SRA’s Writing and Language Arts teaches students to write effectively through step-by-step instruction and models. The program offers a teacher-directed and systematic style with explicit teaching philosophy to develop composition, editing, spelling, grammar, usage, mechanics, and vocabulary skills.

The National Reading Panel research fully supports the fundamental concepts and instructional design of SRA’s Writing and Language Arts. The report was published in December, 2000 by The National Institute of Child Health and Human Development NIH Pub. No. 00-4754.

Comprehension

Examples of cited research that support the comprehension skills practice found in Writing and Language Arts include, but are not limited to, the following:

  – Bridges theory and practice for teaching reading, writing, grammar, vocabulary, critical thinking, and more. Contains content and performance standards, sample units and activities, and teaching suggestions.

  – Filled with practical advice for managing the writing workshop. Contains sample mini lessons, checklists, and teaching hints for each stage of the writing process. Provides information on the developmental stages of writing and on the special demands of nonfiction writing.

  – Provides cognitive strategies for writing that give students the tools they need to turn thoughts into written product. Explains how to help students become self-regulating writers who set goals, monitor, and reinforce independently. Contains examples of student writing before, during, and after strategy instruction; and describes how to assess the effectiveness of writing strategies.

  – Provides guidance on how to assess and teach writing using the six writing traits (ideas, organization, sentence fluency, word choice, voice, conventions). Contains practical advice for evaluating writing traits at the primary grades, commenting on student writing, and holding writing conferences.

Vocabulary

Examples of cited research that support the vocabulary skills practice found in Writing and Language Arts include but are not limited to, the following:

  – Advocates systematically and directly teaching a small number of words to disadvantaged students.

  – Identifies four different types of word learning: meaning of known words, meaning of new word for a known concept, meaning of a new word for a new concept, and clarifying and enriching the meaning of a known word.
  – Identifies key strategies for learning new words: specific word meaning instruction, reference skills, structural analysis and context clues, and word consciousness.