



Spotlight on  
Success

Student Success

What's New?

Teacher Tips &  
Using Social Media

Suggested  
Reading

## Welcome to the holiday edition of the LLI Canada newsletter!

Welcome to the holiday edition of the LLI Canada newsletter! In our December 2015 eNewsletter we will highlight some of the fantastic work going on in schools all across Canada and show how you are making a tangible difference in children's lives. We will update you on what's new with Fountas & Pinnell/LLI, give you some ideas on where to go to find new teaching ideas to bring to your classroom, and point you towards some places to go to explore PD opportunities. Don't forget to check out the eNewsletter Readers' special holiday discount to add books for your library.

In this issue you will find:

### Spotlight on Success

Across the country teachers are achieving extraordinary results and changing lives. In this edition we highlight how one board reduced its OFIP and low-achieving schools from 15 to 2.

"Our 15 OFIP and low-achieving schools have turned into 2 now. I absolutely feel that success is because of LLI."

— Maria DiMauro, Program Facilitator, Literacy, Numeracy K-6 Durham District School Board

### Student Success

What does success really look like? We would love to profile your students' stories, so please pass these along to us and we will celebrate individual paths to the love of reading. In this edition we will tell you the heart-warming story of Madison's journey from struggling to avid reader.

**What's New?** Updates on the latest additions to the LLI suite of teaching materials

### Teacher Tips and Tips on Using Social Media

In this section we will give you some ideas on where to find great quick, actionable teaching tips that support excellent teaching practice. We'll also explore the world of social media. Twitter can be intimidating, but it's actually quite easy. If you can text, you can tweet!

### Suggested Reading

Receive preferential pricing with your eNewsletter discount code

We would love to hear from you and get your feedback on the newsletter. Let us know what features you find most valuable and suggest new features that we might include. If you would like to contribute to the newsletter and tell us about the work you are doing with LLI, we would be very interested in featuring your district, school, teachers or students in an upcoming edition. Contact us at [pearsonpd@pearsoncanada.com](mailto:pearsonpd@pearsoncanada.com)

We, your Canadian LLI team, thank you for all that you do to support literacy instruction in your classrooms and wish you a very happy holiday season.

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TWITTER TIPS  
New to Twitter?

Learn how to **get started**.

Join [@fountaspinnell](https://twitter.com/fountaspinnell) for a regular chat on Thursday of every Month 8PM (EST) by searching **#FPLiteracy**

**Follow @teachability**  
an online community for teachers



# Fountas & Pinnell's Leveled Literacy Intervention CASE STUDY

Durham District School Board  
strives to **CLOSE THE  
READING GAP** with  
Leveled Literacy Intervention

## Background

In 2010, 15 of the Durham District School Board's 106 urban and rural elementary schools were significantly underperforming—specifically in reading—and therefore required intervention.

## Goals

The district wanted to focus on improving guided practice and intervention to close the reading gap for underperforming elementary students.

## Implementation

Durham implemented the Leveled Literacy Intervention System district-wide. The program succeeded in helping struggling students in junior kindergarten to Grade Five make quick and impressive gains in reading proficiency.

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## » District Profile

In 2010, Durham District School Board in Ontario was one of several districts across the province with a high number of underperforming schools. Six of the district's 106 elementary schools fell under the Ontario Focused Intervention Partnership Tutoring (OFIP) initiative. This was due to low reading scores achieved on the Education Quality and Assessment Office's (EQAO) Primary province-wide assessments. An additional nine schools were designated as low achieving by the district.

## » Student Profile

In some of these schools, less than 34 percent of students were achieving the provincial standard of Level 3 or Level 4 for reading. In others, only 34–50 percent of students were achieving a Level 3 or 4 in reading.

As Maria DiMauro, Program Facilitator for Literacy and Numeracy for K–6, explains, district administrators felt they could best reach these struggling students by changing how teachers approach guided reading practice and interventions. To be successful, teachers needed a thorough resource that would clearly demonstrate a new approach to both guided practice and interventions. “Leveled Literacy Intervention (LLI) was the best resource out there—comprehensive and informative for the teachers,” explains DiMauro.

## » Implementation

Reluctant to provide a resource to only some of her students, Superintendent of Education/Programs Luigia Ayotte opted for equity throughout the system. She implemented LLI district-wide.

In September of 2011, two-hour training sessions were offered after school for all K–4 teachers. Facilitators and coaches were also available to provide flexible training times for teachers during and after school hours.

Once the training was complete, Orange, Green, Blue, and Red LLI Systems were rolled out to all K–4 teachers trained in LLI.

Using the Benchmark Assessment System (BAS), teachers identified students who were achieving below reading benchmarks to begin using LLI.

But, as DiMauro explains, implementation methods varied across this large district that spans both urban and rural communities: “Schools and teachers implemented LLI in a variety of scenarios at first, not necessarily as Fountas and Pinnell outline in their resource.” Lessons happened both inside and outside the classroom. LLI leaders ranged from teachers and education assistants to special education and resource teachers, as well as volunteers. And while all leaders worked with students in groups of three, some chose to work with students for 20 minutes every day, while others were able to work with marker students for 40 minutes three times per week.

# Fountas & Pinnell’s Leveled Literacy Intervention

Once the implementation was firmly underway—with continuous support from administrators and program support staff such as DiMauro—teachers and students quickly started seeing success.

## » Key Findings

In just 8 months, all students participating in the LLI program demonstrated increases in their Running Record levels. Individual student increases ranged from 1 level to 20 levels.

Since 2010, the district board reduced the number of OFIP and low-achieving schools from 15 to just 2.

Students’ EQAO scores have increased in reading as well as writing with the help of LLI.

Guided practice has improved vastly due LLI’s detailed lesson plans. Teachers report that this new method of guided practice helps them hone in on exactly what a student needs at a specific moment in time, making interventions more focused.

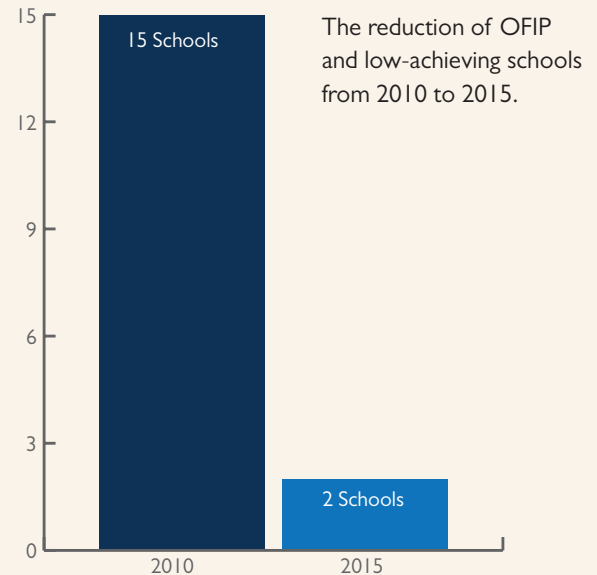
## » Moving Forward

While Durham District School Board has made great gains with LLI, district administrators and staff are still working diligently to close the reading gap for all students. Over the past five years, the district implemented all LLI systems from Orange through Purple throughout in their elementary schools. As well, at the beginning of the 2015/2016 school year, Superintendent Ayotte will implement the new Teal system for grades six through 12 – the final LLI system.

“We still have many children in the older grades that have gaps in their reading, and what better way to close that gap than with LLI?” explains DiMauro.

With closing the reading gap at the forefront of the district’s goals, Ayotte also implemented the Intensive Student Support Tutoring (ISST) project for high-needs schools using LLI.

This after-school tutoring program follows the Leveled Literacy Intervention program for all students being tutored in reading. When combined with an in-class LLI intervention, this tutoring program provides at-risk students not reading at grade level a double dose of personalized instruction and immediate feedback.



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—Maria DiMauro  
Program Facilitator, Literacy, Numeracy K–6  
Durham District School Board

To learn more about Pearson’s School Improvement Services, visit

[www.pearsoncanada.ca/fountasandpinnell](http://www.pearsoncanada.ca/fountasandpinnell)



Madison, a student at William Bridge Elementary in Richmond, British Columbia

# STUDENT SUCCESS

## Struggling student makes significant reading gains with LLI

» Sometimes the outcome of a reading intervention program like Leveled Literacy Intervention can exceed an educator's expectations. That is the case with Madison, a student at William Bridge Elementary in Richmond, British Columbia, with learning difficulties that include extreme difficulty focusing.

When Madison entered grade 1 in 2012 she had a simple site word vocabulary and was just beginning to read very simple pattern books using mainly picture clues and sometimes the first letter of a word.

After a school-wide reading assessment, Madison was among the students chosen to participate in the school's newly purchased Leveled Literacy Intervention program (Green System for grade 1). School Principal, Wanda Salewski says the program's carefully leveled books, inspiring stories and relatable characters immediately engaged Madison. She particularly enjoyed the plays she and her classmates would perform as part of the program's supporting activities.

Salewski says the positive effects were immediate, "I noticed that her focus improved because she really wanted to do it, she was more motivated to do the reading." Madison was reading at Level 1 (grade level) by the end of the school year.

"She went from not reading to becoming proficient in such a short period of time," says Salewski.

Now in grade 4 Madison doesn't require LLI support. She has far surpassed the goal of being able to read at grade level and moved beyond learning to read as part of her schoolwork. Madison is now a voracious reader who cheers at the announcement of a read-a-thon and is passionate about reading everything from the Dork Diaries and non-fiction books to history books and even the classic tale of Heidi gifted to her by her grandfather.

Watch for a full case study about Madison's experience with LLI to come this winter.

# WHAT'S NEW?

Updates on the latest additions to the LLI suite of teaching materials and links to upcoming regional literacy conferences, LLI network meetings and other professional learning opportunities.

## » LLI Teal System, Levels U–Z



Intervention designed to **correct** years of reading failure.



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.

## » Watch “Teaching Struggling Readers in Grades 5-12” Archived Webinar

<http://webinars.heinemann.com/fp-lli-teal-intl>

(Registration in Canada: to view the webinar, select any State and enter your Province in the “County” section)

LLI serves those students who need intensive support to achieve grade-level competency. These children are the lowest achieving children in the classroom who are not receiving another supplementary intervention. Each lesson in the LLI system also provides specific suggestions for supporting English language learners who are selected for the system.

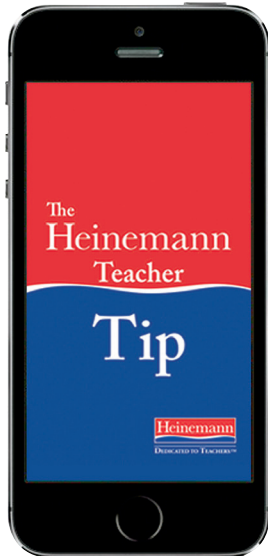
### **Fountas & Pinnell’s Leveled Literacy Intervention Teal System, Levels U–Z**

Powerful, supplementary intervention designed to bring struggling readers to grade level through fast-

paced lessons and original, captivating books created specifically for middle and high school readers.

- Explicit direct instruction in 45 minute lessons, 5 days a week for small groups of 4 students
- 144 original, high-interest titles (60% nonfiction / 40% fiction)
- Novel study to support sustained reading of literature
- Optional test preparation lessons with grade level CCSS alignments
- Systematic, intentional vocabulary development
- Embedded professional development
- Efficient Online Data Management System
- Level-by-level guidance from *The Continuum of Literacy Learning, PreK–8 (2011)*

[LLI Teal System for Grade 6-12, Levels U–Z and to download Teal Sampler](#)



# TEACHER TIPS

## Free app from Heinemann

The Heinemann Teacher Tip delivers ideas and inspiration from our authors directly to your device every school day. Sharpen your practice and share with colleagues for PD on the go.

- Daily suggestions from leading practitioners you admire and trust
- Quick, actionable teaching tips that support instruction
- Access to 30 days of prior tips so you can revisit a recent favorite or catch up on one you missed

Search for the Heinemann Teacher Tip in the App Store and the Google Play Store.

Here are a couple of examples that you might enjoy



## Identify the Difference Between Plot and Theme

From Jennifer Serravallo's *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*.

The best way to teach developing readers the concept of theme is through the analysis of the plot. How can we teach our students about themes that are rarely stated, and must be inferred?

Explain to your students that plot is what happens in the story, while theme represents the bigger ideas of the story.

The plot carries the big ideas, and is comprised of events you can track.

### Try these teaching prompts:

- What's happening?
- What's most important about what you just told me?
- What is your idea about what's happening?
- What else do you think is a possible big idea from the story?
- When students identify the big ideas about what's happening in a story, they can figure out its central themes.

## Make Re-Reading an Adventure

From *Comprehension and Collaboration, Revised Edition* by Stephanie Harvey and Harvey "Smokey" Daniels.

The fact that re-reading really works is well recognized. But the trouble is, kids often see re-reading as a punishment when we command them to "read it again." Especially if the material seemed "boring" (read: too hard) the first time through, another slog through usually doesn't seem too appetizing.

Even worse, kids sometimes hear our re-reading commands as some kind of proof that they are a "bad reader" who didn't get it the first time as (they fantasize) "good readers" do. What strategies can make re-reading interesting?

### Try this:

- Use short texts that are interesting to kids
- Evoke students' curiosity
- Make re-reading a puzzle, quest, mystery, or detective story
- Focus on debatable content
- Zero in on a turning point in the text
- Make re-reading interactive, not solitary
- Have kids focus on what they know on the first read so they can construct some meaning and ask questions as they go
- Have kids mark "new" text evidence they found on the second read
- Get kids up and thinking, talking, taking and defending positions

If we want to show students the critical value of re-reading and have them practise it willingly, we need to take responsibility for making re-reading seem like an adventure, not a penance. It's on us to make re-reading feel interesting and worthwhile to kids.

# USING SOCIAL MEDIA

» Twitter is a social media tool for sharing experiences but it's also an important professional development nexus for educators.

In fact, educators are among the most frequent professional users of Twitter. As Heinemann author Christopher Lehman has said, "There is a great big conversation about the future of education happening on Twitter. If you're not participating, how will you contribute?"

For some, getting started on Twitter can be intimidating, but it's quite easy. If you can text, you can tweet! Heinemann now has a free online course to help you get started.

(For Canadians, simply enter your Province instead of State on the registration page)

Using Heinemann's authors and resources, Brett Whitmarsh breaks down the Twitter terminology and points out its practical uses for educators. You'll learn how to get started, become more familiar with the platform, and see how it can be used as a professional development tool.



**TWITTER**  
for **EDUCATORS**  
a free Digital Campus mini-course

  **Heinemann**  
DIGITAL CAMPUS

Presented by social media expert Brett Whitmarsh

Once you are up and running, be sure to join [@fountaspinnell](#) for a regular Twitter chat on Thursday of every Month at 8:00 PM (EST) by searching [#FPLiteracy](#)

## Who to follow

[@cdnedchat](#) connecting Canadian educators

every Monday at 8:00 PM EST

[@teachability](#) an online community for teachers

# SUGGESTED READING

We are pleased to offer LLI eNewsletter readers a holiday discount

**Receive a 10% discount**

when you order online using promo code: SMILE



<http://www.pearsoncanadaschool.com>

Expires Dec 31, 2015

## FOUNTAS & PINNELL PROMPTING GUIDES



### Fountas & Pinnell Prompting Guide Part 1: A Tool for Literacy Teachers

price: \$31.50 Your price: **\$28.35**  
isbn13: 9780325043647

### Fountas & Pinnell Prompting Guide Part 2: For Comprehension

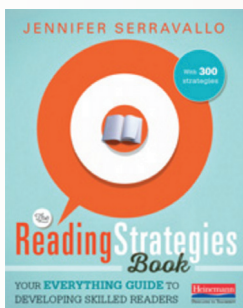
price: \$37.95 Your price: **\$34.16**  
isbn13: 9780325028736

### Genre Prompting Guide for Fiction

price: \$37.95 Your price: **\$34.16**  
isbn13: 9780325042510

### Genre Prompting Guide for Nonfiction, Poetry, and Test Taking

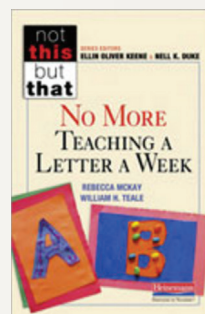
price: \$37.50 Your price: **\$33.75**  
isbn13: 9780325042985



### THE READING STRATEGIES BOOK

Author: Jennifer Serravallo  
Grade: K - 8  
Copyright: 2015  
price: \$43.75 Your price: **\$39.38**  
isbn13: 9780325074337

“Strategies make the often invisible work of reading actionable and visible,” Jen writes. In *The Reading Strategies Book*, she collects 300 strategies to share with readers in support of thirteen goals—everything from fluency to literary analysis. Each strategy is cross-linked to skills, genres, and Fountas & Pinnell reading levels to give you just-right teaching, just in time.



### NO MORE TEACHING A LETTER A WEEK

Author: Rebecca McKay, William H. Teale  
Grade: PreK - 1  
Copyright: 2015  
price: \$18.75 Your price: **\$16.88**  
isbn13: 9780325062563

In *No More Teaching a Letter a Week*, early literacy researcher Dr. William Teale helps us understand that alphabet knowledge is more than letter recognition, and identifies research-based principles of effective alphabet instruction. Literacy coach Rebecca McKay shows us how to bring those principles to life through purposeful practices that invite children to create an identity through print.





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