.
- discuss connections among books in a series.
- understand and discuss the writer's purpose in a science fiction text.
- understand and describe today's world as seen from the perspective of a person from the future.
- notice and discuss the choices a character makes and think critically about the decisions.
- infer and state the main character's feelings in a science fiction text.
- notice and describe character change.
- infer and describe the role of a minor character in a fiction text.
- notice and discuss how a science fiction writer creates tension.
- use morphology and word parts to understand the meaning of a word.
- identify the base word and suffix of a word.
- understand words with the roots *pend* and *pens*.
- read orally with appropriate word stress.

Supporting English Language Learners

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

- clarify how survey results can reveal an idea prior to Close Reading.
- read the back cover of the book to students.
- draw a quick timeline detailing time travel when Introducing the Text, including 2020, 2060, and the present year.
- model using context to infer the meanings of new vocabulary words (e.g., *portal, holo-casts, emits*).
- explain briefly that coffee is named for the region it is grown in (e.g., *Ethiopian, Guatemalan, Sumatran, Bolivian*).
- check for understanding of how a writer creates tension when Discussing and Revisiting the Text.

Professional Development Links

- Professional Development and Tutorial Videos, *LLI Teal System*
  View "Instructional Procedures for Comprehension: Close Reading and Confirm Thinking" on the Professional Development Video.

  Select and read sections of Chapter 16, "Strategic Actions for Analytical and Critical Reading."

- *Genre Study: Teaching with Fiction and Nonfiction Books*
  Read Chapter 8, "Fantasy in Fiction Texts: Traditional Literature and Modern Fantasy."

- *Leveled Literacy Intervention System Guide, LLI Teal System*
  Read "Instructional Procedures for Comprehension: Rereading for Deep Comprehension" in Section 5.
Goals

COMPREHENSION
- Analyze character development in a science fiction text.
- Understand inner conflict and how a writer shows it.
- Notice how a science fiction writer creates tension.
- Understand the relationship between the complexity of civilization and the need for measuring time.
- Understand how inventions build on other inventions.

VOCABULARY
- Use morphology and word parts to understand the meaning of a word and relate it to other words with similar parts.
- Identify a base word and the affixes that change the word’s meaning and function.

FLUENCY
- Identify appropriate places to pause when reading with phrases.
- Read orally with appropriate phrasing.

WRITING ABOUT READING
- Write an analysis of a character’s decisions at the climax of a story.

Analysis of New Book Characteristics

Hour After Hour: The History of Time, Level X

HOW THE BOOK WORKS
This nonfiction text explains the evolution of clocks over time. The main text structure is chronological sequence with embedded structures of description, problem/solution, and cause/effect. Readers’ tools and graphics include table of contents, headings, subheadings, captions, sidebars, glossary, map, timeline, photographs, and diagrams.

GENRE/FORM
- Nonfiction
- Expository

TEXT STRUCTURE
- Chronological sequence
- Variety of underlying structures often combined in complex ways

CONTENT
- Topic that goes well beyond the readers’ personal experiences and content knowledge (history of keeping time)
- Content that is supported or extended by the illustrations

THEMES AND IDEAS
- Challenging theme that builds social awareness and reveals insights into the human condition (impact of time and its measurement on society)

LANGUAGE AND LITERARY FEATURES
- Descriptive language that is important to understanding the content
- Settings distant in time and space from the readers’ experiences

SENTENCE COMPLEXITY
- Longer, more complex sentences, with some more than thirty words
- Many complex sentences with parenthetical material or embedded phrases and clauses
- Sentences with nouns, verbs, or adjectives in a series, divided by commas

VOCABULARY
- New vocabulary words that require the readers to derive meaning from context or use glossaries or dictionaries (increments, synchronize)
- Many technical words requiring background knowledge or use of glossaries or dictionaries (clepsydra)
- Some non-English words (kleptein)

WORDS
- Many words with affixes (irregularly)
- Many words with three or more syllables (civilizations, sophisticated, ceremonies)
- Many multisyllable proper nouns that are difficult to decode (Galileo Galilei)

ILLUSTRATIONS
- A wide range of complex graphics that require interpretation

BOOK AND PRINT FEATURES
- Table of contents
- Headings and subheadings
- Sidebars
- Glossary
- Captions and labels
- Many sentences continuing over several lines or to the next page
- Dashes to set apart parenthetical material
- Dashes to indicate more or clarifying information to follow
- Ellipsis to indicate a pause
- Full range of punctuation as needed for complex sentences
Comprehension Analyze: Character Development (Inner Conflict)

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

- **Close Reading** Read pages 30 and 31. As you read, notice how the writer shows Alexis struggling with her decision. Then, we will discuss how the writer shows the struggle and also builds tension up to the climax or high point of the story. [Students read and respond.]

- **Confirm Thinking** You noticed that the action on these two pages moves toward the decision Alexis has to make about Agent Bleeker. The writer has made Alexis the narrator, and we read her reactions and thoughts as if she is talking to us as readers. She doesn’t know whether to believe Bleeker or not, but she has to decide. In the third and fourth paragraphs on page 31, the writer clearly describes the inner conflict she is feeling—will she change the future for good or for bad if she continues to make trips? As readers, when you got to the bottom of page 31, what did you think she had decided? [Students respond.] A fiction writer sometimes works to keep readers guessing.

Vocabulary Use Morphology and Word Parts: calculations, calculating, miscalculation

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

- **Read page 30.** As you read, notice the words miscalculation and calculations. Then, talk with your partner about what each of those words mean. [Students read and respond.]

- **Write calculation, calculating, and miscalculation on the whiteboard.** These are long words, but they are easy if you take them apart. What is the base word for all of these words? [Students respond.] Write calculate on the whiteboard. The word calculate means “to figure out something.” It can mean to use math, to solve by reasoning, or even to plan. On page 30, the words refer to how the scientists figure out what changes to make in the past. On page 19, what does the word calculating mean? [Students respond.] Alexis is figuring out in years when the plague will strike Amy.

- **What does the prefix mis- mean?** [Students respond.]

- **The prefix mis- can mean “wrong, bad, or lack of” and the suffix -ion makes the base word a noun.** So miscalculation means “the result of figuring out something incorrectly.” Let’s think of some other words that start with the prefix mis-. [Students respond.] Students may suggest mislead, misspell, misunderstand, or misfortune.

- **It takes two words in Spanish to say miscalculation: mal cálculo.**

Fluency Phrased Reading: Integration

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

- **Give students Phrased Reading 188.** Fold the sheets so that students are working with only the top half.

- **Work with a partner.** First, one of you reads orally to the other. Then, work together to decide where to mark the phrases with slashes and underline the words that you think are very important and should be stressed. [Students read and respond.]

- **Ask pairs to present their interpretations by reading aloud to the group.**
- Then, have all students compare the phrases they marked with the ones marked on the bottom half of the sheet. Remember that different readers may use phrases a little differently, but readers will always pause at punctuation like periods and commas. You emphasized the words in short sentences. The writer uses some short sentences to show the thoughts going quickly through the character’s head.

- **Rereading for a Purpose** Reread The Butterfly Effect beginning on page 25. As you read, think about why Alexis makes the decision that she does.

- **Assessment** While other students read for a purpose, listen to one student read the section identified in The Butterfly Effect. 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.
**Independent Writing** Short Write

- Invite students to talk about the decision that Alexis makes. What makes it difficult for her to make the decision? [Students respond.] What does the decision really mean for Alexis? [Students respond.] What is Agent Bleeker’s role in the decision? [Students respond.] Why does Alexis make the decision that she does? [Students respond.]

- You talked about the important decision Alexis makes. The climax of the story—the turning point—is on page 31, when Alexis decides to vaporize the chronometer.

- Write Alexis’s Decision at the top of a page in your Literacy Notebook. Then, write two paragraphs. In the first paragraph, start by telling what Alexis decides to do and then tell what it means for her. In the second paragraph, write whether you think it is a good decision or not.

- You may want to list on the board what should be included in the assignment.

---

Alexis’s Decision

Alexis could have vaporized Agent Bleeker, but she vaporizes the chronometer instead. That means the scientists cannot track her or Agent Bleeker. It also means she can’t go back to her own time ever again. She thinks of the Butterfly Squad as her family, and it means giving it all up. She doesn't have her career any more or her friends. She has to stay in that time forever with nobody but Agent Bleeker. The Squad will probably chase them, so they have to hide. Her life will never be the same.

I think this is the right decision because she is thinking that the Squad is responsible for the plague that killed all the people and her own family. Maybe Alexis can do something to prevent the plague if she stays in this time. She might like to live in 2028. She can shop in stores and go to a real museum. I think the writer wants to show that because at the very end Alexis drinks the coffee and it tastes fantastic.
GENRE FOCUS This nonfiction expository text provides factual information about the history of clocks. Humans began measuring time between 5,000 and 6,000 years ago. As people’s lives increased in activity, the need for accuracy in measuring time grew. Inventors responded to this need, creating increasingly accurate timepieces over time.

Introducing the Text

- Yesterday, you read a science fiction book about time travel. Today, you have a nonfiction book titled Hour After Hour: The History of Time. Have students read the subtitle and the back cover of the book and then invite comments.
- Look at pages 2 and 3. The writer starts by describing the typical lives of people today. Read the heading on page 2 and the captions for the pictures on pages 2 and 3, and then share your thinking. [Students read and respond.]
- Almost everything we do today is regulated by the clock. How is your life regulated by time? [Students respond.]
- Some people would say that our lives are lived at a frantic or hectic pace. What does “a frantic pace” mean? [Students respond.]
- People didn’t always need to know exactly what time it was. If you didn’t have a watch, a cell phone, or any other way to tell the time, what would you use? [Students respond.]
- People used to look at the sun. Modern humans—that means people like us—have been living on Earth for roughly 190,000 years. But people began measuring time only about 6,000 years ago. Why do you think they needed to measure time more precisely than just looking at the sun? [Students respond.]
- Throughout this book, you will be reading about all the things people invented to help them keep track of the time. It took a long time to invent something small enough that a person could carry it around. You will read about a whole series of inventions.
- As you read, notice the relationship between inventions and how a new one is always an improvement on what people have already invented.

Reading the Text

- Students begin to read the text silently if there is time.
- If you have a concern about the reading of a particular student, this is a time to sample the student’s oral reading and teach for, prompt for, or reinforce problem-solving actions or fluency as needed. If the student’s comprehension is a concern, interact and support the student’s thinking within, beyond, or about the text. Use Prompting Guide, Part 1 (oral reading) or Prompting Guide, Part 2 (comprehension) to refer to the area of need and select specific language.
Classroom and Homework

- Finish reading *Hour After Hour: The History of Time*.

Assessing Reading and Writing Behaviors

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

- analyze and discuss character development in a science fiction text.
- understand and describe inner conflict and how a writer shows it.
- notice and discuss how a science fiction writer creates tension.
- understand and describe the relationship between the complexity of civilization and the need for measuring time.
- understand and describe how inventions build on other inventions.
- use morphology and word parts to understand the meaning of a word and relate it to other words with similar parts.
- identify a base word and the affixes that change the word’s meaning and function.
- identify appropriate places to pause when reading with phrases.
- read orally with appropriate phrasing.
- write an analysis of a character’s decisions at the climax of a story.

Supporting English Language Learners

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

- explain the climax or high point of the story for Close Reading.
- demonstrate reading phrases at a good rate prior to students reading aloud for Fluency.
- share writing as a group if students need more time to talk through their thinking.
- define briefly the words *regulated, method,* and *accurate* when Introducing the Text.
- ensure students know how to use and read commas to help comprehend embedded ideas.
- model how to derive meaning from context or how to use a glossary of new vocabulary words (e.g., *precise, increments, escapement, compensated, synchronize*).
- check that students understand how to use multiple nonfiction text features while reading.
- show how to use pronunciation guides.

Professional Development Links

View “Writing About Reading: Independent Writing” on the Professional Development Video.

Select and read sections of Chapter 13, “Using Writing to Expand Reading Competencies.”

Read Chapter 18, “Writing About Reading in a Reader’s Notebook.”

Read “Instructional Procedures for Writing About Reading: Forms of Writing” in Section 5.
At least I can make sure they recover without further incident. Their pulses are good. I drag them behind a trash bin, prop them against a wall, and stand guard until they begin to stir.

It’s dark by the time they start to come back conscious to consciousness. I slip out of the alley. All night I walk the neighborhood. Bleeker’s here. I know he is. But he knows I’m here, too. And now I know he doesn’t want to get caught.

With one hour to go before I return to the portal, I slip into the coffee shop. No Amy. Is her shift over? Or has she already left? Gone to her dream and her doom?
### Part One: Oral Reading continued

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>I'm sitting at a table, breathing in my last cup of Bolivan coffee—Bolivian—when someone sits down across from me. I look up. Into Agent Bleeker's eyes. He looks pointedly down at his right hand, and I follow his gaze. His fist is closed. He rolls his hand and opens the fist slightly. On his palm rests a vapo-tube.</td>
</tr>
<tr>
<td>26</td>
<td>I could fling myself sideways, flip the table, take him down, punch in the code. But first, I realize, I need to talk. Maybe I can get him to give himself up. “You know Amy, right?” I say. “Sweet kid,” Bleeker says. “Great smile.” “You know where she’s going?” I ask. “Maybe even tomorrow?”</td>
</tr>
</tbody>
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Subtotal: 50102000
Part One: Oral Reading continued

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<thead>
<tr>
<th>Page</th>
<th>Text</th>
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<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Bleeker rubs his face. He's at least as tired as I am. &quot;That girl's got dreams,&quot; he says. &quot;They're going to turn into nightmares,&quot; I say, &quot;if you don't turn yourself in.&quot; &quot;You think the fact that I stayed here triggered the plague?&quot; I shrug. &quot;You've gone rogue.&quot; &quot;I've gone rogue,&quot; Bleeker says, &quot;but it's not like you think.&quot;</td>
<td></td>
<td></td>
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</tbody>
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Sources of Information Used: 201S0V

Subtotal: 214100

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<tr>
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</tr>
</tbody>
</table>

Self-Corrections: 2

Fluency Score: 3

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**

<table>
<thead>
<tr>
<th>Prompts</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexis is a time traveler. Her mission is to find Agent Bleeker. What else happened? Alexis’s family died in the global plague. She wants to prevent the plague. Anything else? The tiny scientists think Bleeker is a rogue. They want to bring him back to the future. Alexis isn’t supposed to change anything in the past—just find Bleeker. She has a chronometer to communicate with the scientists and a vapor tube to vaporize stuff. She finds Bleeker and tells him that it was the scientists who caused the plague by making changes to the coffee beans. She believes him and vaporizes the chronometer and stays in the past.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

**Within the Text**
Alexis is a time traveler who has traveled to the past to find another agent who has gone rogue.
The time is very different from the world Alexis lives in. There has been a terrible global coffee plague that killed many people; even her own family.
She has to capture Agent Bleeker as her first assignment.
Alexis has to be careful not to change anything or it could have a bad result in the future.
She has a chronometer for communication and two vapor tubes that vaporize people.
She meets Agent Bleeker but he tells her that time scientists actually caused the global plague. So she has to decide whether to believe him or turn him in.
She vaporizes the chronometer, so now both of them are stuck in the past.

*Note any additional understandings:*

**Beyond the Text**
The setting is important because it shows that the story doesn’t take place in our world today. Even to Alexis, the setting is strange because she comes from the future. Because of the plague, she has never done things like drink coffee or go shopping.
You can tell what her world is like because of the things that are strange to her—like shopping and crowds of people. Also, she loves to smell coffee but is not allowed to taste it.
She believes Agent Bleeker when he says he caused the plague by doing what the scientists told him to.

*See next page*
### Part Two: Comprehension Conversation continued

<table>
<thead>
<tr>
<th>Key Understandings</th>
<th>Prompts</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beyond the Text continued</strong></td>
<td>Amy is a minor character. Is she important in the story? How? I think so. Bleeker knew that Amy will die.</td>
<td>Alexis and Bleeker know that Amy will die.</td>
</tr>
<tr>
<td></td>
<td>What is important about Alexis’s decision to give up her career and stay in the past? What does it tell you about her as a person? She wants to prevent the plague. She’s a caring person. She has made up her mind and is glad about it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It could mean that people could go back in time and prevent people from dying or they might find a cure for a disease they have. You could go back and fix mistakes and it would be really interesting. But also, if you change things, it could make other bad things happen. You’d have to be careful.</td>
<td>I think you could fix mistakes that people made in the past. But you also might make mistakes and people would die—like Amy.</td>
</tr>
<tr>
<td><strong>About the Text</strong></td>
<td>What is the genre of this book? What are some characteristics of the book that let readers recognize the genre? Fiction but they have vapor-traps and chronometer stuff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The turning point is where Alexis vaporizes the chronometer and right then you know that she has started thinking for herself and she believes Agent Bleeker.</td>
<td>I think when Bleeker tells her that the scientists caused the plague, when she destroys the chronometer.</td>
</tr>
<tr>
<td></td>
<td>She drinks the coffee and even cold it tastes very good. How else does the writer signal that Alexis has made up her mind and is glad about it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You should think for yourself—not just follow orders. Even people in charge can be wrong. What messages does the author want readers to understand? Scientist can make mistakes that will change the future and that could be bad.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to Total Score</th>
<th>Subtotal Score: ( \frac{7}{9} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10 Excellent Comprehension</td>
<td>Add 1 for any additional understandings: ( \frac{1}{1} )</td>
</tr>
<tr>
<td>7-8 Satisfactory Comprehension</td>
<td>Total Score: ( \frac{7}{10} )</td>
</tr>
<tr>
<td>5-6 Limited Comprehension</td>
<td></td>
</tr>
<tr>
<td>0-4 Unsatisfactory Comprehension</td>
<td></td>
</tr>
</tbody>
</table>
You Will Need

- A Long Walk to Water: Based on a True Story, Level W
- Harpin’ Boont: A Small Town’s Secret Language, Level V

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

NEW BOOK
A Long Walk to Water: Based on a True Story, Level W

REREADING
Harpin’ Boont: A Small Town’s Secret Language, Level V

Goals

COMPREHENSION
- Analyze a text to infer the main idea.
- Notice how a writer shows the importance of a topic.
- Understand that a work of fiction can be based on a true story.
- Notice and understand text structure.
- Understand how a setting is important in a fiction text.
- Engage actively with others in a discussion of a novel.

VOCABULARY
- Use morphology and word parts to understand the meaning of a word.
- Identify and understand affixes that change a word’s meaning or function.

FLUENCY
- Read with appropriate pausing, phrasing, and word stress, as cued by the punctuation.

Analysis of New Book Characteristics (use with all six novel study lessons)

A Long Walk to Water: Based on a True Story, Level W

HOW THE BOOK WORKS
This story is written in third-person dual narrative structure. The settings are the same for each story, but they take place in different time periods. The book is divided into chapters with multiple episodes and is written in chronological sequence over the two time periods. In 1985, a war is raging in southern Sudan, and Salva, who runs from the fighting, is separated from his family and tries to survive. In 2008, Nya walks miles to a pond every day to get muddy water for her family.

GENRE/FORM
- Fiction
- Realistic

TEXT STRUCTURE
- Dual third-person narrative
- Same setting but different time periods
- Chronological sequence
- Narrative structure including chapters with multiple episodes

CONTENT
- Topics that go well beyond the readers’ personal experiences and content knowledge (life in Sudan 1985/2008)
- Settings requiring knowledge of content (geography, history)

THEMES AND IDEAS
- War
- Endurance and survival
- Many ideas and themes requiring understanding of cultural diversity
- Basic necessities of life (clean water)

LANGUAGE AND LITERARY FEATURES
- Multiple characters revealed by what they say, think, and do
- Descriptive language that is important to understanding the setting and the characters
- Settings distant in time and space from the readers’ experiences
- Figurative language (A cold fist seemed to grip Salva’s heart.)
- Onomatopoetic words (CRACK, POP-POP-CRACK)

SENTENCE COMPLEXITY
- Longer, more complex sentences, with some more than twenty words
- Complex sentences with dialogue and many embedded phrases and clauses

VOCABULARY
- New vocabulary words that require the readers to derive meaning from context (luscious, makeshift, emaciated)
- Some multisyllable words that may be difficult to decode (Ethiopia, nausea)
- Hyphenated adjectives (thirst-quenching)
- Many words with more than three syllables (responsibilities, determination)

ILLUSTRATIONS
- No illustrations
- Map with legend

BOOK AND PRINT FEATURES
- Subheadings (Southern Sudan, 2008)
- One story in brown print; the other story in black print
- Italics to show thoughts
- Italics to show emphasis (He was not aiming it; he was using it to lift Salva’s chin so he could get a better look at his face.)
- Dashes to indicate more information to follow (He kept working—and kept the others working too.)
- Ellipses to indicate pauses (After that, a lone acacia . . . another clump of rocks . . . a spot bare of everything except sand.)
- Use of less common punctuation (semicolon)
Revisiting Yesterday’s New Book
Options and Suggested Language
✓ Choose one:
  □ Comprehension
  □ Vocabulary
  □ Fluency

Discussing Yesterday’s New Book

REREADING
Harpin’ Boont: A Small Town’s Secret Language, Level V

PROMPTING GUIDE, PART 2
Refer to pages 22 and 40 as needed

MESSAGES
Language is an important part of a culture. Language can create a sense of community and strengthen relationships.

Comprehension
Infer and Analyze: Main Idea and Importance of Topic
Let’s look back at your reading from yesterday to talk about your thinking.

- **Close Reading** Read the sidebar on page 2. Then, let’s talk about why you think the writer includes this information. [Students read and respond.]

- **Confirm Thinking** You noticed that the information in the sidebar helps you infer one of the important ideas in the book—that if a language dies, a culture might not survive. The writer wants readers to value different languages and understand that many are disappearing. The information in the sidebar takes the topic of the book to a higher level—that languages are interesting and important. When you write about a topic, you may want to include information that helps readers know why your topic is important.
**Vocabulary** Use Morphology and Word Parts: *mystified*

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

- Read the first sentence on page 12, and then let’s talk about the meaning of the word *mystified*. [Students read and respond.]
- You probably noticed that the word *mystified* means “confused” or “was a mystery to the outsiders.” The outsiders couldn’t understand what the Boonters were saying, so they were mystified. Mystified is the past tense form of mystify, so let’s look at that word in parts.
- Write *mystify* on the whiteboard. The word part *myst* comes from a Latin and a French word and means “mystery.” The suffix -ify means “to make or become.” So the word *mystify* means “to make or become a mystery.”
- Write *demystify* on the whiteboard. I’ve added the prefix de- to the word *mystify*. What does *demystify* mean? [Students respond.] The prefix de- means “opposite of,” “remove,” or “reduce.” So *demystify* means “to remove or reduce the mystery.” How would you *demystify* Boontling? [Students respond.]

**Fluency** Notice and Use Punctuation: Pausing, Phrasing, and Word Stress

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

- Give students Fluency Reading 127. There is important information in the sidebar on page 2. In this sidebar, the writer provides information about languages that are disappearing and suggests that much is lost when a language dies. You need to look closely at the punctuation.
- Working in pairs, have students mark the phrases with slashes, underline words to stress, and circle important punctuation (periods, commas, colon, question mark). When you read a sentence with a colon, pause at the colon to make it clear that an explanation or more information follows the first part of the sentence.
- Have pairs present their interpretations by reading aloud to the group. Remember that readers may use phrases a little differently, but readers will always pause at punctuation like periods, commas, and colons.
GENRE FOCUS This text is based on a true story with some fictionalized parts, so it is realistic fiction. Salva lives in southern Sudan in 1985 during wartime. He is separated from his family, and runs away from armed soldiers at the age of eleven. He flees to a refugee camp and eventually goes to America. Nya lives in southern Sudan in 2008 and walks for miles each day to get water. Then one day some men come to drill a well to pump fresh water, and life in her village changes.

Introducing the Text

- For the next six days, you are going to read a chapter book, a novel. This book is fiction, but we will talk more about the genre after you get started. The author is Linda Sue Park, who also wrote A Single Shard. It is based on a true story. Look at the picture on the back cover of the book. There you see Linda Sue Park, and you also see Salva Dut, who was born in Sudan and now lives in Rochester, New York. This book, A Long Walk to Water, is based on Salva’s childhood experiences. Today, you are going to read Chapters One and Two.
- Look at page 1. What information do you get from the headings? [Students respond.] The top part, in brown or sepia print, takes place in southern Sudan in 2008. The bottom part is a separate story. The setting is also southern Sudan, but the year is 1985. This book is called a dual narrative—two separate stories. The setting for both is the same country, Sudan.
- Look at the map at the beginning of the book. You can locate Sudan on this map. It has a northern part and a southern part. On the small inset map, you can see the entire continent of Africa.
- Use the legend showing mountains, hills, swampland, plains, deserts, and rivers. Talk with a partner about the terrain. [Students respond.] We’ll come back to this map several times, and you can always refer to it as you read Salva’s story.
- Read the top part of page 1, and then let’s talk about the main character in the story that takes place in 2008. [Students read and respond.] You will find Nya’s story at the beginning of each chapter, so you will need to remember the last thing that happens. You will always be switching between the stories. The first two chapters will give you a chance to get used to reading a book with this kind of structure.
- A war is going on in Sudan and Salva is in the middle of it. What dangers do you think he might face? [Students respond.]
- Read the first two chapters, and then we will talk about what has happened.

Reading the Text

- Students read Chapters One and Two silently.
- If you have a concern about the reading of a particular student, this is a time to sample the student’s oral reading and teach for, prompt for, or reinforce problem-solving actions or fluency as needed. If the student’s comprehension is a concern, interact and support the student’s thinking within, beyond, or about the text. Use Prompting Guide, Part 1 (oral reading) or Prompting Guide, Part 2 (comprehension) to refer to the area of need and select specific language.
Discussing and Revisiting the Text

- Turn and talk with a partner. Share your thinking about the story. [Students respond.]
- We are going to have a discussion. Remember to look at the person who is speaking. When you are speaking, look at the people in the group. Remember to take turns. If you don’t understand what someone is saying, ask the person to repeat or clarify it. I will not be repeating what each person says, so speak clearly and listen carefully. Who has something—a comment or question—to start us off? It might be something you and your partner talked about. [Students respond.]
- To encourage thinking and talking, you may want to select from the following questions/prompts:
  - Is the setting important in this book? Why?
  - Talk about how Salva must be feeling in the second chapter.
  - After reading the first two chapters, talk about how you feel about this book being based on a true story. Salva really exists.
  - Nya’s story is shorter, but it takes place in Sudan closer to the present day. Let’s talk about that story. Share your thinking.
  - Encourage students to look at the person who is speaking and to listen to and respond to each other. Avoid repeating each comment the students make. Use questions such as, Does anyone have a question for _____? Who would like to add to what _____ has just said? Do you agree with _____? Why or why not?
  - 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>In southern Sudan in 2008, Nya drags a large container as she walks through the hot, baking air.</td>
<td>Nya drags the container to fetch water because there is no fresh water where she lives.</td>
<td>The author tells two different stories, but they take place in the same setting at different points in time.</td>
</tr>
<tr>
<td>In southern Sudan in 1985, Salva sits in school and daydreams about playing with his friends.</td>
<td>Salva’s heart beats hard and his pulse pounds because he is frightened.</td>
<td>The author is the narrator of both stories.</td>
</tr>
<tr>
<td>There is a war going on in Sudan between the rebels and the government.</td>
<td>The teacher tells the boys not to run home because he knows the soldiers will be looking for people in the villages.</td>
<td></td>
</tr>
<tr>
<td>Soldiers begin shooting when Salva is at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salva runs away from the soldiers and into the bush.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MESSAGES** Life can change in an instant. War affects the lives of everyone.

Introduction to and Assignment of Reading

- Tonight, you are going to read Chapters Three and Four of A Long Walk to Water. As you read, you will find out more about what is happening to Salva. Don’t forget that you are reading two stories at the same time. If you have forgotten Nya’s story, you can quickly scan the first part of Chapters One and Two.
Classroom and Homework

- Read Chapters Three and Four of *A Long Walk to Water*.

Assessing Reading and Writing Behaviors

**Observe to find evidence that readers can:**
- analyze a text to infer and state the main idea.
- notice and discuss how a writer shows the importance of a topic.
- understand that a work of fiction can be based on a true story.
- notice, understand, and discuss text structure.
- understand and discuss how a setting is important in a fiction text.
- engage actively with others in a discussion of a novel.
- use morphology and word parts to understand the meaning of a word.
- identify and understand affixes that change a word’s meaning or function.
- read with appropriate pausing, phrasing, and word stress, as cued by the punctuation.

Supporting English Language Learners

**To support English language learners, you can:**
- support student understanding of how a language can die for Confirm Thinking.
- be helpful as students negotiate words with multiple meanings (e.g., *official, judge*).
- model how to infer character traits and emotions by what characters say, think, and do.
- ensure students are using the full range of punctuation to comprehend more complex sentences.
- check for understanding of literary language (e.g., *owned many head of cattle, flames darted out of its base, a jet plane veered away like a sleek evil bird*).
- chart the dual plots, characters, and settings when Discussing and Revisiting the Text.
- explain how *Auntie* is used as a term of respect when assigning reading.

Professional Development Links

- Professional Development and Tutorial Videos, *LLI Teal System*
  View “Novel Study Lesson” on the Professional Development Video.

  Select and read sections of Chapter 8, “Talk Structures: Intentional Teaching of Language.”

- *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 245 and 250–251 of Chapter 16, “Creating a Literate Culture Through Interactive Read Aloud.”

- *Leveled Literacy Intervention System Guide, LLI Teal System*
  Read “Teaching the Novel Study Sequence” in Section 4.
You Will Need
- Level U Student Test Preparation Booklets
- Think Together Chart 31

Goals
- Develop understanding of the terms passage, selection, text, directions, item, stem, multiple choice, selected response, closed stem, open stem, and option.
- Identify important words in item stems, including words that are bold, italicized, capitalized, or underlined.
- Notice that some stems include a graphic organizer or text presented in a special format.
- Determine the important information in a text.
- Apply thinking to multiple-choice items related to a familiar text.
- Practice responding to multiple-choice items related to a familiar text.

Think Together
- Depending on what your students have already learned in previous test preparation lessons, select from the suggested teaching points below.
- In the course of taking a test, often you will notice texts to read and analyze. In some tests, such texts are called passages or selections. Encourage students to look at the text, an excerpt from Warrior Ants, on page 3 in their Student Test Preparation Booklets. Sometimes you will encounter fiction texts, whereas other times you will find nonfiction texts. The directions printed above this passage identify it as nonfiction. First, you read the directions carefully. Then you read the text.
- After reading the passage, you will be presented test items to answer. Item is another way of saying question. Have students look at the five items on pages 4 and 5. Draw their attention to the fact that the items are numbered 1–5 and have their own set of directions. These five test items relate to the nonfiction passage shown above.
- Some items are multiple choice. On some tests, this type of item is called selected response. It is important to recognize that a multiple-choice or selected-response item has two distinct parts. The first part is a stem, which takes the form of a question or an incomplete sentence. Have students examine the five items relating to the excerpt from Warrior Ants. Do you notice that some stems are written in the form of questions? These are called closed stems. Item 4 is one example of a closed stem. Now, see if you can identify any items that are written as incomplete sentences, which are called open stems. By reading closely, you can see that item 1 is an open stem.
- The second part of a multiple-choice item contains a series of options, or possible answers. On many tests, each multiple-choice item offers four or five options. After reading the stem and all of the options, you select the one that answers the question or completes the sentence correctly. Invite students to look at the options presented in the items on pages 4 and 5. Help students recognize that options either answer a question (in closed stems) or complete a sentence (in open stems). Sometimes it is helpful to focus the ideas in a closed stem by rewriting the 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 aspect of the passage indicates that this text is a memoir?

Now look at the same item rewritten as an open stem: (1a) The aspect of the passage that indicates that the text is a memoir 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. The item has been written in such a way that each of the other options is incorrect for some reason. Sometimes you may read a stem and all of the options, and it may strike you at first that a particular option seems correct. However, after thinking more carefully about the information in the item, you realize that this option is not correct for some reason. Other times you may believe that a particular option seems very unlikely. In fact, 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 attention on the remaining options. You may wish to note that occasionally students will encounter a test item that is designed for students to select two correct options. Explain that in these cases the directions or the stem itself will clarify the number of options to select.

- 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 2, 3, 4, and 5.
  - If an item asks why, the correct option will be a cause or 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 draw your attention to particular words in a stem by using special print. For example, words such as best, least, most, first, next, last, before, after, and not appear frequently in special print such as uppercase letters, bold letters, underlining, or italics. Point out to students the use of uppercase letters for the words most likely in item 4. If an item uses an author’s exact words from a passage, those words are usually shown in special print, as well. Have students note the boldface sentences in item 1. If an item includes a word that you need to think about as a word, usually the word will appear in italics. Have students note the word relentlessly in item 2.

- Draw students’ attention to the fact that some tests use diagrams, charts, or other special graphic formats in certain 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 cause-and-effect chart. Then the chart is shown. Below the chart the stem continues with a question for you to answer. The question asks you to choose the option with the statement 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 cause-and-effect 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 Virginia feel hesitation about the prospect of her aunt’s visit?
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 Virginia feel hesitation about the prospect of her sister’s visit?

This item is asking why. The correct option will probably be a cause or reason for
something. After underlining the other important words, you have an idea of what the
answer might be about—the reason why Virginia is hesitant about a visit from her
sister. 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) What does Mr. Garner emphasize in his speech to the employees?

This item is asking what. The other important words give clues that the correct option
will be about something specific said by Mr. Garner to the employees. If you want to
try a possible option, you can rewrite the question as an incomplete sentence: (4a) In
his speech to the employees, Mr. Garner emphasizes ____.

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. After you read the
stem and identify all of the important words, think about what kind of test item it is.

(5) Which word has the opposite meaning of deception?

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

(6) The writer’s method of organization of this nonfiction passage is _____.

This item focuses on text organization. Text organization is a literary element.

(7) What causes Martin to turn his gaze away from the stranger?

This item is about character motivation, another literary element.

(8) In which paragraph is Corinna’s conflict resolved?

This item is about conflict, an aspect of plot. Here are some more stems for you to read
and think about.

(9) How does the author show that persistence is often rewarded?

(10) In this passage the writer conveys the idea that misfortune may be
accompanied by _____.

(11) The phrase that best describes the author’s prose style is _____.

(12) Which two details support the writer’s belief in the importance of
compromise?

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 of the 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—or two options, depending on the directions—and check your
answer by looking again at the text passage or passages.
6. Bubble in the correct option or options.
Now turn to page 3 in your Student Test Preparation Booklets. The passage is from a nonfiction book you have already read, Warrior Ants. Read the passage to yourself carefully. When you finish reading, work with your partner to complete the five multiple-choice items.

[Students read the passages independently and complete the 5 multiple-choice items with a partner.]
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 that item 4 requires them to make a prediction based on their understanding of details in the passage about the behavior of ants in a supercolony.

Turn to page 6 in your Student Test Preparation Booklet. Earlier you read the book Sparrow. Today you are going to read an excerpt from that book to yourself.

- Then, for each multiple-choice item, read the stem and all of the 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.
- You may wish to restate closed stems to check how possible answers sound in a sentence.
- Select one option—or two options, depending on the directions—and check your answer by looking back at one or more parts of the passage.
- Bubble in the correct option or options.

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

Critical Thinking

1. Recognize the relationships among words and their meanings to solve analogies.
2. Understand how a suffix changes the meaning of a word.
3. Derive the meaning of a word from context and recognize its antonym.
4. Identify correct pronunciation and understand syllables.

1. Reread paragraph 4, which includes the word appropriate. This word is used in the analogy below. An analogy shows the relationship between two pairs of words. The relationship between the words in the first pair and the relationship between the words in the second pair is the same.

   courteous : polite :: appropriate : _____

   Which word BEST completes the second pair of words?
   - [ ] suitable
   - [ ] eventual
   - [ ] incorrect
   - [ ] comfortable

Thinking Within the Text

2. What is the meaning of the suffix -ous in the word bulbous?
   - [ ] like
   - [ ] against
   - [ ] in front of
   - [ ] different from

Thinking Within the Text

3. Read these sentences from paragraph 7 of the passage.

   After her shift at the corner market, Grandma came home with cans of cat food. Sparrow took to it like parched soil to rain.

   An antonym for the word parched is
   - [ ] dry.
   - [ ] wet.
   - [ ] stony.
   - [ ] muddy.

Thinking Within the Text

4. Which syllable in the word insistently has a long vowel sound?
   - [ ] first syllable
   - [ ] second syllable
   - [ ] third syllable
   - [ ] fourth syllable

Thinking Within the Text
Critical Thinking

5. Identify sequence of events.
6. Identify important information in a fiction text.
7. Recognize key details in an illustration related to a text.
8. Make inferences about characters in a fiction text.
9. Understand author’s use of symbolism.
10. Recognize character development.
11. Identify the theme of a fiction text.
12. Analyze author’s craft.
13. Identify conflict in the plot of a fiction text.

5. The chart below shows events in sequence. First, read the chart.

Joe goes online to read about caretaking baby sparrows. → [Blank] → The sparrow flutters up to the windowsill.

Which event belongs in the empty box in the chart?

A. Joe finds a night crawler to feed the sparrow.
B. Grandma feeds the sparrow with tweezers.
C. Joe transfers the bird’s dish towel nest to a laundry basket.
D. Joe nudges the sparrow and it takes flight.

Thinking Within the Text

6. Which sentence describes an action or event that took place in the past, before the beginning of this passage?

A. Joe’s mom abandons him.
B. Joe’s feelings are muddled about the bird.
C. Joe says that Grandma has a soft spot for strays.
D. Joe grabs a plastic cup and goes down to the courtyard.

Thinking Within the Text

7. Which phrase best describes Joe in the illustration?

A. intent on his task
B. angry at the sparrow
C. careless in his actions
D. fearful of the sparrow

Thinking Beyond the Text

8. Which two words best describe Joe’s feelings toward his grandmother in paragraphs 10 and 11? Mark two correct options for this item.

A. uneasy
B. amused
C. grateful
D. affectionate

Thinking Beyond the Text

9. What does the bird’s flight symbolize, or represent, for Joe?

A. flying in the air
B. abandoning a child
C. growing up and facing challenges
D. finding and caring for young animals

Thinking Beyond the Text

10. The chart below shows how Joe changes during the passage. First, read the chart.

<table>
<thead>
<tr>
<th>Joe at the beginning</th>
<th>Joe at the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>does not want to care about the bird</td>
<td>begins to face difficult feelings because of the bird</td>
</tr>
</tbody>
</table>

Which description belongs in the empty box in the chart?

A. is angry that he cannot feel as free as the bird
B. fears that the bird means too much to Grandma
C. begins to face difficult feelings because of the bird
D. starts to realize that he wants to be an animal doctor

Thinking Beyond the Text

11. Which sentence best states the theme of the passage?

A. Time heals all wounds if you do nothing except wait.
B. Denying your feelings is the best way to deal with pain.
C. It takes self-control to keep from doing the wrong thing.
D. Caring for another can help you come to terms with hurt.

Thinking Beyond the Text

12. Which word best describes the passage?

A. exciting
B. comical
C. uplifting
D. sorrowful

Thinking About the Text

13. Joe begins to solve his main problem at the point in the passage when he

A. digs up a worm.
B. feeds the sparrow for the first time.
C. reads about caretaking baby sparrows.
D. faces the fact that his mom abandoned him.

Thinking About the Text
Critical Thinking

14. Recognize author’s use of simile.
15. Identify the genre of a text.

14. Which sentence from the passage is a simile, a comparison of two unlike things, that describes how the sparrow eats?
   A. Birds eat worms.
   B. With tweezers, Grandma placed a morsel of the warm mixture on the chick’s beak.
   C. It took five bites in all and then closed its eyes.
   D. Sparrow took to it like parched soil to rain.

   Thinking About the Text

15. Which phrase BEST describes the genre of this passage?
   A. typical legend
   B. science fiction
   C. realistic fiction
   D. modern-day fairy tale

   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 items.
Readers at Level Z:

At levels X, Y, and Z, readers are able to process and understand a wide range of texts, including all genres. Although many texts are long and have complex sentences and paragraphs as well as many multisyllable words, they vary greatly because readers are expected to understand and respond to mature themes such as sexuality, abuse, poverty, and war. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as “the quest” and to identify moral issues. Biographies offer a range of individuals who may not be previously known to readers and may not be admirable, requiring critical thinking on the part of readers. In addition, readers will encounter abstract special forms of literature, such as satire, and literary language to convey irony. Additional challenges may include parody, allegory, or monologue. Themes and characters are multidimensional, may be understood on several levels, and are developed in complex ways. Most reading is silent; fluency and phrasing in oral reading is well established. Readers are challenged by a heavy load of content-specific and technical words that require using embedded definitions, background knowledge, and readers’ tools, such as glossaries. Texts include archaic language or regional dialect. Readers search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge. They have developed knowledge of content, including scientific information and historical events and apply prior understandings in a critical way when reading fiction and nonfiction texts.

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 affixes, and connecting words to known words)
- Using word-solving strategies, background knowledge, graphics, text context, and readers’ tools (glossaries, dictionaries) to solve words, including content-specific and technical words
- Begin to use word roots and origins to understand their meaning
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Understand meaning changes when words are used satirically, ironically, or symbolically

Monitoring and Correcting
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Monitor understanding closely, searching for information within and outside the text when needed

Searching for and Using Information
- Search for and use information in a wide range of graphics and integrate with information from print (for example, pictures, captions, diagrams, illustrations with labels, maps, charts)
- Use a full range of readers’ tools (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Process long sentences (thirty or more words) with embedded phrases and clauses
- Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns
- Follow complex plots, including texts with literary devices (for example, flashbacks and stories within stories)
- Gain important information from much longer texts, most with no illustrations (fiction)
- 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)
- Gain important information from texts with complex plots (often with subplots), multiple characters and episodes, and long stretches of descriptive language and dialogue
- Process sentences with the syntax of archaic or regional dialects

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 or for discussion and writing
- 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
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding
- After rehearsal, perform oral reading in an expressive way that reflects interpretation of a text

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, parody, allegory, or monologue
- Automatically adjust to process illustrations and print in an orchestrated way when reading graphic texts
Thinking Beyond the Text

**Behaviors**

**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 before and during reading
- 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 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 all aspects of texts within and across genres
- Specify the nature of connections (topic, content, type of story, writer)
- Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy
- Make connections between satirical literature and the social issues they represent
- Build meaning and develop abstract concepts across a large number of varied texts (many genres)

**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 perspective through reading both fiction and nonfiction texts about diverse cultures, times, and places
- Use situations focusing on the problems of adolescents to develop new perspectives on readers’ own lives
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read
- Draw conclusions from information
- Find evidence to support an argument

**Inferring**
- 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 feelings of characters who have severe problems, with some texts explicitly presenting mature issues (sexuality, murder, abuse, war, addiction)
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and assess 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 problem of the story or the solution
- Infer themes and ideas from illustrations in graphic texts
Thinking About the Text

Analyzing
- Recognize and understand satire, parody, allegory, and monologue and their purposes and characteristics
- Recognize and interpret a writer’s use of language to convey irony
- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts, parody, allegory, and monologue)
- Analyze the selection of genre in relation to inferred writer’s purpose for a range of texts
- Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text
- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)
- Analyze the role of the setting in realistic and historical fiction as well as fantasy
- Analyze the structure of complex plots in fiction and the organization of the text in nonfiction
- Analyze works of fantasy to notice classical motifs such as “the quest,” “the hero,” and symbolism representing good and evil
- Analyze aspects of a writer’s craft (style, language, perspective, themes) after reading several texts by the same author
- Engage in critical thinking across a writer’s body of work or across works on the same content and discuss findings or produce a literary essay
- Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy where the writer is representing 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
- Analyze how the writer has combined language, illustrations, and layout as a unified whole to set mood and convey meaning
- Notice the way writers use regional dialect and analyze how it adds to the authenticity of the text or characters
- Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
- Notice and compare the traits and development of characters within and across genres (well-developed characters vs. flat characters; heroic, multidimensional, etc.)
- Identify similarities across texts (concepts, theme, style, organization, perspective)
- Compare and contrast multiple points of view
- Locate textually explicit information such as setting, plot, resolution, and character development
- Identify the mood of a piece of writing
- Identify author’s use of literary devices such as exaggeration, imagery, and personification
- Recognize differentiation of plot and structures for different purposes and audiences
- Differentiate between internal and external conflict
- Notice how illustrations and text work together in graphic texts
- Notice aspects of the writer/illustrator’s style in graphic texts
- Analyze how two or more authors writing about the same topic shape the presentations of key information by emphasizing different evidence or advancing different interpretations of facts

Critiquing
- Evaluate the text in terms of readers’ own experience as adolescents
- 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 (for example, believability or depth)
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
- 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
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents
- Assess 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, use of language, kinds of characters, genres)
- Become critical of the subjects of biography (decisions, motivations, accomplishments)
- Critique the biographer’s presentation of a subject, noticing bias
- Critique texts in terms of the writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda)
- Derive the author’s purpose and beliefs even when not explicitly stated
- Distinguish between fact and opinion
- Identify contradiction
- Evaluate the effectiveness of author’s use of literary devices such as exaggeration, imagery, personification, and irony
- Critique the integration of illustrations and print in graphic texts
- Evaluate how the writer has used illustrations and print to convey the big ideas
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**Leveled Literacy Intervention (LLI) Orange, Green and Blue Systems for Grades K–2, Levels A–N**

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In this seminar, participants receive three days of intensive training (two days of start-up training one follow-up day) on the LLI systems and learn specific strategies to address the needs of struggling intermediate and middle school readers. In addition to an overview of the components and implementation of the LLI systems, this seminar delves into the advanced routines including a focus on comprehension, vocabulary development, and fluency as well as phonics and word study principles, book discussion formats, writing about reading routines, novel study units, test taking study, and silent reading.

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

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

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

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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 data and your instruction, as well as how it can serve as a guide for evaluating student progress over time, helping you identify the specific areas in which students need help.

“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


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.

“Our commitment is to develop the expertise of teachers.”

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.

F&P Assessment

The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

F&P Classroom Resources

Fountas & Pinnell Classroom Resources maximize student learning with systematic lessons, student books and materials, and powerful tools that guide teachers’ language and actions and support them in expert decision making for high-impact literacy instruction.

F&P Intervention

Fountas & Pinnell Leveled Literacy Intervention is a short-term, supplementary intervention proven to bring struggling readers to grade-level competency with engaging leveled books and fast-paced, systematically designed lessons.

F&P Professional Books

Fountas & Pinnell Professional Books empower teachers with highly effective instructional procedures and the latest in literacy thinking to elevate their expertise and help build a community of skillful informed educators.

F&P Professional Development

Fountas & Pinnell Professional Development offers options and opportunities to further develop the teaching craft and foster a climate of collegiality and community through School-Based Seminars, Multi-Day Institutes, and Live Webinars.

Join the F&P Community and be part of the conversation.

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