

Practical Suggestions and Resources
for Teaching with
LaunchPad Solo for Readers and Writers

Prepared by

Kathy Tyndall



About the Author

Kathy Tyndall is retired Chair of the Pre-Curriculum Department at Wake Technical Community College in Raleigh, North Carolina and has taught English at both the high school and college level for thirty years. While at Wake Tech, she taught seated, online, and hybrid Developmental English courses for ten years.

Contents

The Redesign of Developmental Reading and Writing Courses 4

- Historical Overview 4
- Types of Developmental Reading and Writing Programs 7
- Effects of Redesign on Instructors of Redesigned Courses 10
- Effects of Redesign on Curriculum English Instructors 10

LaunchPad Solo for Readers and Writers 12

- Overview of Reading Content 12
- Overview of Writing Content 14
- Overview of Content for Multilingual Students 15
- Highlights of 2018 Update 17
 - New Reading, Writing, and Multilingual Content 17*

How to Use *Launchpad Solo for Readers and Writers* 19

- Tips for Using the Product in a Reading Course 19
 - Getting Started 19*
 - Introducing and Using LaunchPad Solo for Readers and Writers 20*
 - Tips for Teaching Reading 22*
 - Sample Plan of Instruction for a Reading Course 23*
 - Sample Final Exam for a Reading Course 27*
- Tips for Using the Product in a Writing Course 29
 - Getting Started 29*
 - Introducing and Using LaunchPad Solo for Readers and Writers 30*
 - Tips for Teaching Writing 31*
 - Tips for Teaching Grammar 32*
 - Sample Plan of Instruction for a Writing Course 33*
 - Sample Rubric for an Essay 37*
- Tips for Using the Product in an Integrated Reading and Writing Course 39
 - Getting Started 39*
 - Introducing and Using LaunchPad Solo for Readers and Writers 40*
 - Tips for Teaching Integrated Reading and Writing (IRW) 41*
 - Tip for Teaching Grammar and Mechanics 43*
 - Sample Plan of Instruction for an Integrated Reading and Writing Course 44*

The Redesign of Developmental Reading and Writing Courses

The past few years have ushered in dramatic changes in the design of developmental reading and writing courses. What follows is a brief historical overview of the field and recent changes, information about some of the emerging teaching models, and a discussion of the effects of course redesign and the challenges it raises for developmental and curriculum English instructors.

Historical Overview

Traditionally, developmental reading and writing courses were pre-college level courses, often non-credit bearing, that were provided by most community and technical colleges and some four-year institutions. The courses resided in basic skills departments, stand-alone developmental education departments, or centralized curricular departments. Schools typically had two to three levels of developmental reading, writing, and math, although some schools had only one level and others had as many as four. Despite these differences, the mission of developmental reading and writing courses remained constant—to teach students the fundamental reading, writing, and critical thinking skills required for success in first-year composition and curricular content courses.

Prior to 2012, students were usually placed into developmental (or remedial) reading and writing courses based on their scores on school- or state-mandated tests and/or national tests like Accuplacer, Compass, or TESOL. Curriculums across the country were quite similar, focusing on the same sets of reading and writing skills. Tiered writing courses focused on sentence-level, paragraph-level, and essay-level skills; reading programs focused on basic reading skills at the

lowest level with more difficult skills, such as inference, identifying implied main ideas and bias, analysis, and evaluation being taught in subsequent courses.

Despite the efforts of dedicated instructors, students were coming into institutions less and less prepared and were spending more and more time “churning” in developmental courses. There were individuals and even programs across the country that were teaching using integrated reading and writing curriculums or explicitly teaching writing from reading, but there were no large new initiatives underway. Approximately six years ago, everything started to change.

Educators like Peter Adams at the Community College of Baltimore County, Katie Hern at Chabot College, and the instructors at Arizona State University who developed the stretch program concept were not satisfied with the status quo, and they began to take a closer look at the issues associated with the current models of developmental reading and writing. They and other researchers and instructors in the field identified the following major issues:

- Standardized tests relied on for placement were actually weak predictors of how students would perform in college. (The Compass test, which was widely used, was recently taken off the market by the test-maker because of its weakness.)
- Improper placement into remedial classes was going unnoticed, and for every developmental reading or writing class students took, their chances of graduating decreased.
- Having to proceed through several levels of reading or writing provided a number of “exit points,” and students were dropping out before ever reaching college-level classes. Students were also using up their grant money on pre-college courses that did not provide college credit.

- Students who did complete all the developmental English classes in a sequence still had very poor completion rates for first-year comp, and up to 90 percent of community college students did not graduate.
- Curriculums were simplified, based on an assumption that not only did developmental education students have difficulty reading and writing but they were also not up to the challenge of understanding and thinking critically about college-level materials.
- Socioeconomic factors contributed to students' lack of success and to their inability to stay in or complete courses. Although developmental English instructors were well aware of this, state and national administrators rarely addressed issues of poverty, discrimination, or class as impediments to education.

Work on changing developmental English started in the 1990s and 2000s. Arizona State University started its stretch program in 1994; Community College of Baltimore County (CCBC) began their accelerated learning program (ALP) in 2007; and the California Acceleration Project has worked with 114 community colleges across the state since 2010 to develop accelerated integrated reading and writing learning programs. All of these initiatives have shown substantial improvements in retention rates and course completion for students who have participated in them.

At the same time, other factors came into play. The impact of the Common Core Standards initiative for K–12 students and increasing recognition at the state level that developmental students were not succeeding, for example, contributed to states re-evaluating developmental reading and writing programs and either mandating statewide changes (as in Virginia, North Carolina, or Florida) or strongly encouraging colleges to find ways to help students get to college readiness more quickly.

Types of Developmental Reading and Writing Programs

There is no one model for a developmental reading or writing program. Although course redesign is happening in many states across the country, some programs have remained the same with separate, multiple-level courses for reading and writing offered within a traditional sixteen-week-long semester. Many schools have moved toward accelerated co-requisite programs, such as ALP (see description below); others are adopting stretch programs (see description below) or are discontinuing developmental programs altogether.

For the colleges that have redesigned their programs, the one commonality that exists today is that many have integrated reading and writing into one course. This pedagogically sound approach presents writing and reading as complementary processes of constructing meaning, but the framework within which the courses are taught will vary. In fact, there are new types of programs springing up across the country, and some initially redesigned programs are undergoing yet another redesign to address issues that have surfaced during the first few years of implementation.

Here are thumbnail descriptions of some the most significant redesign models:

Accelerated Learning Programs (ALP): An important model is the one developed by Peter Adams and his colleagues at CCBC, which is research based and very well resourced at that school. Ten developmental students are placed in a regular composition course with ten regular 101 students. After each combined class, the developmental students meet with the same teacher and go over anything they might have had difficulty with in the composition class. Interestingly, as time has passed, instructors at CBCC have found that more and more of their time in the second class is taken up with addressing the affective and socioeconomic issues their students are challenged by. (See this website for more details: <http://alp-deved.org/>.)

As of 2017, CCBC has integrated reading and writing within the ALP framework and now uses this approach for all their developmental classes. Across the country, ALP is becoming a dominant model in course redesign. One of the strengths of the approach is its flexibility, and schools are adapting it to meet the needs of their students and to fit within their specific programmatic and administrative systems.

California Acceleration Program (CAP): Katie Hern is the co-founder and director of CAP, and she and her team are working with 114 colleges across the state to streamline and accelerate math and English classes. They place a lot of emphasis on the use of multiple assessment measures (including GPA and individual HS class grades) for accurate placement, teaching integrated reading and writing, decreasing the number of levels students have to complete, and using challenging materials taught in flipped classrooms, using the Socratic method. Hern's work is research based and shows impressive success. See this website for more details:

<http://accelerationproject.org/>.

Integrated reading and writing courses (IRW): The other primary new model for acceleration is integrating reading and writing. This approach has taken on many forms while maintaining the theoretical framework. For example, instead of making students complete up to four separate levels of reading and writing, some schools are now integrating both reading and writing into one or two pre-college classes; other schools have adopted the ALP model with integrated reading and writing. Some states, such as Virginia, have mandated the integration of reading and writing, while others, like North Carolina, have mandated both accelerating and integrating reading and writing. Interesting research by doctoral students at Texas State University strongly indicates that IRW is an effective pedagogical approach but that it is not as successful when taught in an accelerated format.

Stretch programs: This model, pioneered by Arizona State University, allows students to take two semesters to complete the equivalent of English 101. Students use the same readings and cover the same content but at a slower pace, and they have the opportunity to write and receive feedback on more papers. As in the CAP model, students are assumed to have the ability to succeed in college if they are provided with the right support. (See this website for more details: <https://english.clas.asu.edu/admission/first-year-composition-courses/stretch-program.>)

Co-requisite courses: Co-requisite courses can be a form of ALP, with students taking part in both developmental and college-level English courses. However, they can also consist of developmental English courses that are paired with entry-level content courses, such as history or psychology. In these courses, English instructors work with students on the materials they are using in their content course, building their reading, writing, and thinking skills as they work with college content in credit-bearing classes.

Although the redesign of developmental reading and writing courses has brought challenges and changes that have been difficult in some ways, it has also forced educators to examine their assumptions and beliefs about the needs of their students and the ways they can help meet them. Developmental instructors are passionate about their students, and they have always been willing to go the extra mile to help them. Coupled with research to support the need for redesign, this passion has led them to explore new and innovative approaches to teaching basic reading, writing, and critical thinking skills. One thing is certain—the landscape of developmental English courses will continue to change as new models emerge and “older” models are tweaked, all with the goal of helping underprepared students to be successful in college and in life.

Effects of Redesign on Instructors of Redesigned Courses

Not only has the redesign of developmental reading and writing represented a major change in course delivery and structure but it has also changed the way instructors think about their content. Perhaps the greatest paradigm shift has been the move from thinking about reading and writing as two distinct disciplines to thinking of them as complementary processes of composing meaning.

While developmental instructors understand the rationale for integrating the two disciplines, many are worried about their ability to teach both subjects well. Writing instructors are concerned about teaching reading, and reading instructors are concerned about teaching writing. The integration of the two courses also means an integration of the instructors of these courses, and this has the potential to create both discord and harmony as the instructors work to dissolve the two isolated camps and create a unified group of professionals who can share knowledge about their disciplines, create materials that integrate skills from both disciplines, and work toward the common goal of designing a course that will meet the unique needs of their students and prepare them for curriculum-level courses.

Effects of Redesign on Curriculum English Instructors

The redesign of developmental reading and writing courses has not only affected instructors of these courses but has also affected instructors of the entry-level curriculum English courses. The redesign initiative has given birth to many versions of the course, and, depending on state-specific mandates, to different criteria for entry into the curriculum course. These factors have resulted in some curriculum English classes being filled with students who have a wide range of abilities and skills, particularly students who, in the past, would have placed into developmental classes.

Most curriculum English instructors do not have the requisite knowledge to teach developmental students. Although they are well-trained professionals, many have never had to teach writing at the basic level that students in their classes now require. Most likely, they have never taught in-depth reading skills, nor do they know how to do so. This leaves the neediest students without the additional help they require to pass the course. Instead of taking a developmental course, or courses, and shoring up their skills, some students will now take an entry-level curriculum course more than once in order to get the skills they need to pass and be successful with college courses.

Some curriculum English instructors have found that they do not have the time or the training to be able to adequately help these students. Newer developmental English programs, such as the co-requisite or stretch models, address this issue by providing support to students and helping them build their reading, writing, and critical thinking skills as they work with college content.

LaunchPad Solo for Readers and Writers

LaunchPad Solo for Readers and Writers was designed to support underprepared students in developmental and curriculum English courses. This group of students, which can include students from non-English-speaking backgrounds, has diverse needs. *LaunchPad Solo for Readers and Writers* addresses students' diverse needs by delivering writing, grammar, reading, and ESL instructional content in a format that lets students focus on the topics and concepts are most challenging to them. Built for self-study, the product identifies gaps in learning, gives students the materials they need to address these gaps, and tracks their improvement from pre- to post-test. Listed below are the topics covered in the new reading, writing, and ESL units and the highlights of the 2018 update. For a summary of the full product contents, refer to the Welcome Unit included in *LaunchPad Solo for Readers and Writers*.

Overview of Reading Content

The updated units housed within the reading section present thorough coverage of the major skills and strategies that students must master in order to be able to use reading as a tool for success in college. The section begins with an overview of the reading process and associated strategies, moves to the basic topics associated with active reading, and then addresses during- and post-reading strategies. The emphasis throughout is on helping students improve their comprehension and think critically about what they read.

The units in the reading section of *LaunchPad Solo for Readers and Writers* are as follows:

- **Introduction to Reading:** This unit includes “The Steps in the Reading Process,” an overview of pre-reading, during-reading, and post-reading strategies; “Reasons to Read,” a brief explanation of the inter-relatedness of reading and writing skills; and “Reading

Actively,” a discussion of how and why one must actively engage with a reading in order to fully benefit from the experience.

- **Pre-reading Strategies:** This unit covers skimming, scanning, understanding the elements of a textbook, making connections, making predictions, and asking questions.
- **During-reading Strategies:** This unit covers highlighting, annotating, taking notes, decoding vocabulary, and reading graphic aids.
- **Post-reading Strategies:** This unit covers outlining, summarizing, paraphrasing, and self-testing.
- **Understanding Vocabulary:** This unit covers word analysis using word parts and context clues, denotation and connotation, and dictionary and thesaurus use.
- **Recognizing Patterns of Organization:** This unit covers definition, illustration/example, process, comparison and contrast, classification, cause and effect, and mixed patterns (narration and description).
- **Identifying Topics, Main Ideas, and Supporting Details:** This unit covers determining the topic of a paragraph, identifying the topic sentence, identifying stated main ideas in longer passages, and identifying major and minor supporting details.
- **Reading Interpretively and Making Inferences:** This unit covers making observations, making inferences and drawing conclusions, recognizing implied main ideas in paragraphs, and recognizing implied main ideas in longer passages.
- **Reading Critically:** This unit covers identifying a writer’s purpose, distinguishing between facts and opinions, determining an author’s point of view, and interpreting figurative language.

Overview of Writing Content

The units housed within the writing section present thorough coverage of the major skills and strategies that students must master in order to be able to communicate proficiently in written form in college-level work. Beginning with an overview of the writing process and associated strategies and moving to the basic topics associated with writing paragraphs and essays, the updated units will help students to understand the process of writing, think critically about how and what they write, and produce quality products that clearly and effectively express their ideas.

The units in the writing section of *LaunchPad Solo for Readers and Writers* are as follows:

- **Introduction to Writing:** This unit provides an overview of the writing process, a discussion of the reading-writing connection, an explanation of the similarities in the reading and writing processes, and a description of the steps in the writing process (prewriting, drafting, revising, and editing).
- **Prewriting Strategies:** This unit teaches students strategies for generating ideas.
- **Topic, Audience, and Purpose:** This unit covers finding and narrowing a topic, determining the audience for a piece of writing, and understanding purpose.
- **Organizing Ideas and Planning for Writing:** This unit covers the arrangement of details according to time sequence, spatial order, and order of importance, and the planning strategies of outlining and mapping. It also includes organizational patterns of description, narration, definition, illustration/example, process, comparison and contrast, cause and effect, classification, and mixed patterns (description and narration).
- **Drafting a Thesis Statement:** This unit teaches students how to write substantive, grounded, and assertive thesis statements.
- **Drafting Paragraphs and Essays:** This unit includes paragraph-level and essay-level instruction (sub-units can be hidden, assigned at a later date, or removed to suit the needs of your course). Topics include how to create a first draft, the structure and writing of a

standalone paragraph, the structure and writing of an essay, how to draft body paragraphs, and how to ensure unity and coherence using transitions. In-depth instruction is included on drafting effective and interesting introductions, writing strong conclusions, and drafting a title.

- **Revising:** This unit covers revising for purpose and audience, organization, and support. It also addresses revising with a rubric or evaluation criteria and using peer and instructor feedback.
- **Editing:** This unit focuses on students identifying their specific writing issues, editing for sentence-level correctness, using grammar and spell checkers and the search function on the computer, and editing for style and the proper use of sources.

Overview of Content for Multilingual Students

The units for multilingual writers focus on the grammar and usage issues that students who are non-native speakers of English typically find challenging. Some of the units (**Sentence Structure; Verbs**) are appropriate for native and non-native English speakers alike. Others (**Articles and Nouns; Prepositions and Idiomatic Verbs**) may be more appropriate for students who are looking for extra practice and reinforcement of English-language conventions.

You may wish to assign some of these units in conjunction with the content covered in class, or you may prefer to have students work on specific difficulties you've identified in their writing. Each of the four units for multilingual writers has a LearningCurve activity that includes item-specific feedback and links back to instructional material for any topic students are struggling with. Ideally, students will use LearningCurve to learn which topics they understand sufficiently and those that still require practice.

- **Articles and Nouns for Multilingual Writers:** Since errors in the use of articles generally do not prevent the writer’s intended meaning from being understood, instructors sometimes choose to ignore problems with articles in student writing. Still, many students appreciate having access to the rules and strategies for using articles. This unit includes information about the articles *a/an* and *the*, singular and plural nouns, and count and noncount nouns. Technical terms are defined throughout.
- **Verbs for Multilingual Writers:** This unit includes information and practice forming the simple tenses, progressive tenses, and perfect tenses, including special instruction on the verb *to be*. It also includes information on the passive voice, conditional sentences, and verb phrases. Extra attention is paid to the nine most commonly used modals (*can/could, will/would, shall/should, may/might, and must*).
- **Sentence Structure for Multilingual Writers:** This unit includes basic and advanced coverage of sentence construction issues. The first sub-unit reviews the parts of a sentence, linking verbs between subjects and complements, word order in sentences, putting adjectives in order, and using adverbs appropriately. The second sub-unit covers repeated nouns, objects, and adverbs, mood and conditional sentences, and forming negative statements and questions.
- **Prepositions and Idiomatic Verbs for Multilingual Writers:** This unit is helpful in allowing students to practice the tricky and—perhaps to them—arbitrary combinations of words that are everywhere in the English language. It includes information on expressions of time and place as well as a list of commonly used two- and three-word idiomatic verbs.

Highlights of the 2018 Update

The 2018 content update delivers an even more robust product that can either stand alone as reading and writing instructional material or serve as a supplement to in-class instruction.

New Reading, Writing, and Multilingual Content

This is a brief overview of the content that has been added, and the related changes, to expand reading, writing, and ESL coverage:

Reading

- Discussion of the relationship and similarities between the reading and writing processes
- Discussion of the reasons to read
- Reorganization of the reading content based on the pre-, during-, and post-reading steps in the process
- New college-level textbook excerpts used as examples and for practice throughout the unit
- New coverage of the following reading strategies:
 - highlighting
 - taking notes
 - reading graphic aids
 - outlining as a post-reading strategy
 - summarizing as a post-reading strategy
 - paraphrasing as a post-reading strategy
 - using dictionaries and thesauruses
- New content on critical reading topics such as implied main idea, inference, and interpreting figurative language

Writing

- Discussion of the reading-writing connection and the similarities between the two processes
- Explanations of the steps in the writing process: prewriting, drafting, revising, and editing
- New coverage of the following writing strategies:
 - generating ideas: reading, talking and listening, freewriting, invisible writing, brainstorming, cluster mapping, and asking questions
 - basic organizational strategies: time sequence, spatial, and order of importance
 - planning strategies: outlining and mapping
 - unity and coherence
 - transitions in action (includes a student-written paragraph that illustrates the effective use of transition words and phrases)
- Eight new student-written paragraph examples that illustrate the modes of description, narration, definition, illustration/example, process, comparison and contrast, cause and effect, and classification
- Links to related topics and links between reading and writing concepts

Multilingual Content

- New pre- and post-tests for each of the four multilingual units
- New instructional material
- Clickable links between ESL and non-ESL content

How to Use *LaunchPad Solo for Readers and Writers*

LaunchPad Solo for Readers and Writers can be used in a variety of ways: to teach traditional reading classes, to teach traditional writing classes, or to teach integrated reading and writing courses. This section of the manual includes tips for teaching each of these types of course plus plans of instruction and sample syllabi. For technical advice about how to use this product, please refer to the [LaunchPad Table of Contents for Instructors](#).

Tips for Using the Product in a Reading Course

The plan of instruction for a reading class that follows this section shows you how to supplement your instruction with content from this product. The tips below further explain how to incorporate the material and also give you additional ideas for how to use *LaunchPad Solo for Readers and Writers*.

Getting Started

- ❖ The plan of instruction is based on a sixteen-week semester with three days per week of in-class instruction.
- ❖ The course itself is designed to be an upper-level developmental reading course.
- ❖ The plan of instruction does not have quizzes factored into the days of instruction. If you choose to use quizzes or tests, these can be administered through Launchpad Solo and assigned for completion outside of class. Each unit of instruction has both a pre-test and a post-test that you can use to measure student progress. You may modify the pre- and post-tests to emphasize what you have covered in class lectures and practice, or you can [create your own quizzes](#) and administer them through this product.

Introducing and Using LaunchPad Solo for Readers and Writers

- ❖ On the first or second day of class, students should be given a tour of *LaunchPad Solo for Readers and Writers* so they will be familiar with how to log in and access the assigned material. If students do not yet have access to the product, they can view these short introductions on YouTube: [Introduction to LaunchPad Solo for Readers and Writers](#) and [Getting Started with LaunchPad](#).
- ❖ Assign the **Welcome Unit**, which includes a short video that explains how to approach the units in the product. For help, see the following article: [How do I create assignments?](#)
- ❖ Be sure to explain to your students the purpose for including Launchpad material as a part of the course's instructional content. This will help them to see LaunchPad as an integral part of the course.
- ❖ The diagnostic pre-tests that appear at the beginning of the sample plan of instruction may be assigned as work to be completed outside of class. It is recommended that you assign the diagnostic pre-tests before opening your course for enrollment ([Learn how to assign individual items within a unit](#)). Unlike other quizzes in *LaunchPad Solo for Readers and Writers*, the diagnostics are visible to students even if they aren't assigned.
- ❖ The two reading pre-tests will give both you and your students an idea of how well they understand the basic reading skills and strategies that are so important to their success in the class. You may use the results of these pre-tests to help with lesson planning.
- ❖ Since readers read what writers write, it is important that students have at least a basic understanding of the writing process and the connection between reading and writing. If there is not time available for much in-class instruction on the similarities and connections of the two processes, the product contains new instructional material on everything a student needs to know about the writing process and writing strategies (**Prewriting Strategies, Topic, Audience, and Purpose, Organizing Ideas and Planning for**

Writing, Drafting a Thesis Statement, Drafting Paragraphs and Essays, Revising, and Editing.) The pre-tests, videos, instructional content, practice exercises, and post-tests will give students the opportunity to review the material on their own and then apply it to the readings you assign. For more information on available writing content, see **Overview: Writing**.

- ❖ The material in *LaunchPad Solo for Readers and Writers* can also be used effectively for in-class instruction. For example, if you were teaching your students how to actively read a text, you could first use the pre-test (projected on a screen) as a class discussion to determine what they already know about the subject. You could then use the video (included in **Overview: Reading**) as a way to introduce the concept. You also have the option to upload content from outside sources that might help your instruction (see [Adding Content to a LaunchPad Unit](#)). Following the presentation of the instructional material, you could use the exercises and the post-test as a whole-group activity. You could also use the exercises and the post-test as homework assignments to reinforce the whole-group instruction.
- ❖ If you prefer to use a flipped classroom approach to teaching, you can assign a unit for students to complete outside of class and then briefly discuss it in class before moving on to practice. It might also be helpful to assign the pre-test and post-test as part of the outside-of-class assignment.
- ❖ The most effective way to evaluate students' understanding of the skills and strategies needed for effective reading is to ask them to put what they have learned into action with authentic readings. Included in the product is a directory of college-level readings (see the unit **Readings with Comprehension Quizzes**). Throughout the plan of instruction, you will see practices that require that students put into action what they have learned, for example, "Context Clues in Action." Using one of the readings as your text, you could

create an exercise that would ask students to determine the meaning of specific words within the context of the writing. You could even use one of these readings as a final exam by creating a series of open-ended questions that address all of the major skills and strategies taught during the semester. (A sample final exam is included at the end of this section.)

- ❖ The pre-tests, post-tests, and exercises are all excellent resources for instructors. The pre- and post-tests are customizable (see [How do I add, move, or remove questions in a quiz?](#)). They ask students to apply what they know about the skill or strategy in order to answer the questions.

Tips for Teaching Reading

- ❖ If students are to learn to be effective readers, they must have practice that requires them to read materials that are authentic, and representative of what they will be required to read in college courses. In addition to the readings in the reading directory, instructors can use textbook readings, blogs, journal articles, excerpts from novels, and news articles, for example, that are relevant, interesting, and challenging.
- ❖ When teaching reading, teach the process, not the content (see "Reading Actively" in the unit **Overview: Reading**). Developmental students have lived their lives doing worksheets and “spitting back” surface-level answers to comprehension questions. They need to be taught to think critically about a reading. The units on **Reading Interpretively** and **Reading Critically** provide instructional material and practice in analyzing and evaluating the author’s ideas and the way he or she presents them.
- ❖ While comprehension is not the sole goal of reading, it is important that students be able to learn and remember what they read. The during-reading strategies of annotating, highlighting, and reading visuals (see **During-reading Strategies**) and the post-reading

strategies of outlining, summarizing, paraphrasing, and mapping (see **Post-reading Strategies**) are intended to help students learn and remember what they have read. Another helpful feature of this product is the material on “Understanding the Elements of Textbooks.” This material, which appears in **Pre-reading Strategies**, is critical for students’ success in college. Spending time on this material early on in the semester will pay off for both instructors and students.

- ❖ In order to help your students engage and read with confidence, you should spend time introducing a reading to them. Prepare them for reading by leading them through the previewing process (**Pre-reading Strategies**), providing them with background for the reading, and helping them to make connections with the reading. Modeling this part of the reading process will teach students to take responsibility for preparing themselves and give them confidence as they approach more challenging readings.

Sample Plan of Instruction for a Reading Course

Week	Instruction	Content from <i>LaunchPad Solo for Readers and Writers</i>
#1	Introductions, Overview of Course, and Introduction to <i>LaunchPad Solo for Readers and Writers</i>	Diagnostic Pre-Tests: 1. Reading Skills 2. Reading Strategies
	Topic: The Reading Process and the Reading-Writing Connection	See Overview: Reading See Overview: Writing, particularly “The Reading-Writing Connection” and “Similarities in the Reading and Writing Processes.”
	Practice: Active Reading	See “Reading Actively” in Overview: Reading.

#2	Practice: Active Reading Topic: Pre-reading Strategies	See “Reading Actively” in Overview: Reading. See the Pre-reading Strategies content.
	Topic: Pre-reading Strategies: Skimming and Scanning	See the Pre-reading Strategies content.
	Topic: Pre-reading Strategies: Understanding Textbook Elements	See the Pre-reading Strategies content.
#3	Topic: Pre-reading Strategies: Making Connections, Making Predictions, and Asking Questions	See the Pre-reading Strategies content.
	Practice: Pre-reading Strategies in Action	See the Pre-reading Strategies content. See Readings with Comprehension Quizzes.
	Practice: Pre-reading Strategies in Action Topic: During-reading Strategies	See the Pre-reading Strategies content. See Readings with Comprehension Quizzes. See During-reading Strategies content.
#4	Topic: During-reading Strategies: Highlighting	See During-reading Strategies content.
	Topic: During-reading Strategies: Annotating	See During-reading Strategies content.
	Practice: Highlighting and Annotating in Action	See Readings with Comprehension Quizzes. See During-reading Strategies content.
#5	Topic: Taking Notes during Reading	See During-reading Strategies content.
	Topic: Reading Visuals and Graphic Aids Topic: Post-reading Strategies	See During-reading Strategies content. See Post-reading Strategies content.

	Topic: Outlining	See Post-reading Strategies content.
#6	Topic: Summarizing	See Post-reading Strategies content as well as the additional unit on Summarizing.
	Topic: Paraphrasing	See Post-reading Strategies content.
	Practice: Outlining, Summarizing, and Paraphrasing in Action	See Readings with Comprehension Quizzes. See Post-reading Strategies content.
#7	Topic: Understanding Vocabulary and Strategies for Decoding Meaning	See Understanding Vocabulary content.
	Topic: Roots, Prefixes, and Suffixes	See Understanding Vocabulary content.
	Practice: Word Analysis in Action	See Readings with Comprehension Quizzes. See Understanding Vocabulary content.
#8	Topic: Context Clues and Denotation/Connotation	See Understanding Vocabulary content.
	Practice: Context Clues in Action	See Readings with Comprehension Quizzes. See Understanding Vocabulary content.
	Topic: Using Dictionaries and Thesauruses	See Understanding Vocabulary content.
#9	Topic: Recognizing Patterns of Organization	See Recognizing Patterns of Organization content.
	Practice: Recognizing Patterns of Organization	See Recognizing Patterns of Organization content.
	Practice: Recognizing Patterns of Organization	See Recognizing Patterns of Organization content.
#10	Topic: Identifying the topic and topic sentence of a paragraph	See: Identifying Topics, Main Ideas, and Supporting Details content.
	Topic: Identifying Stated Main Ideas in Longer Passages	See: Identifying Topics, Main Ideas, and Supporting Details content.

	Topic: Identifying Major and Minor Supporting Details	See: Identifying Topics, Main Ideas, and Supporting Details content.
#11	Practice: Topics, Topic Sentences, Main Ideas, and Supporting Details in Action	See Readings with Comprehension Quizzes. See: Identifying Topics, Main Ideas, and Supporting Details content.
	Topic: Making Inferences	See Reading Interpretively and Making Inferences content.
	Practice: Making Inferences	See Reading Interpretively and Making Inferences content.
#12	Practice: Making Inferences in Action	See Readings with Comprehension Quizzes. See Reading Interpretively and Making Inferences content.
	Topic: Understanding Implied Main Ideas in Paragraphs	See Reading Interpretively and Making Inferences content.
	Topic: Understanding Implied Main Ideas in Longer Passages	See Reading Interpretively and Making Inferences content.
#13	Practice: Understanding Implied Main Ideas in Action	See Readings with Comprehension Quizzes. See Reading Interpretively and Making Inferences content.
	Practice: Understanding Implied Main Ideas in Action	See Readings with Comprehension Quizzes. See Reading Interpretively and Making Inferences content.
	Topic: Identifying a Writer's Purpose	See Reading Critically content.
#14	Topic: Distinguishing between Fact and Opinion	See Reading Critically content.
	Practice: Distinguishing Between Fact and Opinion Topic: Tone and Bias	See Reading Critically content.
	Practice: Tone and Bias	See Reading Critically content.

#15	Practice: Fact and Opinion Practice: Tone and Bias	See Reading Critically content.
	Topic: Interpreting Figurative Language	See Reading Critically content.
	Practice: Putting It All Together—Reading Actively	See Readings with Comprehension Quizzes. See all Reading units for content
#16	Practice: Putting It All Together—Reading Actively	See Readings with Comprehension Quizzes. See all Reading units for content.
	Practice: Putting It All Together—Reading Actively	See Readings with Comprehension Quizzes. See all Reading units for content.
	Diagnostic Post-Tests	Diagnostic Post-Tests: 1. Reading Skills 2. Reading Strategies

Sample Final Exam for a Reading Course

Note: This exam will be based on a reading that is unfamiliar to students. Your job is to choose a reading that is challenging, relevant, and interesting to them. Each student will need a hard copy of the reading. Before making copies, you will need to underline five vocabulary words that students will have to define using context clues. You will also need to prepare an instruction sheet for each student. A sample instruction sheet follows.

Sample Instruction Sheet

Instructions: Use the attached reading to answer all of the questions below. Be sure to answer all questions in complete sentences and write your answers directly on the sheets provided. Your goal is to demonstrate your understanding of the reading process and the basic skills and strategies that one needs in order to be an effective and accomplished reader.

1. What are the three stages of the reading process?
2. Explain how reading and writing are similar processes.
3. Explain what it means to preview a text and use the reading to answer at least three previewing questions.
4. What is the author's background? Is he or she qualified to write about the subject? Explain.
5. Annotate the reading. You must have at least ten annotations. You may write directly on the reading.
6. Write a summary of the reading.
7. Write a two-sentence paraphrase of paragraph 7 (for example only).
8. There are five underlined vocabulary words in the reading. Using context clues, define the five words.
9. Is the first paragraph an effective introduction? Explain your answer.
10. What pattern of organization has the writer used in this reading? How do you know this? Find three transition words that the author uses that indicate the pattern of organization.
11. What is the topic and topic sentence of paragraph 3 (for example only)?
12. What is the thesis of the entire reading?
13. What is the implied main idea of paragraph 6 (for example only)?
14. What is the author's purpose for writing this reading and for what audience was it written?
15. Identify three statements of fact and three statements of opinion found in the reading.
16. Provide three words to describe the tone of this reading.
17. Is there evidence of bias in the reading? Explain your answer.
18. What type of figurative language does the author use in paragraph 9 (for example only)?

19. What type of visual would you choose to include in this reading? Describe the visual and explain how it would support the main idea.

20. What types of evidence does the author use to support the thesis? Are there others that he or she could have used? Explain.

Tips for Using the Product in a Writing Course

The plan of instruction for a traditional writing class that follows this section shows you how to supplement your instruction with content from *LaunchPad Solo for Readers and Writers*. The tips below further explain how to incorporate the material and also give you additional ideas for how to use this valuable resource.

Getting Started

- ❖ The plan of instruction is based on a sixteen-week semester with three days per week of in-class instruction.
- ❖ The course itself is designed to be either an upper-level developmental writing course or an introductory-level English/writing curriculum course.
- ❖ The plan of instruction does not have quizzes or other types of evaluative measures factored into the days of instruction. If you choose to use quizzes or tests, these could be administered through *LaunchPad Solo for Readers and Writers* and assigned for completion outside of class.
- ❖ This plan of instruction would work best if the class were taught in a computer lab or if all students had access to a computer. It might also work well with certain days devoted to lab work, with the entire class meeting in a computer lab. If none of this is possible, students could simply complete work outside of class if a computer is required.

Introducing and Using LaunchPad Solo for Readers and Writers

- ❖ On the first or second day of class, students should be given a virtual tour of *LaunchPad Solo for Readers and Writers* so they will be familiar with how to log in and access the assigned material. The **Welcome Unit** includes both student and instructor welcome pages that will help you get started.
- ❖ It is also important for you to explain to your students the purpose for including LaunchPad material as a part of the instructional content. This will help them to see this tool as an integral part of the course.
- ❖ The diagnostic pre-tests that appear at the beginning of the sample plan of instruction may be assigned as work to be completed outside of class. The two pre-tests will give both you and your students an idea of how well they understand the grammar, punctuation, and mechanics that are so important to their success in the class. Instructors may use the results of these pre-tests to pinpoint areas of weakness for the entire class that will enable you to target specific problems in your in-class instruction. It is recommended that you assign the diagnostic pre-tests before opening your course for enrollment. Unlike other quizzes in *LaunchPad Solo for Readers and Writers*, the diagnostics are visible to students even if they aren't assigned. For more information, see the following article: [How do I create assignments?](#)
- ❖ Most writing classes use readings as examples of good writing and also as prompts for writing. For this reason, it is important that students have at least a basic understanding of how to read using the reading process (see **Overview: Reading**). The two reading diagnostics that are included in the plan of instruction will give you and your students an idea of what needs to be reviewed before you launch into the course. If there is not time available for much in-class instruction on reading strategies, *LaunchPad Solo for Readers and Writers* contains excellent instructional material on everything a student needs to

know about becoming an effective reader. The unit pre-tests, videos, instructional content, practice exercises, and post-tests will give them the opportunity to review the material on their own and then apply it to the readings you assign as part of the writing instruction.

- ❖ *LaunchPad Solo for Readers and Writers* can also be used effectively for in-class instruction. For example, you could use a video as a way to introduce a concept. You also have the option to upload videos from outside sources that might help your instruction (see [Adding content to a LaunchPad unit](#)). You could also use the exercises as a whole-group activity.
- ❖ LaunchPad gives you the option of modifying quizzes or creating your own quizzes (see [How do I add, move, or remove questions in a quiz?](#)). This feature helps you to further customize your LaunchPad to meet the needs of your students.

Tips for Teaching Writing

- ❖ The evaluation for written work shown in the sample plan of instruction is based on mastery—80 percent or higher. A rubric is used for grading, and rewrites are allowed up until the end of the semester. All final drafts are submitted in a portfolio due the last week of the semester. Low-stakes writing that is assigned throughout the semester is also included in the portfolio.
- ❖ As a follow-up to retuning drafts of essays, instructors can assign targeted work to individual students that will give them information and practice related to their errors.
- ❖ Each high-stakes writing assignment is evaluated with a rubric designed specifically for that assignment. The rubric contains points related to the writing process as well as points that apply to the specific organizational mode and grammar concepts that have been emphasized previously.

- ❖ The plan of instruction does not contain a final exam. The portfolio serves as the final evaluative tool.
- ❖ Instructors should emphasize the writing process (see **Overview: Writing**) and structure assignments so that students are required to work through the steps of the process.
- ❖ If you prefer to use a flipped classroom approach to teaching, you can assign a topic for students to read outside of class and then briefly discuss it in class before moving on to practice. It might also be helpful to assign the pre-test and post-test as part of the outside-of-class assignment.
- ❖ The literature analysis mentioned in the pacing guide is simply a critical discussion of the assigned readings (see the Introduction pages in **Reading Critically** and **Reading Interpretively and Making Inferences**). These readings are selected because they are good examples of the mode of writing that is being discussed. If you are using a textbook, you will have plenty of readings from which to choose. If you are not using a textbook, *Launchpad Solo for Readers and Writers* includes a directory of readings with comprehension quizzes that you can assign to your students (see the unit **Readings with Comprehension Quizzes**).

Tips for Teaching Grammar

- ❖ The grammar topics that appear in the pacing guide are some of the more common problem areas for college students. After learning about a particular grammar topic, students will apply their learning in two ways: (1) they will review their already completed writing and edit it by looking for the specific grammatical error that has been focused on in class; (2) the rubric for the next paper will include the grammar concepts taught prior to the assignment of the paper.

- ❖ The grammar instruction and quizzes may be used to reinforce the just-in-time approach to grammar by focusing on issues reflected in student writing.
- ❖ *LaunchPad Solo for Readers and Writers* includes over 150 Grammar Girl podcasts with downloadable transcripts. These podcasts may be used as part of whole class instruction or assigned as out-of-class work for students. For more information, see the **Grammar Girl Podcasts** unit, which appears near the top of the default list of units. You can also [search Resources](#) for Grammar Girl content.
- ❖ As you teach the different writing concepts, be intentional about reminding students of the connection between writing and reading (see **Overview: Writing**) and the common terminology that is used in both disciplines. This will help students to better understand how and why a particular author wrote in a certain way. In doing so, they will begin to learn what makes writing good and, hopefully, transfer this knowledge to their own writing.

Sample Plan of Instruction for a Writing Course

Week	Instruction	<i>LaunchPad Solo for Readers and Writers</i> Content
#1	Introductions, Overview of Course, and Introduction to <i>LaunchPad Solo for Readers and Writers</i>	Diagnostic Pre-tests: 1. Sentence Grammar 2. Punctuation, Style, and Mechanics
	Discussion of the Reading Process	Diagnostic Pre-tests: 1. Reading Skills 2. Reading Strategies See Overview: Reading
	Topic: Highlighting and Annotating	See the During-reading Strategies content.

#2	<p>Topics: Building Effective Paragraphs/Topic Sentences/Supporting details</p> <p>Using Description Effectively</p> <p>Literature analysis</p>	<p>See the Drafting Paragraphs and Essays content.</p> <p>See the Organizing Ideas and Planning for Writing content.</p> <p>See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.</p>
	<p>Topics: Building Effective Paragraphs/Topic Sentences/Supporting Details/Transitions</p> <p>Using Description Effectively</p> <p>Literature analysis</p>	<p>See the Drafting Paragraphs and Essays content.</p> <p>See the Organizing Ideas and Planning for Writing content.</p> <p>See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.</p>
	Topic: Sentence Fragments	For more information and practice, see the unit on Sentence Structure as well as the unit on Fragments.
#3	Peer Editing/Revision of Descriptive Paragraph	See the unit on Revising (particularly the Review of Strategies for Revising Paragraphs and Essays content) and the unit on Editing.
	Practice: Sentence Fragments (cont.)	For more information and practice, see the unit on Fragments.
	Topic: Run-ons and Comma Splices	For more information and practice, see the unit on Run-ons.
#4	Practice: Run-on Sentences and Comma Splices (cont.)	For more information and practice, see the unit on Run-ons.
	Topic: The Writing Process	See the Introduction to Writing, The Reading-Writing Connection, and Similarities in the Reading and Writing Processes content in Overview: Writing. -
	Topic: Topic, Audience, and Purpose	See the Prewriting Strategies content.
#5	Topic: Generating Ideas	See the Prewriting Strategies content.

	Topic: Organizing Ideas for Illustration/Example Pattern	See Organizing Ideas and Planning for Writing content.
	Topic: Writing Effective Thesis Statements	See Drafting a Thesis Statement content.
#6	Topic: Thesis Statements (cont.)	See Drafting a Thesis Statement content.
	Topic: Drafting an Essay	See Drafting Paragraphs and Essays content.
	Topic: Writing Introductions	See Drafting Paragraphs and Essays content.
#7	Topic: Writing Conclusions and Titles	See Drafting Paragraphs and Essays content.
	Topics: Using Illustration/Example Effectively Literature analysis	See Organizing Ideas and Planning for Writing content. See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.
	Topics: Using Illustration/Example Effectively Literature analysis (cont.)	See Organizing Ideas and Planning for Writing content. See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.
#8	Peer Editing/Revision of Illustration/Example Essay	See the unit on Revising (particularly the Review of Strategies for Revising Paragraphs and Essays content) and the unit on Editing.
	Topic: Subject-Verb Agreement	See the Introduction to Subject-Verb Agreement and the sub-unit on Nearest Noun Agreement (first half of content).

	Topic: Subject-Verb Agreement (cont.)	See Subject-Verb Agreement sub-units on Correct Agreement with <i>There Is/Was</i> and Correct Agreement with Compound Subjects (second half of content)
#9	Topic: Pronoun-Antecedent Agreement and Pronoun Usage	See Overview: Parts of Speech and Nouns
	Topic: Pronoun-Antecedent Agreement and Pronoun Usage (cont.)	For more information and practice, see the unit on Pronouns.
	Topics: Writing a Comparison and Contrast Essay Literature analysis	See Organizing Ideas and Planning for Writing content. See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.
#10	Literature analysis of comparison and contrast readings (cont.)	See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.
	Drafting and editing of introductory paragraph and first body paragraph of comparison and contrast essay	See Organizing Ideas and Planning for Writing, Drafting a Thesis Statement, and Drafting Paragraphs and Essays content.
	Drafting and editing of body paragraphs 2 and 3 and concluding paragraph of comparison and contrast essay	See Organizing Ideas and Planning for Writing and Drafting Paragraphs and Essays content.
#11	Peer editing and revision of comparison and contrast essay	See the Revising: Review of Strategies for Revising Paragraphs and Essays content as well as the Editing content.
	Topic: MLA formatting and documentation, and direct and indirect quotations	See the Introduction to Research, Working with Sources (MLA), and Quotation Marks.
	Topics: Writing a Cause/Effect Essay Literature analysis	See Organizing Ideas and Planning for Writing content. See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.
#12	Literature analysis of cause/effect readings (cont.)	See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.

	Drafting and editing of introductory paragraph and body paragraph 1 of cause/effect essay	See Organizing Ideas and Planning for Writing, Drafting a Thesis Statement, and Drafting Paragraphs and Essays content.
	Drafting and editing of body paragraphs 2 and 3 and concluding paragraph of cause and effect essay	See Organizing Ideas and Planning for Writing and Drafting Paragraphs and Essays content.
#13	Peer editing and revision of cause/effect essay with special emphasis on MLA formatting and use of direct and indirect quotations.	See the Revising: Review of Strategies for Revising Paragraphs and Essays content, and Editing content. For more information and practice with quotations, see the unit on Quotation Marks.
	Topic: Comma Usage	For more information and practice, see the unit on Commas.
	Practice: Comma Usage	For more information and practice, see the unit on Commas.
#14	Topic: Writing a Definition Essay Literature analysis	See Organizing Ideas and Planning for Writing content. See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.
	Literature analysis of definition readings (cont.)	See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.
	Drafting and editing of introductory paragraph and body paragraph 1 of definition essay	See Organizing Ideas and Planning for Writing, Drafting a Thesis Statement, and Drafting Paragraphs and Essays content.
#15	Drafting and editing of body paragraphs 2 and 3 and concluding paragraph of definition essay	See Organizing Ideas and Planning for Writing and Drafting Paragraphs and Essays content.
	Peer editing and revision of definition essay	See the Revising: Review of Strategies for Revising Paragraphs and Essays content, and Editing content.
	Diagnostic Post-Tests 1. Sentence Grammar 2. Punctuation, Style, and Mechanics	Diagnostic Post-Tests: 1. Sentence Grammar 2. Punctuation, Style, and Mechanics

#16	Final Essay Rewrites and Portfolio Submission	
-----	---	--

Sample Rubric for an Essay

Rubric for Documented Cause/Effect Essay

This essay is designed for a traditional writing class in which students are evaluated on mastery of the material—80 percent or higher. Students who do not meet the requirements for each category must revise and resubmit their essay. The point value for each section is included for instructors who prefer to give a numerical grade for the assignment.

Skill	Meets	Revise	Comments
Introduction and Thesis Statement (15 pts.) <ul style="list-style-type: none"> Intro is appealing and provides background Thesis statement is substantive, grounded, assertive, and clear 			
Organization (15 pts.) <ul style="list-style-type: none"> Is logical, unified, and consistent Follows pattern of organization for cause/effect writing 			
Supporting Details (15 pts.) <ul style="list-style-type: none"> Are relevant, specific, and sufficient Are logical and support each topic sentence 			
Conclusion (15 pts.) <ul style="list-style-type: none"> Summarizes main points, emphasizes main idea, and provides closure 			

<p>Grammar and Mechanics (15 pts.)</p> <ul style="list-style-type: none"> • Subject-verb agreement is correct • Pronoun-antecedent agreement is correct • No spelling errors evidenced • Direct and indirect quotations are effectively integrated and correctly punctuated 			
<p>Sentence Structure (15 pts.)</p> <ul style="list-style-type: none"> • Writing is free of fragments, run-ons, and comma splices • Sentences are clear and varied in structure 			
<p>MLA Format (5 pts.)</p> <ul style="list-style-type: none"> • Essay and Works Cited page are correctly formatted • Sources are correctly documented 			
<p>Process (5 pts.)</p> <ul style="list-style-type: none"> • Submission of prewriting, rough draft, and peer editing sheet 			

Tips for Using the Product in an Integrated Reading and Writing Course

The plan of instruction for an integrated reading and writing course at the end of this section shows you how to supplement your instruction with content from *LaunchPad Solo for Readers and Writers*. The tips below further explain how to incorporate the material and also give you additional ideas for how to use this valuable resource.

Getting Started

- ❖ The plan of instruction is based on a sixteen-week semester with three days per week of in-class instruction.
- ❖ The course itself is designed to be either an upper-level developmental integrated reading and writing course or an entry-level curriculum English course.

- ❖ The plan of instruction does not have quizzes factored into the days of instruction. If you choose to use quizzes or tests, these could be administered through LaunchPad Solo and assigned for completion outside of class. Each unit of instruction has both a pre-test and a post-test that you can use to measure student progress. You may modify the pre- and post-tests to emphasize what you have covered in class lectures and practice, or you can create your own quizzes and administer them through LaunchPad.

Introducing and Using LaunchPad Solo for Readers and Writers

- ❖ On the first or second day of class, students should be given a virtual tour of the product so they will be familiar with how to log in and access the assigned material. If students do not yet have access to the product, they can view these short introductions on YouTube: [Introduction to LaunchPad Solo for Readers and Writers](#) and [Getting Started with LaunchPad](#).
- ❖ Assign the **Welcome Unit**, which includes information for both students and instructors.
- ❖ Be sure to explain to students the purpose for including LaunchPad material as a part of the course's instructional content. This will help them see LaunchPad as an integral part of the course.
- ❖ The pre-tests are designed to be completed outside of class. It is recommended that you assign the diagnostic pre-tests before opening your course for enrollment ([Learn how to assign individual items within a unit](#)). Unlike other quizzes in *LaunchPad Solo for Readers and Writers*, the diagnostics are visible to students even if they aren't assigned.
- ❖ The two reading pre-tests will give both you and your students an idea of how well they understand basic reading skills and the strategies that are so important to their success in the class. The two writing pre-tests are grammar and mechanics tests that show how well students can write coherent, complete, and grammatically correct sentences. You may use the results of these pre-tests to assign work to individual students or to pinpoint areas of

weakness for the entire class that will enable you to target specific problems in your in-class instruction. To preview the contents of a diagnostic assessment, click on the test, then click on “View Questions.”

- ❖ The material housed in the product can be used effectively for in-class instruction. For example, if you were teaching your students how to actively read a text, you could first use the pre-test (projected on a screen) as a class discussion to determine what they already know about the subject. You could then use the video (included in **Overview: Reading**) as a way to introduce the concept. You also have the option to upload videos from outside sources that might help your instruction (see [Adding Content to a LaunchPad Unit](#)). Following the presentation of the instructional material, you could use the exercises and the post-tests as whole-group activities or you could use them as homework assignments to reinforce the whole-group instruction.
- ❖ The pre-tests, post-tests, and exercises are all excellent resources for instructors. The pre- and post-tests are customizable (see [How do I add, move, or remove questions in a quiz?](#)). They ask students to apply what they know about the skill or strategy in order to answer the questions.

Tips for Teaching Integrated Reading and Writing (IRW)

- ❖ Many IRW instructors have a background in either reading or writing, but few have expertise in both content areas. *LaunchPad Solo for Readers and Writers* can be an invaluable resource to those instructors who are teaching either reading or writing for the first time. The instructional materials presented in both of the content areas provide all you will need to gain familiarity with the content and teach it to your students. In each unit, you will find lecture material, a video, a practice exercise, and a pre-test and post-test.

- ❖ The integrated reading and writing plan of instruction shows both the reading and the writing foundational material “frontloaded” in the syllabus. The first four or five weeks of the course are spent in explaining the basic concepts of reading and writing. Once this foundation is laid, the remainder of the semester is spent putting the skills and strategies into practice.
- ❖ In an IRW class, reading is the central piece of instructional material. All instruction is related in some way to the reading. As you look at the foundational material that is presented in the first four weeks of class, you will see that the basic skills and strategies are practiced by using a thematic reading. In the second half of the semester, all of the writing assignments spring from thematic readings.
- ❖ Some instructors of an IRW course believe that less is more—that fewer readings and writing assignments should be used and that they should be explored deeply. If you teach your class in this way, *LaunchPad Solo for Readers and Writers* will be of tremendous help to you. You will have time to explore more of the content and assign more of the practice exercises.
- ❖ In an IRW course, you must be intentional in connecting the two content areas if you want your students to see the connection. With each lesson that you teach, you should connect reading to writing and writing to reading. The overview units (**Overview: Reading** and **Overview: Writing**) contain information about the relationship and the similarities in the two processes that will help you explain the reading-writing connection to your students.
- ❖ The most logical way to teach an integrated reading and writing course is to teach it in cycles of instruction by working through the two processes. After frontloading the course with the basics of the reading process and the writing process, you can teach the remainder of the skills within the context of the reading-writing cycle, beginning with the reading process (pre-reading, during-reading, post-reading) and moving to the writing process

(prewriting, drafting, and revising/editing). A reading is always the focus of the cycle and a piece of writing (not necessarily an essay) is the culminating activity of the cycle.

- ❖ In teaching a 16-week IRW course, it is very difficult to cover all of the important content in both reading and writing. To help with this issue, you can assign the simpler concepts for students to read and practice outside of class while you focus on the more critical content in class. It might also be helpful to assign the pre-test and post-test as outside-of-class assignments.
- ❖ If you choose to organize your class around themes, you will most likely source your readings from an IRW textbook or the Internet. Sourcing thematic readings from the Internet can be very time consuming; a textbook that has thematically arranged readings is a much easier option. See the Directory of Readings in **Readings with Comprehension Quizzes** to view readings by theme and dominant mode.
- ❖ Although the plan of instruction shows essays as writing assignments, you have the option to vary the writing tasks. Low-stakes writing assignments such as personal reflections, summaries, letters, journals, and group writing activities that spring from reading can help students to learn without the pressure of a major grade. They also make life a little easier for instructors in that they do not have to be formally graded. A check or completion grade often can suffice.

Tips for Teaching Grammar and Mechanics

- ❖ With the amount of material that needs to be covered in an IRW course, there is not a lot of extra time to devote to grammar and mechanics instruction; nevertheless, it is important that you target the skills in which your students are weak and provide them with practice to address their deficiencies. The sample plan of instruction presents grammar instruction as five- to ten-minute mini-lessons during which the instructor simply explains the concept. If

practice or further instruction is needed, *LaunchPad Solo for Readers and Writers* has over 150 Grammar Girl podcasts and also many videos and quizzes on most grammar or mechanics issue that students might have. The section overviews in LaunchPad provide more information on the grammar and mechanics content.

Sample Plan of Instruction for an Integrated Reading and Writing Course

Week	Instruction	<i>LaunchPad Solo for Readers and Writers</i> Content
#1	Introductions, Overview of Course, and Intro to <i>LaunchPad Solo for Readers and Writers</i>	Diagnostic Pre-Tests: 1. Reading Skills 2. Reading Strategies
	Topic: The Reading Process and the Reading-Writing Connection	(Reading) See the Introduction to Reading/Overview of Reading content. (Reading) See the Reading-Writing Connection, and Similarities in the Reading and Writing Processes content.
	Topic: Active Reading	(Reading) See Introduction to the Active Reading Process content.
#2	Topic: Pre-reading Strategies: Skimming and Scanning	(Reading) See the Pre-reading Strategies content.
	Topic: Pre-reading Strategies: Making Connections, Making Predictions, and Asking Questions	(Reading) See the Pre-reading Strategies content.
	Introduce Theme #1 Practice: Pre-reading Strategies in Action with Theme #1, Reading #1	(Reading) See the Pre-reading Strategies content. See Readings with Comprehension Quizzes. Diagnostic Pre-Tests: 1. Sentence Grammar 2. Punctuation, Style, and Mechanics

#3	Topic: During-reading Strategies: Highlighting and Annotating	(Reading) See the During-reading Strategies content.
	Practice: During-reading Strategies in Action: Highlighting and Annotating with Theme #1, Reading #1	(Reading) See the During-reading Strategies Content See Readings with Comprehension Quizzes.
	Topic: Post-reading Strategies: Summarizing and Paraphrasing	(Reading) See Post-reading Strategies content.
#4	Practice: Post-reading Strategies in Action: Summarizing and Paraphrasing with Theme #1, Reading #1	(Reading) See Post-reading Strategies content. See Readings with Comprehension Quizzes.
	Topic: Post-reading Strategies: Note-Taking and Outlining	(Reading) See Post-reading Strategies content.
	Grammar Mini-Lesson—Sentence Fragments Practice: Post-reading Strategies in Action: Note-Taking and Outlining with Theme #1, Reading #1	For more information and practice, see the unit on Fragments. (Reading) See Post-reading Strategies content. See Readings with Comprehension Quizzes. For more information and practice, see the unit on Fragments.
#5	Topics: Understanding Vocabulary and Strategies for Decoding Meaning	(Reading) See Understanding Vocabulary content.
	Topic: Roots, Prefixes, and Suffixes	(Reading) See Understanding Vocabulary content.
	Topics: Context Clues and Denotation/Connotation	(Reading) See Understanding Vocabulary content.
#6	Topic: The Writing Process Review of relationship between reading and writing	(Writing) See the Introduction to Writing, (Reading) See The Reading-Writing Connection, and Similarities in the Reading and Writing Processes content.
	Topic: Prewriting strategies/Brainstorming	(Writing) See the Prewriting Strategies content.

	<p>Grammar Mini-Lesson—Run-on Sentences and comma splices</p> <p>Topic: Review of paragraph and essay structure</p>	<p>For more information and practice, see the unit on Run-on Sentences.</p> <p>(Writing) See Drafting Paragraphs and Essays content.</p>
#7	<p>Topic: Organizing Ideas for Illustration/Example Pattern</p> <p>Literature Analysis: Theme #1, Reading #2</p>	<p>(Writing) See Organizing Ideas and Planning for Writing content.</p> <p>(Reading) See Recognizing Patterns of Organization content.</p> <p>(Reading) See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.</p> <p>See Readings with Comprehension Quizzes.</p>
	<p>Topic: Writing a Thesis Statement</p> <p>Topic: Writing Introductions</p>	<p>(Writing) See Drafting a Thesis Statement Content.</p> <p>(Reading) See Identifying Topics, Main Ideas, and Supporting Details content.</p> <p>(Writing) See Drafting Paragraphs and Essays content.</p>
	<p>Topic: Writing Conclusions and Titles</p>	<p>(Writing) See Drafting Paragraphs and Essays content.</p>
#8	<p>Grammar Mini-Lesson—Subject-Verb Agreement</p> <p>Topic: Peer Editing/Revision of Illustration/Example Essay</p>	<p>For more information and practice, see the unit Subject-Verb Agreement.</p> <p>(Writing) See the Revising content, the Review of Strategies for Revising Paragraphs and Essays content, and the Editing content.</p>
	<p>Topic: Peer Editing/Revision of Illustration/Example Essay (cont.)</p>	<p>(Writing) See the Revising content, the Review of Strategies for Revising Paragraphs and Essays content, and the Editing content.</p>

	<p>Topic: Writing a Comparison/Contrast essay</p> <p>Introduce Theme #2</p>	<p>(Writing) See Organizing Ideas and Planning for content.</p> <p>(Reading) See Recognizing Patterns of Organization content.</p> <p>(Reading) See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.</p> <p>See Readings with Comprehension Quizzes.</p>
#9	Literature Analysis: Theme #2, Reading #1	<p>(Reading) See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content.</p> <p>See Readings with Comprehension Quizzes.</p>
	Drafting and editing of introductory paragraph and body paragraph 1 of comparison and contrast essay	<p>(Writing) See Organizing Ideas and Planning for Writing content.</p> <p>(Reading) See Recognizing Patterns of Organization content.</p> <p>(Writing) See Drafting a Thesis Statement content.</p> <p>(Reading) See Identifying Topics, Main Ideas, and Supporting Details content.</p> <p>(Writing) See Drafting Paragraphs and Essays content.</p>
	Drafting and editing of body paragraphs 2 and 3 and concluding paragraph of comparison and contrast essay	<p>(Writing) See Organizing Ideas and Planning for Writing content.</p> <p>(Reading) See Recognizing Patterns of Organization content.</p> <p>(Reading) See Identifying Topics, Main Ideas, and Supporting Details content.</p> <p>(Writing) See Drafting Paragraphs and Essays content.</p>

#10	Peer editing and revision of comparison and contrast essay	(Writing) See the Revising content, the Review of Strategies for Revising Paragraphs and Essays content, and the Editing content.
	Peer editing and revision of comparison and contrast essay (cont.)	(Writing) See the Revising content, the Review of Strategies for Revising Paragraphs and Essays content, and the Editing content.
	Topic: MLA formatting and documentation, and direct and indirect quotations	(Writing) See the Research units. For more information and practice on quotations, see the Style and Mechanics unit.
#11	Mini-Lesson—Pronoun-Antecedent Agreement and Pronoun Usage Topic: Writing a Cause/Effect Essay	For more information and practice, see the units on Parts of Speech: Pronouns. (Writing) See Organizing Ideas and Planning for content. (Reading) See Recognizing Patterns of Organization content.
	Literature Analysis: Theme #2, Reading #2	(Reading) See Overview: Reading, Reading Interpretively and Making Inferences, and Reading Critically content. See Readings with Comprehension Quizzes.
	Drafting and editing of introductory paragraph and body paragraph 1 of comparison and contrast essay	(Writing) See Organizing Ideas and Planning for Writing content. (Reading) See Recognizing Patterns of Organization content. (Writing) See Drafting a Thesis Statement content. (Reading) See Identifying Topics, Main Ideas, and Supporting Details content. (Writing) See Drafting Paragraphs and Essays content.

#12	Drafting and editing of body paragraphs 2 and 3 and concluding paragraph of comparison and contrast essay	<p>(Writing) See Organizing Ideas and Planning for Writing content.</p> <p>(Reading) See Recognizing Patterns of Organization content.</p> <p>(Reading) See Identifying Topics, Main Ideas, and Supporting Details content.</p> <p>(Writing) See Drafting Paragraphs and Essays content.</p>
	Peer editing and revision of cause/effect essay with special emphasis on MLA formatting and use of direct and indirect quotations	<p>(Writing) See the Revising, Review of Strategies for Revising Paragraphs and Essays content, and Editing content.</p> <p>See the Research units and the unit on Quotation Marks.</p>
	Peer editing and revision of cause/effect essay with special emphasis on MLA formatting and use of direct and indirect quotations (cont.)	<p>(Writing) See the Revising, Review of Strategies for Revising Paragraphs and Essays content, and Editing content.</p> <p>See the Research units and the unit on Quotation Marks.</p>
#13 - #16	Mini-Lesson—Comma Usage	For more information and practice, see the units Commas and Overview: Style and Mechanics.
	The final weeks of the semester will be devoted to an independent reading/writing project that showcases the students' understanding of both the reading and the writing process and related strategies. They will be required to use either the Theme #1 or Theme #2 readings and find two additional related sources to use for support. After locating the readings, they will brainstorm a topic, decide on a pattern of organization, develop a thesis statement, draft an essay, incorporate sources correctly, and edit and revise their work. Writing conferences, mini-lessons, and revision workshops will be used as needed.	Students may use any of the information in <i>LaunchPad Solo for Readers and Writers</i> that they have been assigned throughout the semester.

	Diagnostic Post-Tests	Diagnostic Post-Tests: 1. Reading Skills 2. Reading Strategies
	Diagnostic Post-Tests 1. Sentence Grammar 2. Punctuation, Style, and Mechanics	Diagnostic Post-Tests: 1. Sentence Grammar 2. Punctuation, Style, and Mechanics