



Lessons in Literacy **Research Base Summary**

Lessons in Literacy is built on a foundation of strong research that identifies the critical elements of reading, writing, research, and communication skills and indicates effective methods for the delivery of literacy instruction. Explicit instruction in phonological awareness, phonics, vocabulary, comprehension, and fluency is supported by the work of the National Reading Panel (2000) in an examination of experimental research on reading. *Lessons in Literacy* builds on this research by providing educators with lessons that provide direct instruction in each of these areas. *Lessons in Literacy* also includes research-based lessons in the writing process, which is supported by the work of Donald Graves (1983, 1991, 1994) and others and the six traits of effective writing, which is supported by the research of Vicki Spandel (2001), Paul Diederich (1974), Donald Murray (1982), and Alan Purves (1992).

Research shows that when teachers adapt their lessons based on student need or in response to a “teachable moment,” students are more receptive to learning (Freeman, 1994). Qualitative research conducted by Great Source Education Group in the form of teleconferences with small groups of elementary school teachers indicates that teachers have difficulty extracting the information they need from basals for impromptu lessons and that using a basal in concert with supplemental lessons would allow them to provide students with both a formal sequence of instruction and flexibility in addressing ongoing student needs and differentiating instruction. *Lessons in Literacy* builds on this research by enabling teachers to address student needs with research-based, explicit instruction with easy-to-access color coded lesson folders that can be used when students’ need additional instruction or reveal unexpected knowledge gaps.

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