



**San Francisco Unified School District  
Supplemental Leveled Take Home Books  
Guidance**

March 25th, 2021

Dear Site Leaders,

All elementary school sites will receive Leveled Literacy Intervention (LLI) Take Home Books from the Green and/or Blue LLI System. If your site has a Literacy Coach, ARTIF or Literacy Specialist they will be familiar with the Leveled Literacy Take Home books and can support small group instruction during In Person and Hybrid learning. Please note that books need to be set aside for 4 days after use in order for another group of students to access.

All TK-3rd grade students will continue to have access to digital leveled text through the District purchase of RAZ KIDS (A to Z books), MyOn (3rd-5th) and Benchmark Taller. Please contact Lisa Levin or Pam Fenech at [FenechP@sfsud.edu](mailto:FenechP@sfsud.edu) for questions and additional information. If you are interested in ordering more leveled take home books for your site: [To order additional sets](#)

**Please share the guidance and information with your site based ARTIF, Literacy Coach or K/1 Teacher Leaders.**

**The LLI Green Take Home Set includes:**

- Reading Levels A-K
- 130 titles (6 copies of each title)

**The LLI Blue Take Home Sets include:**

- Reading Levels B-N
- 120 titles (6 copies of each title)

**To Access the books digitally:**

Go to: <https://resources.fountasandpinnell.com/>

User email: [sanfranUSD.temp.access@heinemann.com](mailto:sanfranUSD.temp.access@heinemann.com)

password: welcome.sanfran

- Click on the “My Products” tab and choose the LLI system that you would like to access.
- Click on the “LLI” tab in the blue bar at the top of the page.
- Scroll down and click the title you would like to access. Share your Zoom screen with students and project the selected book. **Note:** Digital books must be projected from F&P Resources only. Due to copyright issues, they may not be downloaded.

**\*\*[Link to Green and Blue Take Home Book Titles with Corresponding levels](#)**

| Suggestion for Matching Books to Students |                                                                                                                                                |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade Level                               | Suggested Level of text for small group instruction<br>*we know these are approximate ranges and students may not be at these specific levels. |
| Kinder                                    | A- D                                                                                                                                           |
| First Grade                               | C-J                                                                                                                                            |
| Second Grade                              | H- N                                                                                                                                           |

**Recommendations for Supporting Students:**

- ARTIFs use the LLI take home books for in person reading intervention and/or Reading Assessments
- Teachers can use the LLI take home books to assess students during in person instruction
- Teachers conference with students one on one on fluency, word solving and comprehension
- Introduce the text in small group instruction and have students practice reading during independent time or at home.
- Distribute books to students for Distance Learning small group instruction
- Provide students extensions for the books: rereading, recording themselves read the books, provide different thinking prompts and writing extensions
- Reference the Daily reading and writing routines as extensions

**Sample Guided Reading Lesson**

|                                                   |                                                                                                                                                                                                                                 |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Text Title and Level</b>                       | <i>Frog Songs</i> Level J                                                                                                                                                                                                       |
| <b>Before Reading</b>                             |                                                                                                                                                                                                                                 |
| <b>Book Introduction</b>                          | In this story, we find out that Froggy loves singing so much that he sings everywhere! One day, he sings with the birds. They don't like the way he sings and tell him to sing sweetly, like they do.                           |
| <b>Predict and locate known and unknown words</b> | <b>sweetly</b> - pg. 8 <b>himself</b> - pg. 9<br>(Students clap syllables, locate words and then locate first and second syllables/parts.)                                                                                      |
| <b>Vocabulary</b>                                 | <b>lily pad, croak, drummed</b><br>(Discuss meaning in the context of the story, as students are looking at pictures.)                                                                                                          |
| <b>Language Structure</b>                         | <b>"From then on, Froggy and his friends played and sang a lot."</b><br>(Make sure students rehearse orally and understand meaning)                                                                                             |
| <b>During Reading</b>                             |                                                                                                                                                                                                                                 |
| <b>Launching Statement</b>                        | As you read, think about how Froggy's feelings change in different parts of the story.                                                                                                                                          |
|                                                   | Listen in as students are reading independently. Prompt individual students as needed.                                                                                                                                          |
| <b>After Reading</b>                              |                                                                                                                                                                                                                                 |
| <b>Group Conversation</b>                         | <p>"Tell me what happened in this story!"</p> <p>"Did Froggy's feelings change in different parts of the story? Why?"</p> <p>If there is time, demonstrate or have students share how they solved unknown words on the run.</p> |

## Lesson Plan Template

|                                                   |  |
|---------------------------------------------------|--|
| <b>Text Title and Level</b>                       |  |
| <b>Before Reading</b>                             |  |
| <b>Book Introduction</b>                          |  |
| <b>Predict and locate known and unknown words</b> |  |
| <b>Vocabulary</b>                                 |  |
| <b>Language Structure</b>                         |  |
| <b>During Reading</b>                             |  |
|                                                   |  |
|                                                   |  |
| <b>After Reading</b>                              |  |
|                                                   |  |