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This week I had the opportunity to attend a two-day institute in Philadelphia, Pennsylvania: *Teaching Readers Who Struggle and Teaching Within LLI Lessons in the Primary Grades*. The Reading teachers in Clarence have used the Fountas and Pinnell Leveled Literacy Intervention materials for several years now in grades 1-5. This is our first year implementing the program in kindergarten. This institute offered me the wonderful opportunity to be formally trained in this system. In attendance were teachers from all over the United States. The presenters shared a wealth of information, including keys to successful interventions, components of the LLI systems, the literacy continuum, the structure of the lessons, instructional procedures and management. There are many benefits to using the LLI materials. The goal is to turn struggling readers into successful readers utilizing this rigorous, fast-paced, comprehensive intervention system. LLI is designed to supplement, not substitute small group instruction in the classroom. The lessons must be provided five days a week and ideally in a group of three students. Using this well designed framework to fidelity for 18-25 weeks should help close the reading gap. As I know from my own doctoral research, the home connection is pivotal as valuable reading and writing practices are gained within the family structure as well as in school. I am excited to share what I learned with my Reading colleagues and administration. In closing, it was reiterated that “We can teach powerfully without having to teach perfectly. It is not about the score, it is what we do with it.”

