Sold a Story:

What
Research Has
to Say

Dr. Tanya
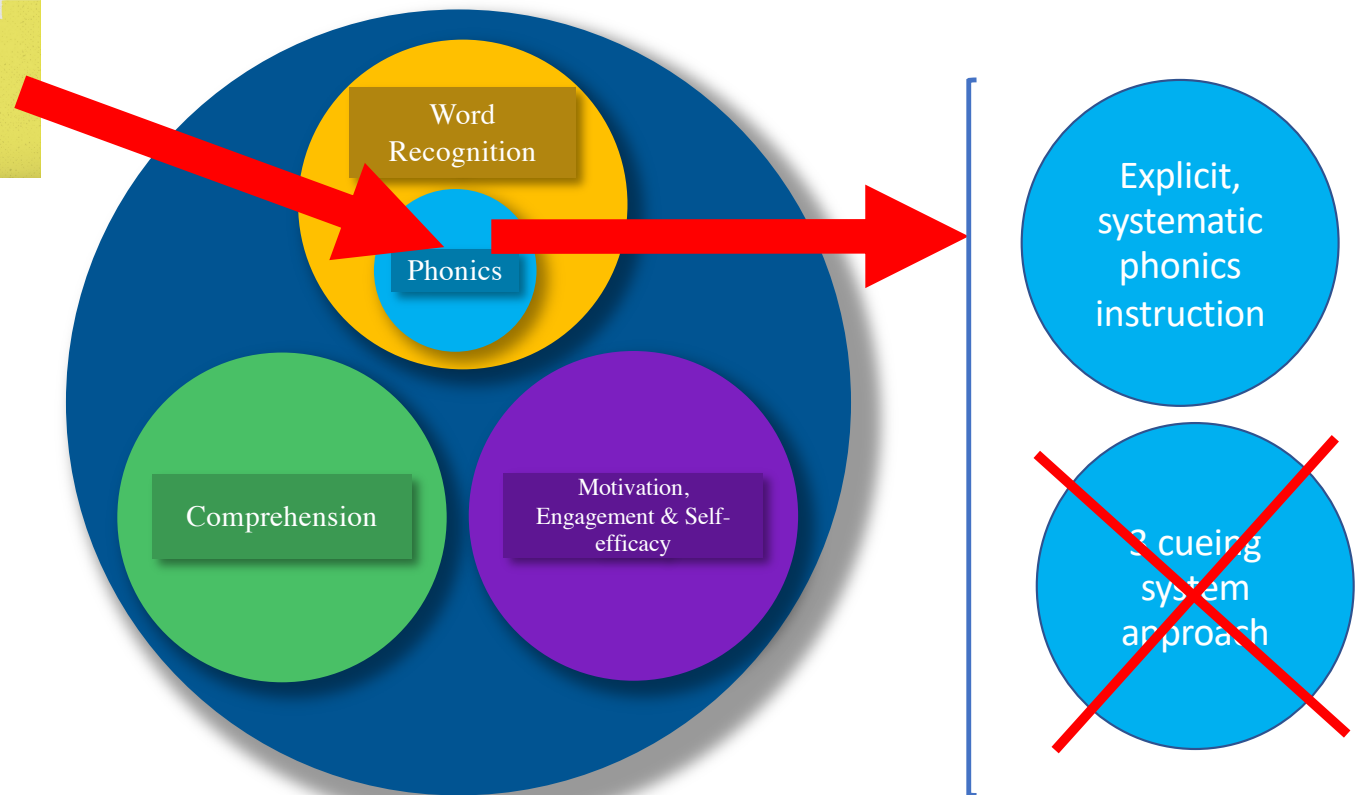Christ
Oakland
University

APMreports.

Sold
a Story

Screenshot

Goal

- Explore the research related to the "Sold a Story" podcast to understand more deeply how it informs school and classroom practices.
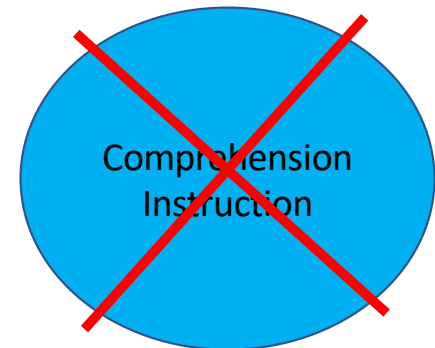
Sold a Story

Word Recognition

Phonics

Comprehension

Motivation, Engagement & Self-efficacy

Explicit, systematic phonics instruction

3 cueing system approach

Common Misconceptions

#1

#2

#3

The dog broked.

#4

Comprehension Instruction

#5   Phonics Instruction   =   Good Reader

A Deeper Look at the Research

DEVELOP
LITERACY EXPERTISE

Literacy
Lessons®

Literacy intervention for English learners
& special education students

Reading Recovery®

Beginning Reading

📄 **Download Intervention Report 259 KB**

Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabetics, reading fluency, and comprehension for beginning readers.

Reading Recovery® is a short-term tutoring intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The goals of *Reading Recovery®* include promoting literacy skills, reducing the number of students who are struggling to read, and preventing long-term reading difficulties. *Reading Recovery®* supplements classroom teaching with tutoring sessions, generally conducted as pull-out sessions during the school day. Tutoring is delivered by trained Reading Recovery teachers in daily 30-minute sessions over the course of 12–20 weeks.

Findings

3 STUDIES THAT MET STANDARDS OUT OF   **79** ELIGIBLE STUDIES REVIEWED
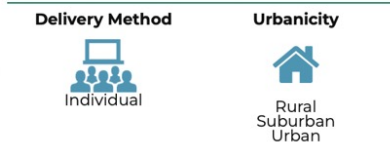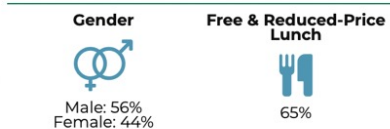
Outcome Domain	Effectiveness Rating ⓘ	Grades	Evidence Tier ⓘ
Alphabetics	-- - 0 + **[+]** +	1	TIER 3 PROMISING
Comprehension	-- - 0 + **[+]** +	1	TIER 3 PROMISING
Reading achievement	-- - 0 +- **[++]**	1	TIER 3 PROMISING
Reading Fluency	-- - 0 + **[+]** +	1	TIER 3 PROMISING

Last Updated: July 2013

Summary of all Research Settings and Samples that Met Standards ⓘ

Race

Asian	1%
Black	30%
White	54%

Ethnicity

| Hispanic | 12% |
| Not Hispanic or Latino | 88% |

Gender   **Free & Reduced-Price Lunch**

Male: 56%
Female: 44%   65%

Delivery Method   **Urbanicity**

Individual   Rural Suburban Urban

Locations

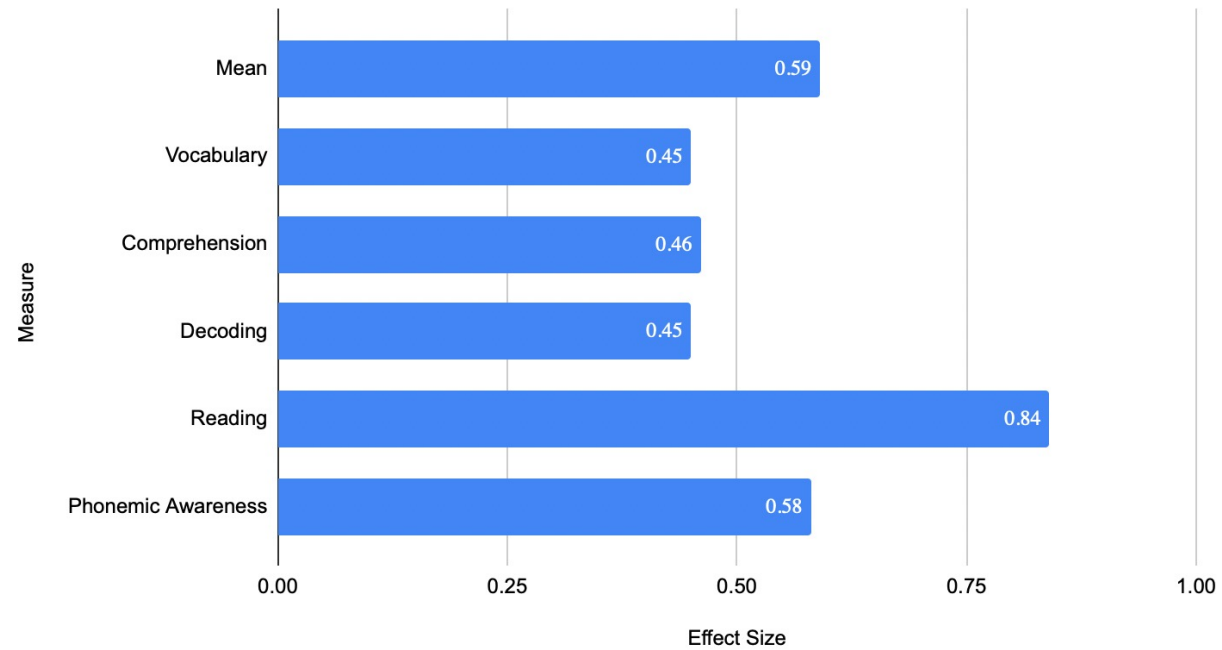Mean effect size = .36

Effect sizes:

0.2 = small
0.5 = medium
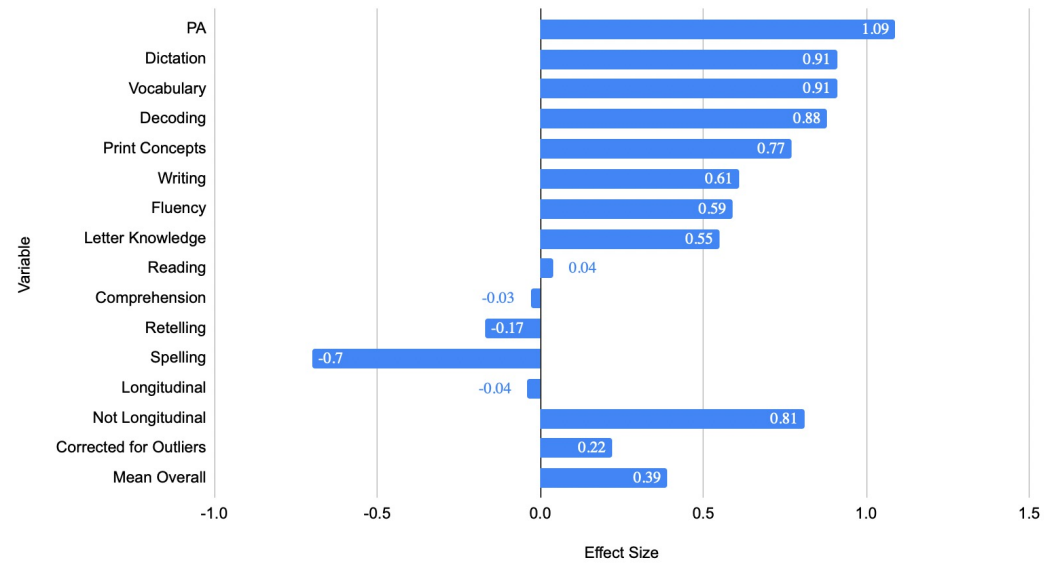0.8 = large

D'Agostino Reading Recovery Meta-Analysis Results
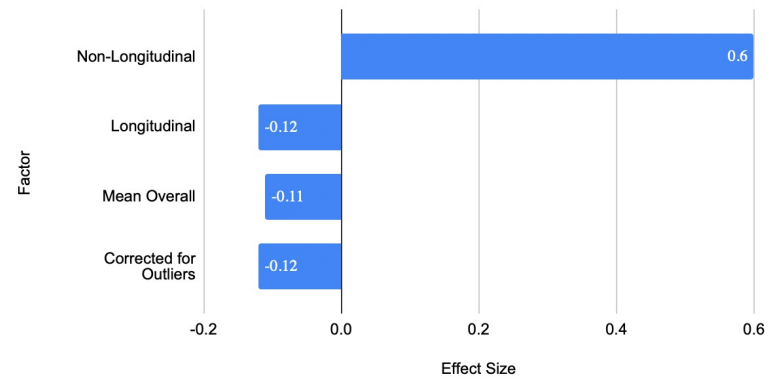

Effect sizes:

0.2 = small
0.5 = medium
0.8 = large

Non-Weighted Mean Effects of Reading Recovery

Variable	Effect Size
PA	1.09
Dictation	0.91
Vocabulary	0.91
Decoding	0.88
Print Concepts	0.77
Writing	0.61
Fluency	0.59
Letter Knowledge	0.55
Reading	0.04
Comprehension	-0.03
Retelling	-0.17
Spelling	-0.7
Longitudinal	-0.04
Not Longitudinal	0.81
Corrected for Outliers	0.22
Mean Overall	0.39

The Effect of Reading Recovery

Weighted Results

Factor	Effect Size
Non-Longitudinal	0.6
Longitudinal	-0.12
Mean Overall	-0.11
Corrected for Outliers	-0.12

Review

Effective programs for struggling readers: A best-evidence synthesis

Robert E. Slavin [a,b,*], Cynthia Lake [a], Susan Davis [c], Nancy A. Madden [a,b]

[a] Johns Hopkins University, 200 W. Towsontown Blvd., Baltimore, MD 21204, USA
[b] University of York, Institute for Effective Education, Berrick Saul Building, Heslington, York YO10 5DD, England, United Kingdom
[c] Success for All Foundation, 200 W. Towsontown Blvd., Baltimore, MD 21204, USA

ARTICLE INFO

ABSTRACT

This article reviews research on the achievement outcomes of alternative approaches for struggling readers ages 5–10 (US grades K-5): One-to-one tutoring, small-group tutorials, classroom instructional process approaches, and computer-assisted instruction. Study inclusion criteria included use of randomized or well-matched control groups, study duration of at least 12 weeks, and use of valid measures independent of treatments. A total of 97 studies met these criteria. The review concludes that one-to-one tutoring is very effective in improving reading performance. Tutoring models that focus on phonics obtain much better outcomes than others. Teachers are more effective than paraprofessionals and volunteers as tutors. Small-group, phonetic tutorials can be effective, but are not as effective as one-to-one phonetically focused tutoring. Classroom instructional process programs, especially cooperative learning, can have very positive effects for struggling readers. Computer-assisted instruction had few effects on reading. Taken together, the findings support a strong focus on improving classroom instruction and then providing one-to-one, phonetic tutoring to students who continue to experience difficulties.

Phonics in Reading Recovery??

Phonological Processing Skills
and the Reading Recovery Program

Sandra Iversen and William E. Tunmer

The aim of this study was to determine whether the Reading Recovery program would be more effective if systematic instruction in phonological recoding skills were incorporated into the program. First-grade at-risk readers were divided into 3 matched groups of 32 children each: a modified Reading Recovery group, a standard Reading Recovery group, and a standard intervention group. The children in the modified Reading Recovery group received explicit code instruction involving phonograms. Results indicated that although both Reading Recovery groups achieved levels of reading performance required for discontinuation of the program, the modified Reading Recovery group reached these levels of performance much more quickly. Results further indicated that the children selected for Reading Recovery were particularly deficient in phonological processing skills and that their progress in the program was strongly related to the development of these skills.

Standard Reading Recovery program. In the standard Reading Recovery program, the lessons followed the procedures described by Clay (1985) and typically included seven activities, usually in the following order:

1. Rereading of two or more familiar books.
2. Independent reading of the preceding lesson's new book while the teacher takes a running record.
3. Letter identification with plastic letters on a magnetic board (only if necessary).
4. Writing of a story that includes hearing sounds in unfamiliar printed words through "sound boxes" (a phonological awareness training technique developed by Elkonin, 1973).
5. Reassembly of cut-up story.
6. Introduction of a new book.
7. Reading of the new book.

Modified Reading Recovery program. In the modified Reading Recovery program, explicit instruction in letter–phoneme patterns took the place of the Letter Identification segment of the Reading Recovery lesson when the children demonstrated that they could identify at least 35 of the 54 alphabetic characters. This occurred during the 4th week of the program, after the children had already received 15 to 18 lessons (which included "roaming around the known," wherein the teacher spends the first 2 weeks staying with what the child already knows and not introducing any new learning; Clay, 1985, pp. 55–56). In the standard Reading Recovery group, once the children had mastered letter identification, any remaining time allocated to this activity was available across the lesson for incidental word analysis activities that arose from the children's responses during the lesson.

Table 2
One-Way Analyses of Variance of Means of Three Comparison Groups for All Measures at Discontinuation

Variable	Maximum score	Modified Reading Recovery group		Standard Reading Recovery group		Standard intervention group: Subgroup means		F $(df = 2, 68)$
		M	SD	M	SD	M	SD	
Diagnostic Survey								
Text level	26	16.59	0.91	16.43	0.88	3.00	1.41	636.48**
Letter Identification	54	52.50	1.27	52.78	1.01	48.86	4.14	16.89**
Concepts About Print	24	19.31	2.40	19.50	1.74	13.14	2.54	27.06**
Word Recognition Test	15	11.66	2.15	12.16	1.85	4.71	2.50	39.16**
Writing Vocabulary	—	40.03	10.25	38.28	6.42	13.71	5.74	29.69**
Dictation	37	33.25	3.32	34.00	2.53	21.86	6.49	37.86**
Dolch Word Recognition Test	179	93.84	23.74	93.81	29.07	17.00	8.74	28.69**
Phoneme segmentation	22	16.88	4.53	17.63	4.46	5.14	3.29	24.13**
Phoneme deletion	30	11.00	5.85	14.00	6.16	2.57	2.94	11.37**
Phonological recoding	40	8.19	6.69	9.00	7.07	1.14	0.90	4.17*

Note. For each Reading Recovery group, $n = 32$; for the standard intervention group: subgroup means, $n = 7$. Dash indicates not applicable.
* $p < .05$.   ** $p < .001$.

Table 5

Tests of Significant Differences Between Means of Modified and Standard Reading Recovery Groups on End-of-Year Measures

Variable	Maximum score	Modified Reading Recovery group		Standard Reading Recovery group		t $(df = 62)$
		M	SD	M	SD	
Diagnostic Survey						
Text level	26	19.56	2.12	18.38	2.31	2.14*
Letter Identification	54	53.81	0.54	53.53	0.67	1.85
Concepts About Print	24	22.09	1.47	21.34	1.66	1.92
Word Recognition Test	15	13.88	1.10	13.56	1.56	0.92
Writing Vocabulary	—	47.84	12.07	52.52	15.70	1.25
Dictation	37	35.47	1.90	35.78	1.34	0.76
Dolch Word Recognition Test	220	153.88	44.61	143.41	40.41	0.98

Note. For each group, $n = 32$. Dash indicates not applicable.
* $p < .05$.

The most significant finding of the study was the difference in the mean number of lessons to discontinuation between the two Reading Recovery groups. The mean for the modified Reading Recovery group was 41.75 lessons ($SD = 10.62$), and the mean for the standard Reading Recovery group was 57.31 lessons ($SD = 11.22$). Although the two Reading Recovery groups performed at very similar levels on all measures at discontinuation, the children who received the standard Reading Recovery program took much longer to reach the same point. The difference in the mean number of lessons to discontinuation was highly significant, $t(62) = 5.70$, $p < .001$, and indicates that the standard Reading Recovery program was 37% less efficient than the modified Reading Recovery pro-

So, what does this tell us?

- 1:1 instruction from a teacher is powerful for improving outcomes
- Students make faster gains with phonics instruction as a component
- Programs can have both assets (e.g., 1:1 instruction) and drawbacks (no systematic, explicit phonics instruction) simultaneously

Let's choose programs…

- That maximize the number of research-based elements and student learning,
- and minimize labor and time to achieve results.

LUCY CALKINS & TCRWP COLLEAGUES

UNITS of STUDY
Reading♦Writing♦Phonics

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Units, Tools, *and* Methods *for* Teaching Reading *and* Writing
A Workshop Curriculum - Grades K-8
by Lucy Calkins *and* Colleagues from TCRWP

Dear Teachers,

I couldn't be more delighted to be sharing this work with you. It is the understatement of a lifetime to say that Units of Study grow out of years of work in thousands of classrooms. This series also grows out of the greatest minds and most beautiful teaching that I've seen anywhere. To write the Units of Study, my colleagues at the Teachers College Reading and Writing Project and I have done what teachers throughout the world do all the time. We've taken all that we know—the processes, sequences, continua, books, levels, lessons, methods, principles, strategies...the works—and we've made a path for children, a path that draws all we know into a cohesive, organic progression. Our hope is that this path brings children along to the place where they can write clearly and skillfully and read flexibly and joyfully—and can live together as caring, thoughtful readers and writers.

— Lucy Calkins

News from the Blog

**Foundations in Research:
The Teachers College
Reading and Writing Project**
The Teachers College Reading and

" It is not the *number*
of good ideas that turns our
WORK into *art*

LUCY CALKINS & TCRWP COLLEAGUES
UNITS OF STUDY
Reading•Writing•Phonics

Publisher Response ⌄

2018

Units of Study

PUBLISHER
Heinemann

SUBJECT
ELA

GRADES
K-5

REPORT RELEASE
10/25/2021

REVIEW TOOL VERSION
v1.5

ALIGNMENT ⓘ

Does Not Meet Expectations

USABILITY ⓘ

Not Rated

Our Review Process
Learn more about EdReports'
educator-led review process

Learn More

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Our Process

1 EDUCATOR-LED TEAMS DEVELOP RUBRICS AND EVIDENCE GUIDES

LISTEN & INVESTIGATE

Educator development teams delve into an extensive research base, examine existing rubrics from the field, and consider the criteria that are most important to those who use instructional materials in their classroom every day: teachers. The team also absorbs the findings from a national learning tour of content experts and educators.

COLLABORATE

With a focus on the standards and the instructional shifts, educator teams assess current rubrics, collect feedback, and develop content-specific rubrics and evidence guides for the EdReports review processes.

CREATE & CONTINUOUSLY IMPROVE

With input from experts in the field, including teacher membership organizations, state departments of education, school districts, researchers and leading policy voices, we revise and improve rubrics and evidence guides. As a learning organization, we continuously strive to incorporate feedback from the field and strengthen our review criteria and processes.

ELA K-2

The instructional materials for Kindergarten, Grade 1, and Grade 2 do not meet the expectations of alignment. The texts included in the materials are not appropriately complex for the grade level and do not build in complexity over the course of the year. Materials do not include questions and tasks aligned to grade-level standards, but rather focus on strategy instruction. Additionally, materials rely on cueing, including meaning, syntax, and visual cues as a means to teach reading skills. Foundational skills instruction lacks a cohesive and intentional scope and sequence for systematic and explicit instruction in phonological awareness and phonics. The program also lacks a research-based rationale for the order of phonological awareness and phonics instruction. The reading units mainly utilize a cueing system for solving unknown words that focus on the initial sound and meaning cues rather than on decoding strategies. The components of the program are not cohesive and often contradict the skills being taught, especially pertaining to the order of foundational skills instruction.

Figure 1. Pre- and Post-Trends in Standardized ELA Test Scores for Treatment and Matched Comparison Schools, Descriptive Data
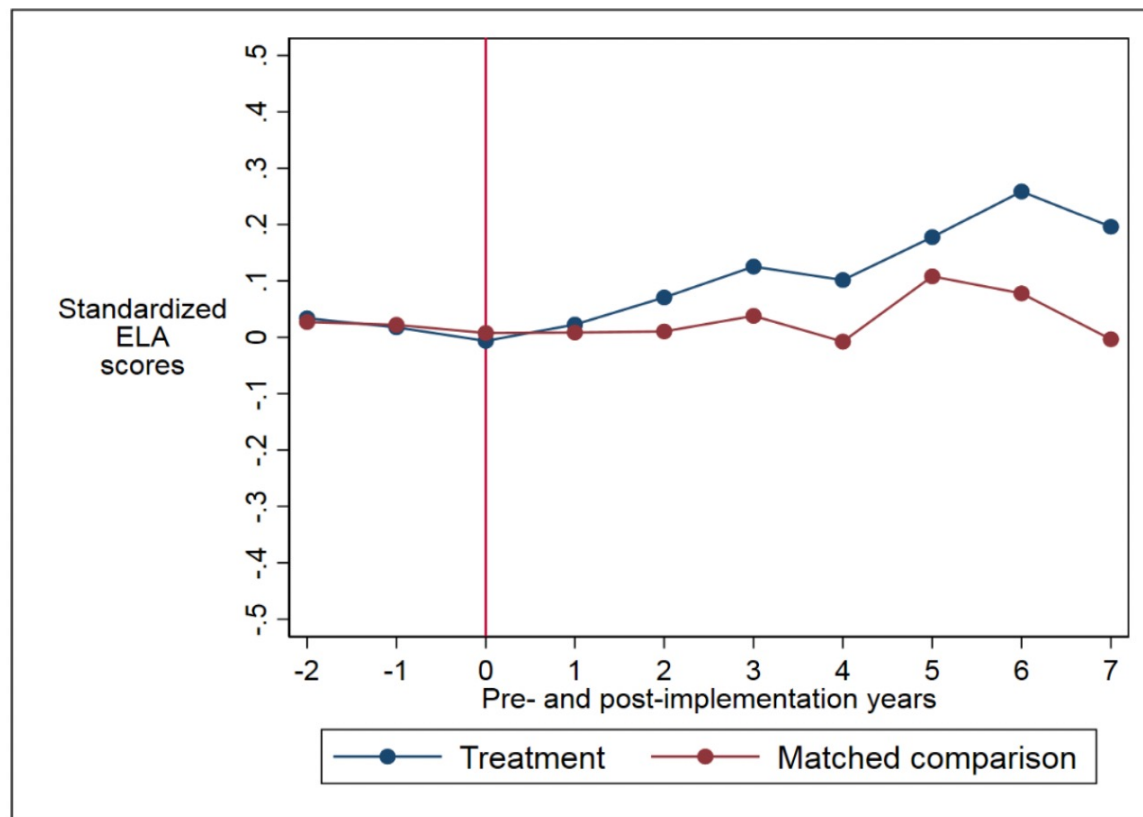
How does this happen,
considering the deficits in the program?
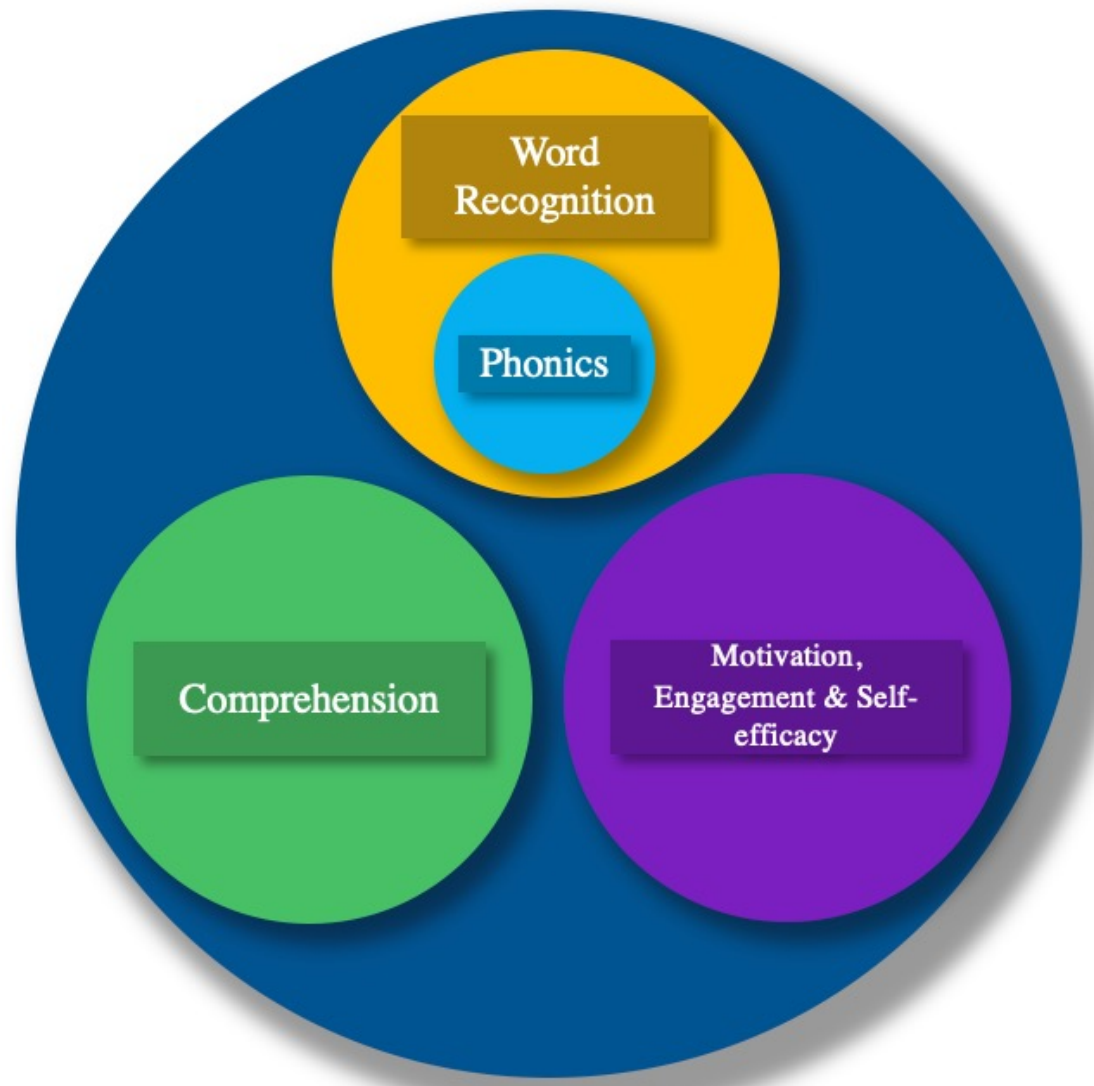
So, is it all "bad"?

- No, but it's missing research-based elements that are strongly supported by research and part of the the CCSS.

Keyword

units of study 🔍

Search

Filters

Topic

Populations

Locale

Intervention Name ⬍

Search Results

0 Results filtered by:

Product Type   **Grade Level** **Highest Evidence Tier**   **Name (Release Date)**

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Data Reports

Units of Study: Reading, Writing, Phonics, Grades K-8

American Institutes for Research Study

Report Type: Efficacy Study, Study Conducted by Third Party
Grade Level: 3-5
Region: Northeast, Southeast
District Urbanicity: Urban, Suburban
District Size: Large, Medium
Population: Economically Disadvantaged, English Learners, Students with Disabilities
Highlights: "Overall, results indicate that TCRWP implementation is associated with improvements on ELS achievement starting in the second year of implementation, and in schools that opt to continue with the approach long term, the magnitude of effects grow larder over time." Furthermore, results pertain to subgroups of students with disabilities and multilingual language learners as well as the general student population.

Download the Report

New York City Data Report, 2019

Report Type: Efficacy Study
Grade Level: Elementary
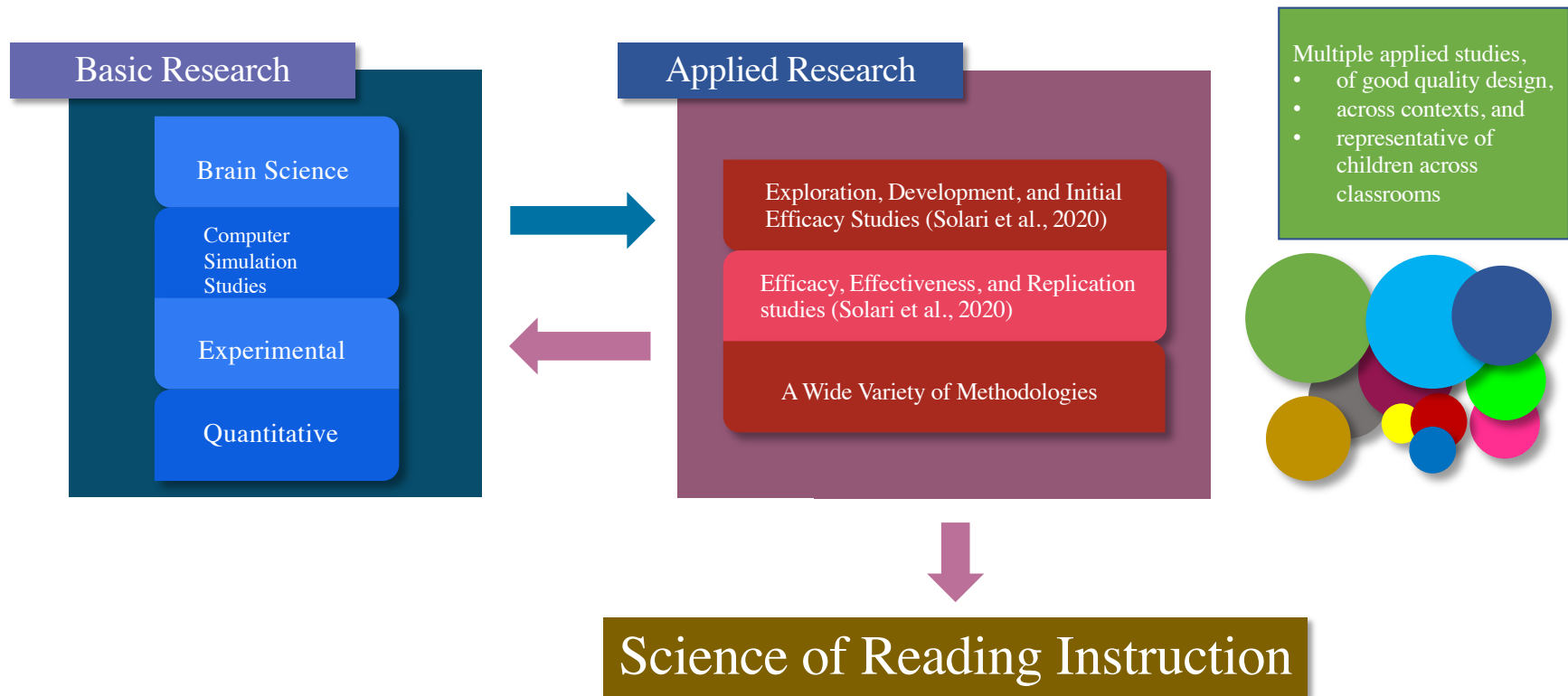**Region**: Northeast
District Urbanicity: Urban
District Size: Large
Race/Ethnicity: Asian, Black, Hispanic, White, Multiracial
Population: Students with Disabilities, Economically Disadvantaged, English Learners

Download th

Screenshot

Back to Top ⌄

Basic Research
- Brain Science
- Computer Simulation Studies
- Experimental
- Quantitative

Applied Research
- Exploration, Development, and Initial Efficacy Studies (Solari et al., 2020)
- Efficacy, Effectiveness, and Replication studies (Solari et al., 2020)
- A Wide Variety of Methodologies

Multiple applied studies,
- of good quality design,
- across contexts, and
- representative of children across classrooms

Science of Reading Instruction

What are the components of Fountas and Pinnell?

The System is designed to support whole-group, small-group and independent learning opportunities including: **interactive read-aloud; reading minilessons; writing minilessons; shared reading; phonics, spelling, and word study; guided reading; book clubs; and independent reading collections**.

https://www.fountasandpinnell.com › fpc

Fountas & Pinnell Classroom™ Literacy For All Students Grades K-6

What is the Fountas and Pinnell reading Program?

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is **an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult**. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

https://www.fountasandpinnell.com › lli

What is Leveled Literacy Intervention (LLI) and how is LLI used?
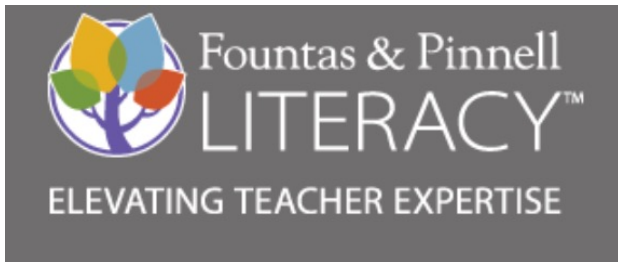
Leveled Literacy Intervention

Beginning Reading

Leveled Literacy Intervention had positive effects on general reading achievement, potentially positive effects on reading fluency, and no discernible effects on alphabetics for beginning readers.

Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.
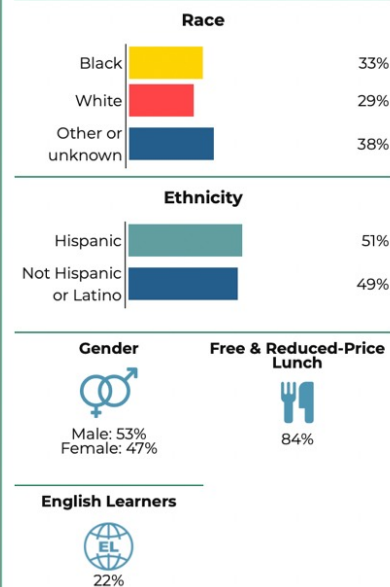
Findings

2 STUDIES THAT MET STANDARDS OUT OF   **10** ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating ℹ	Grades	Evidence Tier ℹ
Alphabetics	-- – 0 + ++	K-2	NO TIER ASSIGNED
Reading achievement	-- – 0 + ++	K-2	TIER 1 STRONG
Reading Fluency	-- – 0 + ++	K-2	TIER 3 PROMISING

Last Updated: September 2017

📄 **Download Intervention Report 863 KB**

Summary of all Research Settings and Samples that Met Standards ℹ

Race

Black	33%
White	29%
Other or unknown	38%

Ethnicity

Hispanic	51%
Not Hispanic or Latino	49%

Gender

Male: 53%
Female: 47%

Free & Reduced-Price Lunch

84%

English Learners

22%

Table 12: Overall Kindergarten Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests

Domain	Aggregate Control			Aggregate Treatment			t		d
	n	M	SD	n	M	SD			
Benchmarks	70	0.79	0.96	76	1.57	0.97	4.87	***	0.80
ISF	54	11.66	12.25	57	12.72	11.34	0.48		0.09
LNF	70	9.43	9.42	71	10.78	10.11	0.82		0.14
PSF	70	13.57	18.51	71	15.67	18.44	0.67		0.11
NWF	70	3.54	5.87	71	6.40	7.84	2.45	*	0.41

***$p < .001$. **$p < .01$. *$p < .05$.

Table 19: Overall 1st Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests

Gain	Aggregate Control			Aggregate Treatment			F	p	d
	n	M	SD	n	M	SD			
Benchmarks	65	2.63	1.00	63	4.49	1.87	31.97	.000*	1.26
LNF	63	0.12	0.12	63	0.17	0.13	3.53	0.06	0.34
PSF	63	0.17	0.16	63	0.19	0.15	0.94	0.33	0.17
NWF	63	0.07	0.07	63	0.12	0.10	10.54	0.001*	0.58
ORF	63	0.08	0.08	63	0.10	0.08	3.47	0.07	0.33

***$p < .001$. **$p < .01$. *$p < .05$.

Table 25: Overall 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests

Gain	Aggregate Control			Aggregate Treatment			F	p	d
	n	M	SD	n	M	SD			
Benchmarks	70	2.99	1.91	81	4.64	2.31	22.58	0.00*	0.78
NWF	70	0.09	0.14	81	0.11	0.13	1.33	0.25	0.19
ORF	70	0.09	0.06	81	0.10	0.07	1.27	0.26	0.19

***p < .001. **p < .01. *p < .05.
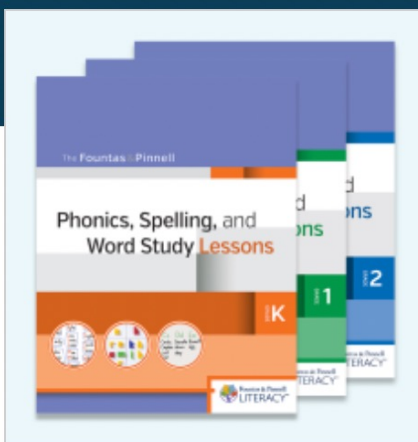
2019

The Fountas & Pinnell Phonics, Spelling, and Word Study System

PUBLISHER
Heinemann

SUBJECT	GRADES	REPORT RELEASE	REVIEW TOOL VERSION
ELA	**K-2**	**11/13/2019**	**v1.0**

ALIGNMENT ⓘ

Partially Meets Expectations

USABILITY ⓘ

Not Rated

ELA K-2

This report is for a supplementary foundational skills program intended for use alongside a comprehensive core English Language Arts program.

The *Phonics, Spelling and Word Study Lessons* Kindergarten, Grade 1, and Grade 2 materials reviewed partially meet the criteria for alignment to standards and research-based practices for foundational skills instruction. The instructional materials use an analytic approach to phonics. Materials include a limited scope and sequence that delineates the sequence in which phonological awareness and phonics skills are to be taught. The program does not present a research-based or evidence-based explanation for the teaching of these skills or for the particular hierarchy in which the skills are presented. Materials provide limited instructional support for general concepts of print. Materials provide explicit instruction in phonological awareness and phonics through systematic modeling; however, materials include 26 phonological awareness lessons with limited frequent opportunities for students to practice phonological awareness activities. Materials do not include systematic opportunities for students to review previously learned phonics skills. Materials include limited systematic instruction of high-frequency words and limited opportunities to practice reading of high-frequency words to develop automaticity. The teacher reads aloud poetry from *Sing a Song of Poetry;* however, materials do not contain resources for frequent explicit, systematic instruction in fluency elements and students do not read text with a focus on fluent reading. Decodable texts include poems from *Sing a Song of Poetry* that do not consistently align to the program's scope and sequence for phonics and high-frequency word instruction and do not consistently provide practice of the decodable elements from the lesson.

Fountas & Pinnell Leveled Literacy Intervention (LLI)

Essa Rating	No. Studies	No. Students	Average Effect Size
STRONG	2	566	+0.13

Defining ESSA Evidence Categories

ESSA defines strong, moderate, and promising evidence of effectiveness. It also lists a fourth category indicating programs lacking evidence of effectiveness, though they may be under evaluation currently. Strong, moderate, and promising categories are defined as follows (in brief):

1. Strong: At least one randomized, well-conducted study showing significant positive student outcomes.
2. Moderate: At least one quasi-experimental (i.e., matched), well-conducted study showing significant positive student outcomes.
3. Promising: At least one correlational, well-conducted study with controls for inputs showing significant positive student outcomes.

The ESSA evidence standards are a giant step forward in defining what it means to have evidence of effectiveness for educational programs. However, the legislation does not provide sufficient detail to permit educators to easily evaluate the evidence supporting specific programs. The purpose of Evidence for ESSA is to provide further definition, to evaluate the evidence bases for PK-12 programs, and to communicate this information fairly and clearly.

« BACK TO PROGRAMS

READING

Fountas & Pinnell Literacy

Evidence Summary

No studies met inclusion requirements.

2020

Fountas & Pinnell Classroom

PUBLISHER
Heinemann

SUBJECT	GRADES	REPORT RELEASE	REVIEW TOOL VERSION
ELA	**K-5**	**11/09/2021**	**v1.5**

ALIGNMENT ⓘ

Does Not Meet Expectations

USABILITY ⓘ

Not Rated

Publisher Response ⌄

ELA K-2

The materials for Fountas and Pinnell Classroom Kindergarten, Grade 1, and Grade 2 do not meet the expectations for text quality and complexity and alignment to the standards. The program does not include complex texts and texts do not reflect the distribution of text types required by the standards. The majority of questions and tasks do not provide students with opportunities to utilize and apply evidence from the text during speaking and listening activities or writing. There is limited instruction for grammar and vocabulary called for by the standards.

In foundational skills, the materials use an analytic approach to teaching phonics. The program cites some general research; however, the program does not present a research-based or evidence-based explanation for the teaching of phonological skills or for the hierarchy in which the skills are presented. Additionally, while in Phonics, Spelling, and Word Study Lessons, the program cites studies supporting explicit teaching of phonics skills, the program does not present a research-based or evidence-based explanation for the sequence of phonics. Materials contain phonological awareness lesson structures that provide teachers with the opportunity to explicitly teach phonological awareness. However, daily phonological awareness practice opportunities for students are not provided. For phonics instruction, the Fountas and Pinnell materials contain lessons which provide the teachers with instruction and repeated modeling. However, foundational skills lessons are recommended for 10 minutes a day, which may not provide sufficient time for students to receive daily explicit instruction to work towards mastery of foundational skills. Since Letter-Sound Relationships and Spelling Patterns lessons do not span the entire year, students do not have daily opportunities to practice decoding sounds and spelling patterns. Lessons provide limited opportunities for students to develop orthographic and phonological processing. Materials include a limited number of generative lessons to use for high frequency word instruction to be repeated by the teacher; however, the program does not specify an exact sequence of high-frequency word instruction. Materials do not include resources for frequent explicit, systematic instruction in fluency elements. Materials contain poems from Sing a Song of Poetry, for students to read during Shared Reading in lessons of the Nine Areas of Learning about Phonics, Spelling, and Word Study. Poems are suggested in each lesson, but the poems are not aligned to the program's scope and sequence and do not consistently provide practice of the decodable element from the lesson. There are curriculum-based assessment protocols provided in the online resources, which are directly correlated to the nine areas of literacy instruction included in the program. However, there are missed opportunities for assessments to provide the teaScreenshotuctional guidance about the next steps for all students.

Jump to...

▶ **Fountas & Pinnell Literacy™**

▼ **Units of Study**

Data Reports

Case Studies

Fountas & Pinnell Literacy™

Fountas and Pinnell share a long history of writing books and materials that are research-based and practical for teachers to use. As a result, they are committed to the important role of research in the development and ongoing evaluation of all of their reading, writing, phonics, and classroom resources.

Visit the Fountas & Pinnell Literacy™ Research and Standards Page

Results, Efficacy and Case Studies

Leveled Literacy Intervention (LLI)

The What Works Clearinghouse *LLI* Effectiveness Study

Report Type: Third Party Assessment
Grade Level: K-2
Highlights: The What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance (NCEE) found *LLI* to have a POSITIVE EFFECT on general reading achievement and reading fluency based on a comprehensive review of available evidence.
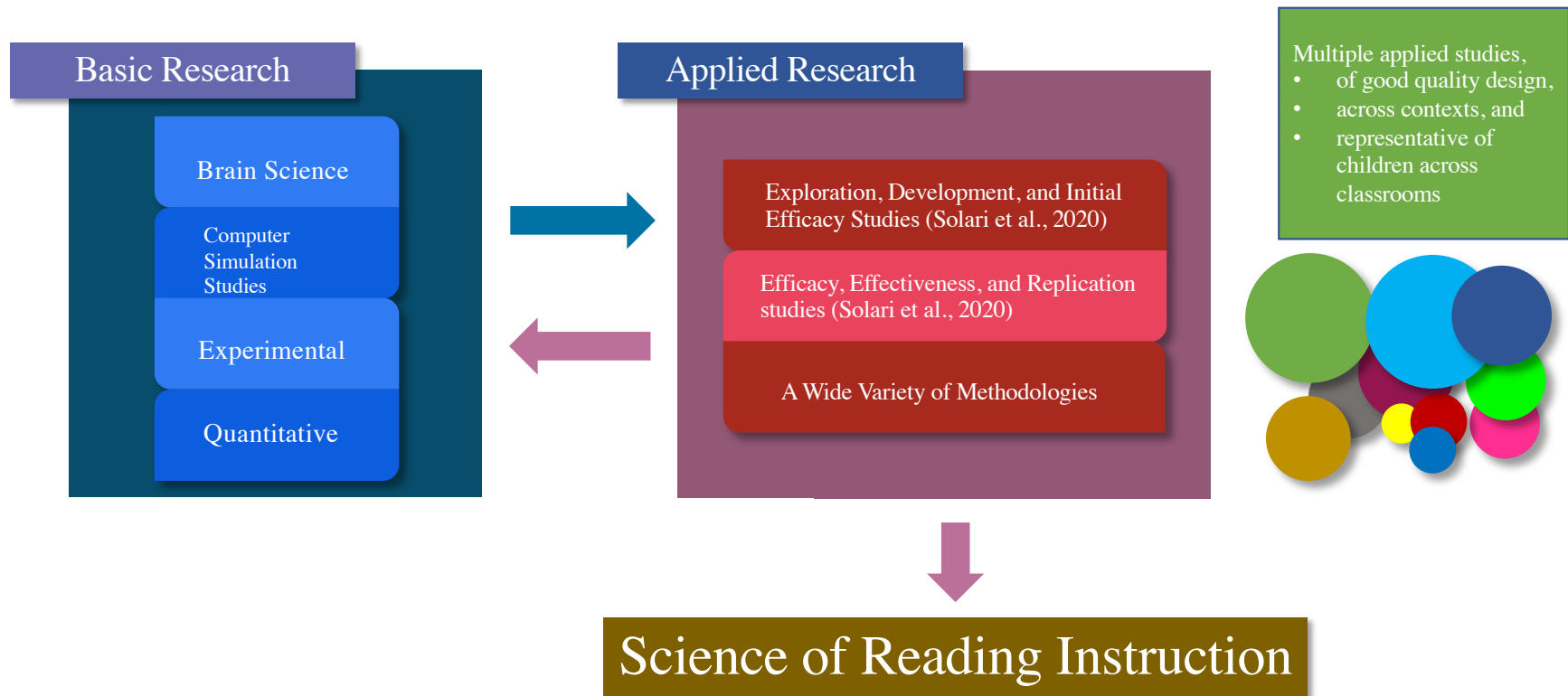
Full Report

Evidence for ESSA review of *LLI* K–2

Report Type: Third Party Assessment
Grade Level: K-2
Highlights: ESSA reviewed the research on *LLI*, finding STRONG EVIDENCE OF EFFECTIVENESS

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Basic Research

Brain Science

Computer Simulation Studies

Experimental

Quantitative

Applied Research

Exploration, Development, and Initial Efficacy Studies (Solari et al., 2020)

Efficacy, Effectiveness, and Replication studies (Solari et al., 2020)

A Wide Variety of Methodologies

Multiple applied studies,
- of good quality design,
- across contexts, and
- representative of children across classrooms

Science of Reading Instruction

So what?

CAUTION
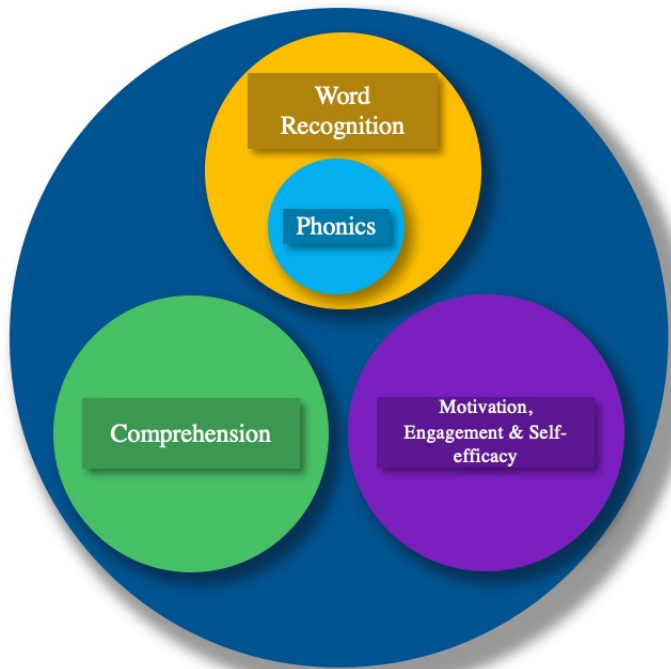
1. ESSA reviews alone
2. Trusting reports by publishers or research that is not peer reviewed
3. Accepting limited research evidence
4. Trusting the publisher's labels of "research-based", "evidence-based", or "effective"
5. An alright choice vs. your _best_ choice

Thank you!
Contact: christ@oakland.edu