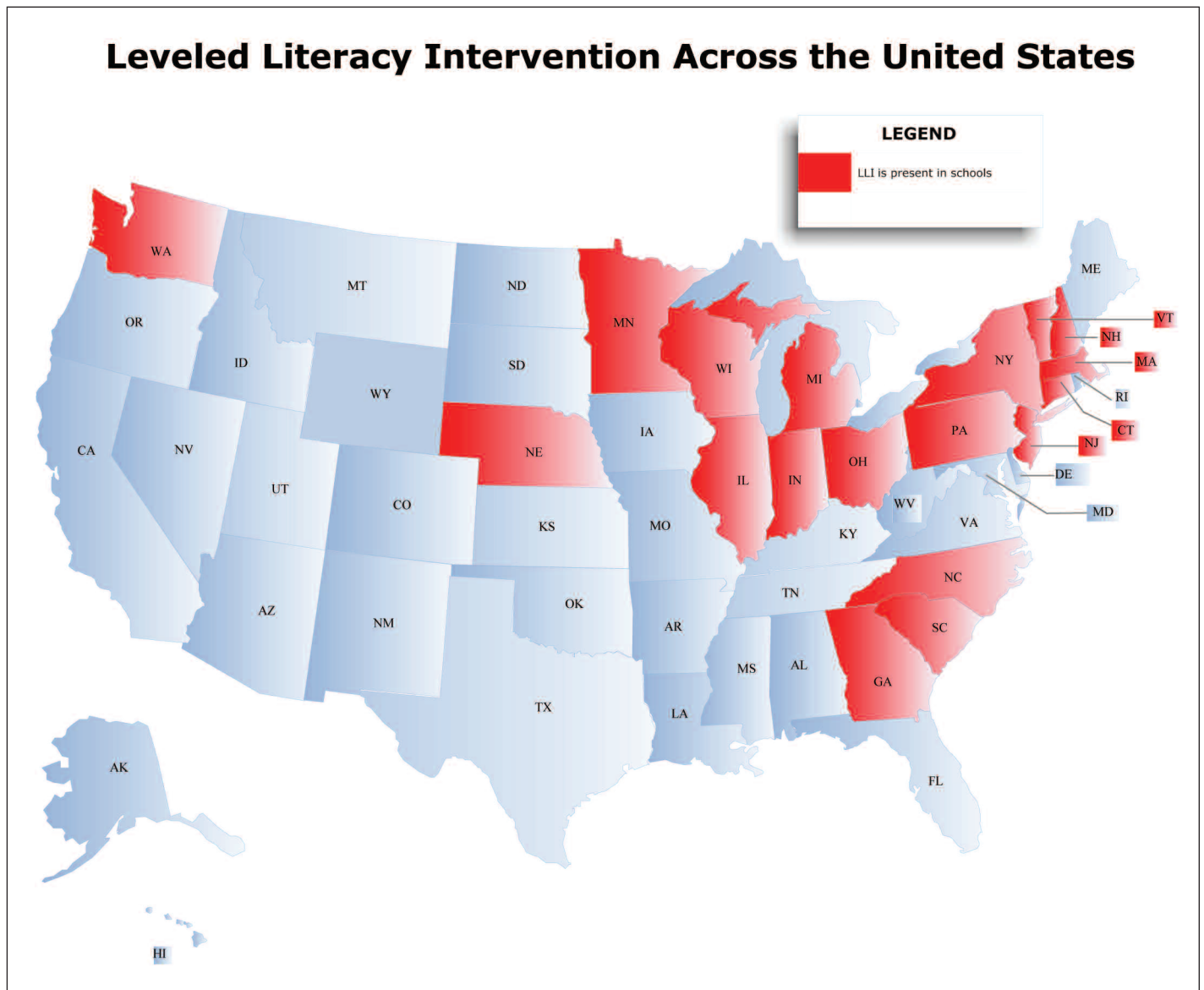


Results of the Development Years

Leveled Literacy Intervention has been developed over a five-year period during which it was implemented in 70 districts in 15 states across the country serving thousands of children, including both urban and suburban districts such as Atlantic City, New Jersey; Boston, Massachusetts; Greenwood, South Carolina; and Cambridge, Massachusetts. See figure below:



Findings from implementation across the years include the following:

In Greenwood, South Carolina, 105 2nd graders participated in LLI in 2006. Pre-LLI scores on the Developmental Reading Assessment (DRA) showed none of the LLI students reading at the 2nd grade level. Eighteen weeks later, DRA scores showed 66% of the students reading at the 2nd grade level.

In Atlantic City, 337 K–2 students participated in LLI in 2005–2006, including 64 English Language Learner students. Pre-LLI score on the DRA showed only 3% of the LLI students reading on grade level. Post-LLI scores showed 45% reading on grade level. Atlantic City students also showed significant gains in phonological awareness, letter naming, word recognition, and decoding, as measure by the DIBELS assessment.

In a large city on the east coast, a study of 165 K–2 children in LLI found that children in all three grade levels made significant gains on the Gates-MacGinitie Reading Test (Harrison, Grehan, Ross, Dexter, and Inan, 2008). While before the intervention only 5% of the students were reading at or above average, after the intervention 34% were reading at or above average. 90% of the teachers felt that LLI had a positive impact on their students, and 81% believed LLI had improved their reading instruction. “Teachers were overwhelmingly positive about the LLI training and suggested that it further reinforced their belief that struggling readers can achieve and become readers” (p. 18).

References

- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read: Kindergarten through Grade 1*. Jessup, MD: National Institute for Literacy.
- Au, K. H. (1997). Ownership, literacy achievement, and students of diverse cultural backgrounds. In J.T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction* (pp. 18–182). Newark, DE: International Reading Association.
- Beck, I.L. & McKeown, M.G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. Kamil, & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 789–814). New York: Longman.
- Clay, M.M. (2001). *Change Over Time in Children’s Literacy Development*. Portsmouth, NH: Heinemann.
- Goldenberg, C. N. (1994). Promoting early literacy development among Spanish-speaking children: Lessons from two studies. In E.H. Hiebert & B.M. Taylor (Eds.), *Getting Ready Right from the Start: Effective Early Literacy Interventions*. Needham, MA: Allyn & Bacon.
- Harrison, L., Grehan, A., Ross, S., Dexter, E., & Inan, F. (2008). Leveled Literacy Intervention: Year 1 Evaluation. Paper presented at the Annual Meeting of the American Educational Research Association, New York.
- Hiebert, E. H. & B. M. Taylor (1994). Early literacy interventions: Answers and issues. In E.H. Hiebert & B.M. Taylor (Eds.), *Getting Ready Right from the Start: Effective Early Literacy Interventions*. Needham, MA: Allyn & Bacon.
- Juel, C. (1998). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80, 437–447.
- Lindfors, J. (1999). *Children’s Inquiry: Using Language to Make Sense of the World*. New York: Teachers College Press.
- Fountas, I. C. & Pinnell, G.S. (2003). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K–8*. Portsmouth, NH: Heinemann,
- Fountas, I. C. & Pinnell, G.S. (2005). *Leveled Books, K–8: Matching Texts to Readers for Effective Teaching*. Portsmouth, NH: Heinemann.
- Pinnell, G.S. & Fountas, I. C. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.
- Lyons, C. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.
- Moats, L.C. (2001). Overcoming the language gap. *American Educator*, 25, (5), 8–9.
- National Institute of Child Health and Human Development (2001a). *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications*

for Reading Instruction. Reports of the Subgroups. Washington, D.C.: National Institutes of Health.

National Institute of Child Health and Human Development (2001b). *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literacy on Reading and its Implications for Reading Instruction. Summary.* Washington, D.C.: National Institutes of Health.

Schmidt, M.C., Askew, B.J., Fountas, I.C., Lyons, C.A. & Pinnell, G.S. (2005). *Changing Futures: The Influence of Reading Recovery in the United States.* Worthington, OH: Reading Recovery Council of North America.

Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children.* Washington, D.C.: National Academy Press.

Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360–406.

Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Cambridge, MA: Harvard University Press.

¹ Armbruster, Lehr, & Osborn (2001), p. 27.

² National Institute of Child Health and Human Development (2001a), p. 2–33.

³ Armbruster, Lehr, & Osborn (2001), p. 6.

⁴ Ibid, p.13.

⁵ Ibid, p. 22.

⁶ Ibid, p.18.

⁷ Ibid, p. 36.

⁸ Ibid, p. 50–51.

⁹ Ibid, p. 17.

¹⁰ National Institute of Child Health and Human Development (2001b), p. 8.

Leveled Literacy Intervention has been developed over a five year period during which it was implemented in 70 districts in 15 states across the country serving thousands of children in varying socioeconomic environments in both urban and suburban districts.

The following Districts participated in the Leveled Literacy Intervention (LLI) Field Study:

Ann Arbor Public Schools, MI
Atlantic City School District, NJ
Benton-Carroll-Salem Local School District, OH
Boyle City School District, KY
Brainerd Independent School District, MN
Buckeye Valley Local Schools, OH
Cambridge City Schools, OH
Cambridge Public Schools, MA
Cooperative Educational Service Agency #10, WI
Cooperative Educational Service Agency #6, WI
DeKalb County Central United School District, IN
East Allen County Schools, IN
Fairborn City School District, OH
Goshen Community School District, IN
Greenville City Schools, OH
Greenwood School District, SC
Hilliard City School District, OH
Hortonville Area School District, WI
Huntington County Community School Corp., IN
Indian River Central School District, NY
Kokomo-Center Township Consolidated School Corp., IN
Lakeland School Corporation, IN
Little Chute Area School District, WI
Logan Elm Local School District, OH
Mansfield City School District, OH
Metropolitan School District of Steuben County, IN
Mount Vernon City Schools, OH
Newark City Schools, OH
North Fond du Lac School District, WI
Northwestern Local School District, OH
Penncrest School District, PA
Plattsmouth Community Schools, NE
Shakopee Public Schools, MN
Shamokin Area School District, PA
South-Western City Schools, OH
Springfield Local School District, OH
Tecumseh Local School District, OH
Tippecanoe School Corporation, IN
Union North United School Corporation, IN
Warren City Schools, OH
West Bend Joint School District, WI
Westerville School District, OH
Westfall Local School District, OH
Williamsport Area School District, PA
Woodmore Local Schools, OH
Youngstown City School District, OH