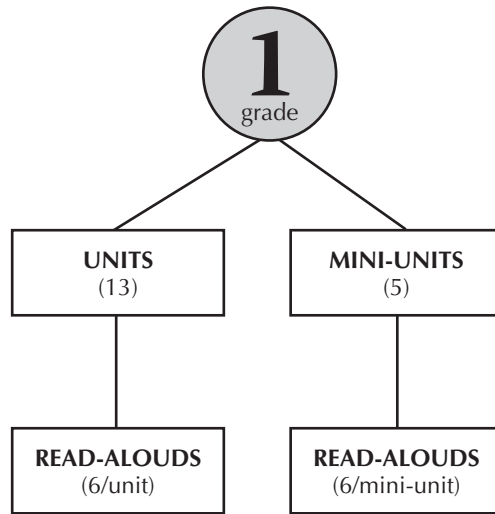
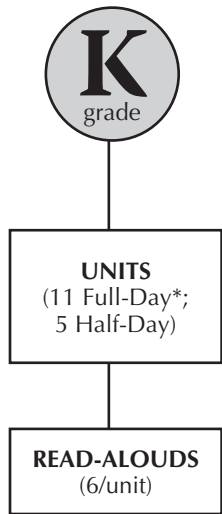


## F&F LITERATURE STRUCTURE OVERVIEW

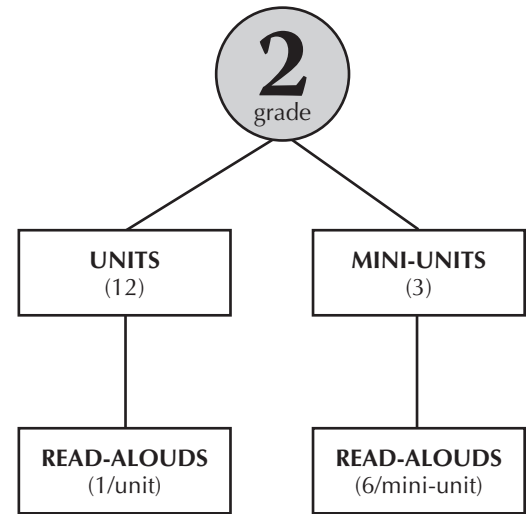


LEVELED TITLES		
Basic	Grade Level	Advanced

OR

LEVELED TITLES		
Grade Level	Advanced	Advanced Plus

*\* Two titles per level for each unit*

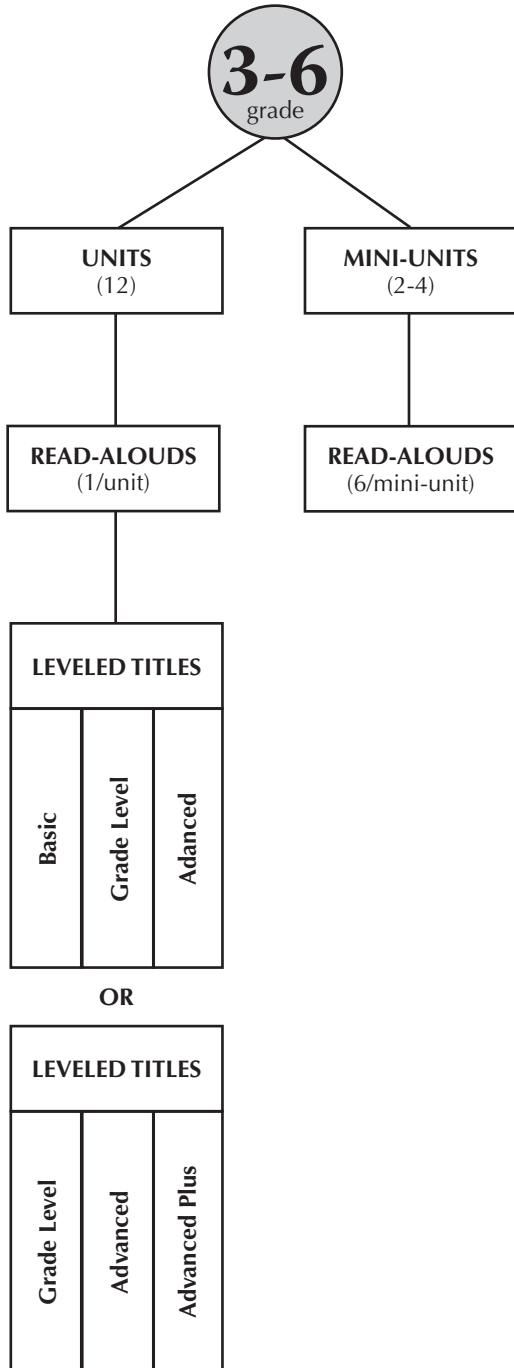


LEVELED TITLES		
Basic	Grade Level	Advanced

OR

LEVELED TITLES		
Grade Level	Advanced	Advanced Plus

*\* Two titles per level for each unit*



*\* One title per level for most units*

### UNITS

The titles within each unit are intentionally placed based on the skill(s) taught and the developmentally appropriate reading level at that point in the school year. **It is important that units are taught in the order or close to the order in which they are arranged—as the year progresses, the reading levels of the books also progress.**

### READ-ALOUDS

Each unit uses a read-aloud title(s) to model its skill(s). Grades K-1 use six read-alouds for each unit. Grades 2-6 use one read-aloud for each unit.

Each mini-unit uses six read-alouds to teach a skill.

### LEVELED TITLES

For Grades 1-6, titles are grouped according to four developmental levels. Grades 1-6 use titles from three of the four levels. These levels are selected by each school based upon student needs within each grade.

## F&F LITERATURE NEEDS CALCULATION GUIDE

### GRADE LEVEL NEEDS PER UNIT

GRADE	READ ALOUD	LEVELED TITLES
K	6 titles	NA
1	6 titles	6 titles (2 titles for each of the 3 levels)
2	1 title	6 titles (2 titles for each of the 3 levels)
3	1 title	3 titles* (1 title for each of the 3 levels)
4	1 title	3 titles* (1 title for each of the 3 levels)
5	1 title	3 titles* (1 title for each of the 3 levels)
6	1 title	3 titles* (1 title for each of the 3 levels)

\* Three units require 6 titles—2 titles for each of the 3 levels

These quantities represent **one** set of books per unit (i.e., a read aloud[s] plus leveled books [grades 1-6] comprise one set of books). **The number of sets required per grade depends on the number of classes per grade level.**

*Note: Each mini-unit requires 6 read-alouds only*

### TO FIGURE BOOK QUANTITY NEEDS

Follow these general quantity guidelines for initial implementation. As teachers become familiar with the way sets are used, additional copies or sets may be added for convenience and flexibility.

#### PART ONE: Determine number of sets needed

##### KINDERGARTEN

One set is needed for every 1–3 teachers  
[record on Kindergarten chart next page]

##### GRADES 1–6

One set is needed for every 2 teachers  
[record in columns E&H next [page]

#### PART TWO: Determine number of copies needed per read-aloud and leveled title

##### KINDERGARTEN

This is already determined by the number of sets needed

##### GRADES 1–6

1. Identify the maximum class size [column A]
2. Divide that number by 3 (round the maximum number up if necessary) [column B]
3. Add 1 for flexibility [column C]
4. Subtotal (A/B+C) [column D] — this is the number of copies available for each small group
5. Record the number of teachers in each grade [column F] — this will be the teacher copy(ies)
6. Figure the total copies of leveled titles needed (DxE+F) [column G]

**KINDERGARTEN**

GRADE	TOTAL copies of each read aloud (same as # of sets needed)
K	

\* One set for every 1-3 teachers

**GRADES 1-6**

Grade	A	B	C	D	E	F	TOTAL	
	Max Class Size	Divided by 3	Add 1	Subtotal	# of Sets Needed	# Teachers	Leveled Titles	Read-Alouds
<b>sample</b>	<b>20</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>1</b>
1			1					
2			1					
3			1					
4			1					
5			1					
6			1					
$A \div B + C = D \times E + F = G$								