



ReadingNext recommendations and WriteToLearn™

The Fifteen Key Elements of Effective Adolescent Literacy Programs

ReadingNext* Recommendations

Direct, explicit comprehension instruction,

which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices.

Effective instructional principles embedded in content,

including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.

Motivation and self-directed learning,

which includes building motivation to read and learn and providing students with the instruction and support needed for independent learning tasks they will face after graduation.

Text-based collaborative learning,

which involves students interacting with one another around a variety of texts.

Strategic tutoring,

which provides students with intense individualized reading, writing, and content instruction as needed.

Diverse texts,

which are texts at a variety of difficulty levels and on a variety of topics.

WriteToLearn Benefits

WriteToLearn develops comprehension skills through practice in summarization.

Summarizing is an important reading strategy that tests ones understanding of text. By receiving immediate feedback for each section of their summary, students can identify the areas where they need more understanding for summarization.

WriteToLearn is designed on the premise that writing and comprehension can be taught in the context of content area texts and by content area teachers.

The extensive text library across a wide range of reading levels explicitly aims at providing content area teachers with the needed support for teaching comprehension and writing in the content areas.

The immediate specific feedback motivates students and directs them to areas of comprehension and writing where improvement is needed.

Teachers can use the feedback as an indicator of where instructional focus may be needed.

With its extensive text library, WriteToLearn encourages students to collaboratively interact on a variety of topics.

The curriculum guidelines included with the summary component of WriteToLearn incorporates suggestions for classroom discussion and collaboration on writing tasks.

Strategic, individualized feedback is the core of WriteToLearn.

Students receive multiple cycles of feedback on their summaries and essays. WriteToLearn provides specific help and support for revisions, and allows students to progress at their own pace.

WriteToLearn offers over 500 engaging passages in diverse topics and at a variety of difficulty levels.

Passages include topics such as Space and Technology, History, Social Science, and the basic Sciences, spanning grades 3 – 12. ELL passages are also included.

WritingNext* Recommendations

Intensive writing,

including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond.

A technology component,

which includes technology as a tool for and a topic of literacy instruction.

Ongoing formative assessment of students,

which is informal, often daily assessment of how students are progressing under current instructional practices.

Extended time for literacy,

which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes.

Professional development,

that is both long term and ongoing.

Ongoing summative assessment of students and programs,

which is more formal and provides data that are reported for accountability and research purposes.

Teacher teams,

which are interdisciplinary teams that meet regularly to discuss students and align instruction.

Leadership,

which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.

A comprehensive and coordinated literacy program,

which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.

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WriteToLearn Benefits

WriteToLearn offers opportunities for intensive writing and prepares students for writing tasks in high school and beyond.

The summarization and essay writing components in WriteToLearn are tied directly to writing tasks that are part of the High School Literacy standards in many states.

WriteToLearn is cutting edge supportive writing technology in action.

In addition to spelling and grammar help, it provides immediate, targeted feedback on content coverage and six writing traits.

WriteToLearn provides formative assessment through each feedback attempt.

Students can measure their progress toward clear revision goals with each submission. Teachers can monitor student progress through reports at the class or individual student level.

WriteToLearn can be used for Language Arts and subject area classes.

WriteToLearn is a web-based instructional program. Students can extend their learning experience at any internet connected location.

Pearson offers both web-based and on-site training to teachers and administrators.

A curriculum guide for WriteToLearn is included with suggestions for integrating the tool into a broader reading comprehension curriculum.

With WriteToLearn, teachers can understand the summative level of achievement for each student.

Teachers can access reports that provide information about individual student progress and overall achievement.

WriteToLearn provides easy to understand, color-coded scoreboards.

Teacher teams can quickly identify the improvement areas for each student and align their instruction.

WriteToLearn supplies immediate feedback to leadership teams.

WriteToLearn can help leadership teams quickly understand students' current writing skills and identify struggling students.

WriteToLearn supports interdisciplinary writing and comprehension programs.

Teachers can support literacy programs through embedded Language Arts instruction and feedback.

**Biancarosa, C. & Snow, C.E. (2006). Reading next - A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed). Washington, DC: Alliance for Excellent Education.*