

Literacy Strategies



LEVELED LITERACY INTERVENTION (LLI)



Leveled Literacy Intervention

Fountas & Pinnell

LLI is designed to bring children quickly up to grade-level competency – in 14 to 18 weeks on average.



LEVELED LITERACY INTERVENTION (LLI)

- LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work.
- The goal of *LLI* is to bring students to grade level achievement in reading.



COMPONENTS OF LLI:

- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching for comprehending strategies
- Efficient strategies for expanding vocabulary.
- Home connections through take-home books & occasional games



TAKE-HOME BOOKS



BEFORE, DURING, AFTER READING

Before Reading

1. Do a picture walk and talk about the pictures.
2. Make predictions based on pictures of what might happen.
3. Discuss any difficult words.

During Reading

1. Talk! Talk! Talk! Talk about what your child is reading.

After Reading

1. Summarize story... who, what, why, when, where, how?
2. Compare – characters, other books, and solutions to problems.



READING VOICE

THINKING VOICE

Readers listen to their two 'voices'



Reading Voice

- Simply reads the words on the page.
- It does not make meaning.



Thinking Voice

- The voice of comprehension:
 - Connections
 - Predictions
 - Questions
 - Summaries
 - Main Idea



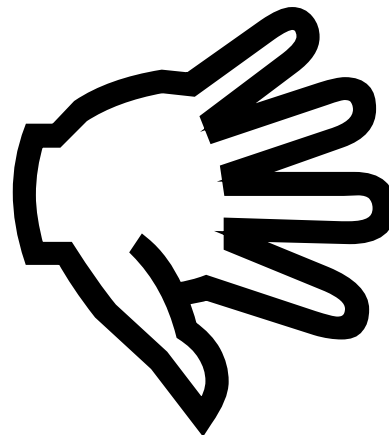
JUST RIGHT BOOKS

- You can read most of the words
- You can understand what you are reading
- You enjoy the book
- You may have some schema on topic
- Your reading sounds smooth, not choppy
- You can figure out the tricky words
and still make meaning of the story



RULE OF FIVE

1. OPEN THE BOOK TO THE MIDDLE.
2. OPEN UP ONE OF YOUR HANDS.
3. READ ONE PAGE TO YOURSELF.
4. PUT DOWN ONE FINGER EVERY TIME YOU COME TO A WORD YOU DON'T KNOW.
5. IF YOU FINISH THE PAGE AND YOUR THUMB IS STILL UP, YOU PROBABLY HAVE A BOOK THAT IS GOOD FOR YOU.



STOP AND SAY SOMETHING...

- This reminds me of...
- The most important thing so far...
- I wonder why...
- I can see _____ in my head!
- It didn't say this, but I bet...
- I don't understand the word...



STRATEGIES TO USE WHEN COMING TO AN
UNKNOWN WORD:

Skippy Frog

Tryin' Lion

Lips the Fish

Stretchy Snake

Eagle Eye

Chunky Monkey



SKIPPY FROG

- Skip the word
- Read ahead a sentence or two to gather clues
- Hop back and read it



LIPS THE FISH



Get your LIPS ready!

- Say the first few sounds of the word out loud
- Read to the end of the sentence and say the sounds again



STRETCHY SNAKE

S-T-R-E-T-C-H it Out!

- Stretch the word out slowly
- Put the sounds together to figure out the word




EAGLE EYE



- LOOK at the picture
- Look at the pictures for clues to help figure out the word



CHUNKY MONKEY



Chunky Monkey

Chunk the Word!

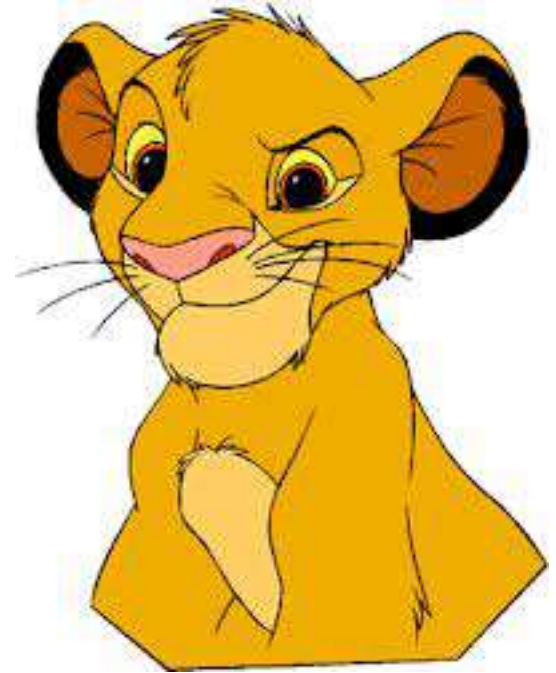
- Look for a "chunk" that you know
(-and, -art, -old, -ing)
- Look for a word part (be-, -er)



TRYIN' LION

Try It Again!

- Try to reread the sentence
- Try a word that makes sense



WHEN YOU HIT A TRICKY WORD:

Before telling your child what the word is ask some key questions:

- Look at pictures. Any clues?
- Are there parts of the word you recognize?
- What is a word that starts with that beginning sound and would make sense?
- What would make sense?



WRITING!

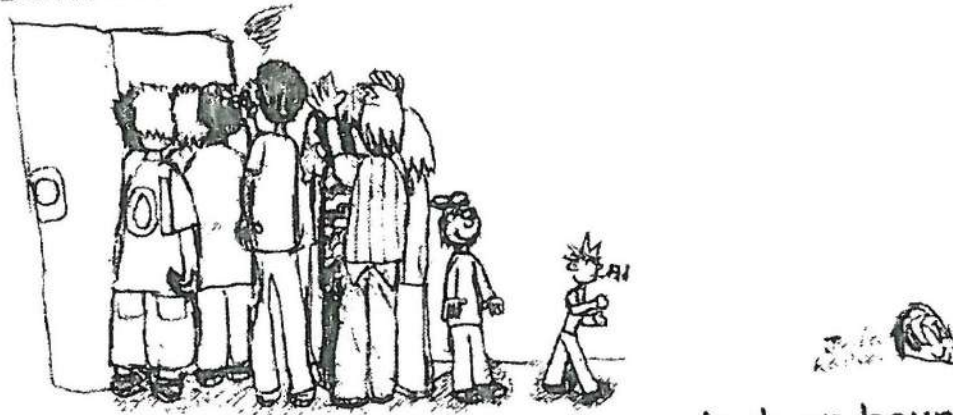
Strategies and
activities to pump up
your writing...



Hold single sentence writing contests!

PICTURE THIS! WINNER

Topic sentence: **The hallway was crowded.**



Word picture: The kids were moving an inch an hour while the teachers were trying to direct where they go; only the little shrimps managed to squeeze their way through the bigger kids. - Mitch Lane

Examples of the "Picture This" Contest explained in *Writing Extraordinary Essays*, by David Lee Finkle (Scholastic)



PUMP UP YOUR WRITING

Descriptions/Use Senses –



Comparisons –

...as fast as...

...as shiny as...

...smells like...

...reminds me of...



PUMP UP YOUR WRITING

Names –

Instead of “street or road” “Smith Valley Road”

Instead of “store” “Walmart”

Instead of “dog” “golden retriever”

Numbers –

Instead of “a boy” “4-year-old”

Instead of “fast” “82 mph”

Instead of “a lot” “27 times”



SYNONYM STRINGS

Eat = Devour = Consume

Polite = Courteous = Well-Mannered

Shy = Timid = Bashful

Honest = Sincere = Truthful

Funny = Hilarious = Comical

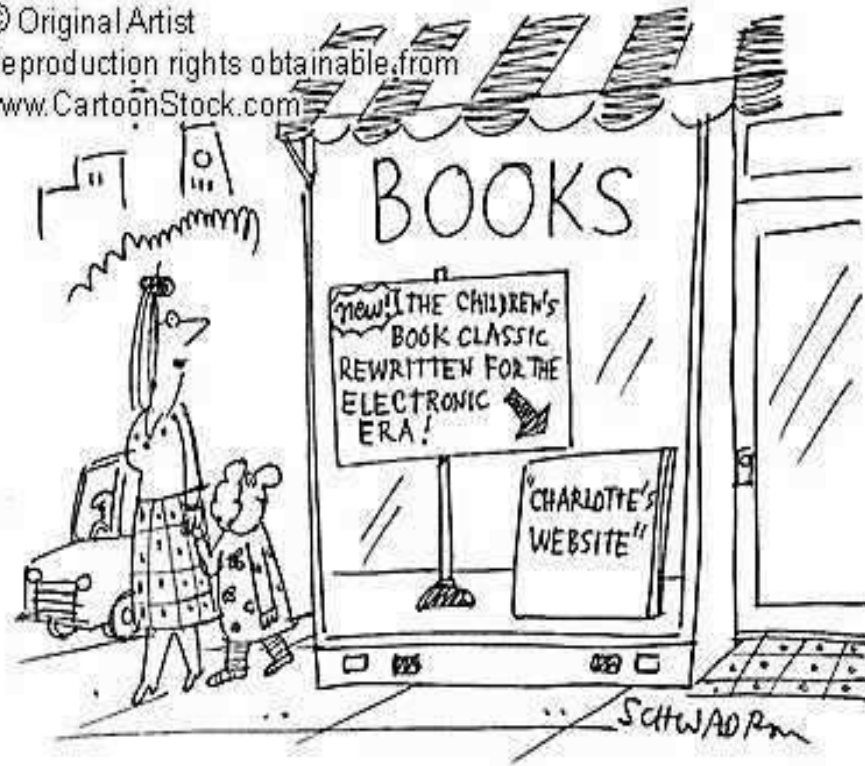
Scared = Afraid = Anxious

Big = Huge = Gigantic



QUESTIONS?

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THANK YOU!



AGENDA

○ Breakout 1

- Grade 1 – Reading Club Room (Room 32)
- Grades 2 & 3 – Media Center
- Grades 4 & 5 – Art Room

○ Breakout 2

- Grade 1 – Art Room
- Grades 2 & 3 – Reading Club Room (Room 32)
- Grades 4 & 5 – Media Center

○ Breakout 3

- Grade 1 - Media Center
- Grades 2 & 3 – Art Room
- Grades 4 & 5 – Reading Club Room (Room 32)

○ Wrap up!

- Exit Slip
- Resource to take home

