“The best part is when we lose track of time reading, and the bell just rings… We’d rather keep reading in iLit on our iPads!”

— Lilly, 9th grade
SPARK A NEW FLAME.

“iLit makes you want to learn more…it’s an iPad. What kid wouldn’t want to learn on an iPad?” — Ben, 10th grade

Motivate me by giving me what I want to read.

**Inspired Tools.** Over 1600 literary and nonfiction texts across 9 reading levels with more than 100 in the beginning reading level at students’ fingertips in an *iTunes*-like digital library.

**Get Social.** Interact with class polls, classmates, and teachers. Participate in academic discourse where knowledge gained from reading is put to use to take a stand and synthesize learning.

**Engage Me.** Format and function that is intuitive and modern.

**Make It Personal.** A gaming interface, customizable work space, and personalized feedback keep it interesting.

**Who Will I Become?** Thinker, Reader, Writer, Speaker, Innovator, Collaborator, Creator. Prepare me for an ever-changing world ahead of me.
TEACHING LITERACY.

“Now I see total engagement for the full forty-minute class. When I say, “Time to put the iPads away: they can’t believe the period is over!””
— Troy Sowers, iLit Teacher

Help me model, coach, and engage.

Bridge where my students are today to Common Core rigor. Provide the modeling and support needed for students to comprehend complex tests.

Adapt instruction and texts to students’ learning levels. Offer instant personalization driven by a wide range of embedded formative assessments, including performance tasks.

Anchor learning in text-based writing tasks and discussions. Encourage my students to think, talk, make arguments, and find evidence in the text.

Empower my students to take ownership of their learning. Give them instant feedback they can react to and act on.

Fit my teaching style. Engage my students with interactive tools the make instruction interesting.

Make me a dynamic learning coach. I will model the practices they need to achieve. Review 360 behavior management strategies are built right into the Teacher App.
WATCH ME JUMP 2 GRADE LEVELS.

Get me to where I need to be.

Implement with fidelity. Gain two grade levels of reading growth in a single school year.

“I’ve already seen—and the data shows it—our kids moving up multiple levels. Comprehension is growing in both reading and science. Kids are taking the skills they learn in iLit and applying them in other subject areas.”

— Sue Moyer, Assistant Principal
INTERACTIVE CLASSROOM

Connect us so we interact to learn.

The *iLit* classroom becomes an interactive, collaborative engine for academic conversation, conferencing, and polling.

The **iLit** CLASSROOM POWERED BY THE **iLit** SYSTEM

- The Teacher mobile device
- The Student mobile device
- The Cloud-Based client-server

CLOUD-BASED SERVER-CLIENT
INSTRUCTIONAL MODEL

Engage my students as “thinking” readers who discuss texts and find Spark a passion for reading. Designed in the workshop model instruction is gradually released to students to take ownership of learning

TIME TO READ | VOCABULARY | READ ALOUD, THINK ALOUD | CLASSROOM CONVERSATION | WHOLE GROUP | WORK TIME

TIME TO READ

Each student chooses from a leveled e-library of more than 1000 high-interest trade books and reads independently. The teacher conferences with individual students on a weekly basis.

Search for engaging fiction and nonfiction with a Lexile® range of 100–1900.

VOCABULARY

The teacher uses contextual sentences, media, and interactive surveys to instruct students on 1–3 vocabulary words selected from the day’s reading.

Use whole class assessments to instantly adapt instruction.

READ ALOUD, THINK ALOUD

The teacher reads aloud an on-level anchor text, stopping periodically to model close reading strategies. The Read Aloud text anchors and drives the day’s lesson.

Give students a first-person view into the habits of great readers.
evidence while building vocabulary, comprehension and writing skills.

**WHOLE GROUP**

The teacher provides modeling and direct instruction on reading skills, vocabulary terms, and elements of writing. Students complete guided practice activities.

Cultivate reasoning, critical thinking, and problem solving as students learn to close read text and find text-based evidence.

**WORK TIME**

Students work individually to apply the strategies on an Interactive Reader, complete personalized skills practice, and write and revise coached writing assignments. The teacher provides intensive small-group instruction to select students.

Measure reading growth every week with a true performance-based assessment that teaches students to find answers in the text and to summarize what they’ve read.

**CLASSROOM CONVERSATION**

The teacher launches academic, text-dependent conversations around the Read Aloud, Think Aloud text. Students grow into confident speakers as they use examples from the text to support their positions.

Center instruction on a Read Aloud text and then use that text to fuel academic conversations where students find evidence from the text to support their positions.

**TIME TO READ | VOCABULARY | READ ALOUD, THINK ALOUD | CLASSROOM CONVERSATION | WHOLE GROUP | WORK TIME**
**WORD STUDY**

*iLit* includes a systematic word study strand, featuring high-interest carefully crafted nonfiction texts written by Freddy Hiebert. Extensive explicit instruction and practice in foundational reading skills students reading many grades below level need, including fluency, phonological awareness, phonics, and word study connected to whole class and small group lessons.

1. **DIRECT EXPLICIT INSTRUCTION**
   - **TIME TO READ**
     - Phonics: Read Words With Short Vowels
     - Students identify the vowel sound in a word and then associate it with the short vowel sound as *a* in * ata*. Today students will identify and write words with initial sounds. They will use the sound to sort words into a card sort category.
     - Ask students to read the words: *cat, rat, bat, mat, hat, rat, hat*. Then write the words on the board. Give the students a card sort category. Today students will practice writing words that begin with the same or different sounds. Help students to write the following words: *cat, rat, bat, mat, hat, rat, hat, bat, cat*.

2. **FOCUSED WORD-BASED PRACTICE**
   - **PRACTICE IN VOCABULARY**
     - **CONTROLLED TEXTS**
       - **•** Practice a solid base of phonological awareness
         - **FOCUSED WORD-BASED PRACTICE**
           - **•** Connect phonics to comprehension
             - **SMALL GROUP SUPPORT**
               - **•** Decode unfamiliar words
               - **•** Segment text into meaningful chunks
iLit is a comprehensive digital reading intervention with proven instructional model designed to deliver two grade levels of reading growth in a single year. iLit combines summarization and essay writing activities. Used for both instruction and assessment, iLit gives students immediate, targeted feedback needed to develop the reading comprehension and writing skills that are critical for academic success.

HOW IT WORKS

Teacher introduces a writing skill through an argumentative, or narrative model text

Teacher guides student analysis of model text

Student uses feedback from writing engine to revise paragraph

Student applies skill to complete scaffolded mini-assignment

Student drafts a paragraph using Pearson’s exclusive writing engine

Students extend learning by writing narrative, informative, and argumentative essays

GET INDIVIDUALIZED FEEDBACK

Pearson’s exclusive writing engine provides point-of-use instruction and personalized feedback in argumentative, narrative, and informative writing. It encourages revision and evaluates how well students develop and support a claim.
ASSESSMENT
ARM ME WITH DATA THAT I CAN ACT ON.

I need more than just multiple choice to measure real reading comprehension.

**DIAGNOSE & MEASURE** | Identify a student’s starting point to capture reading growth

Act on meaningful data using a diagnostic assessment for placement and get an independent measurement of reading growth. Powered by Pearson’s GRADE™

**ADAPT WITH FORMATIVE TOOLS** | Keep a constant check on understanding

- Motivate students to “own” their learning with instant feedback.
- Create a personalized practice plan that focuses on the weak points identified in tests; check how well it worked with post tests.
- Use data points to group students so you can give individual attention to the students who need it most.

**BENCHMARK LEARNING** | Capture data on skills mastery

- Gauge where students are at a specific point in their instruction.
- Benchmark student learning for each unit—about every 5 weeks.
COLLEGE & CAREER READY
BRIDGE WHERE MY STUDENTS ARE TODAY TO COLLEGE & CAREER READY EXPECTATIONS.

Help my student comprehend complex texts and engage them in close reading practice at their own levels.

FOCUS ON THE TEXT
Anchor instruction in grade-level texts and shorter works that increase in complexity through the year.

READ INDEPENDENTLY EVERY DAY
Develop students’ knowledge base and love of reading by giving them daily access to and e-library of 400 fiction and nonfiction titles.

INCREASE EXPOSURE TO NONFICTION
Align instruction to the future demands of college and careers through teacher modeling and close reading of informational text.

Students use text evidence to write a summary for every Interactive Reader. Get them thinking in different ways by using text evidence to respond to critical thinking questions.

MEASURE PROGRESS WITH PERFORMANCE TASKS
Center reading and writing on text-dependent questions to drive deep comprehension.

DRAW EVIDENCE FROM TEXTS TO WRITE
Guide students to proficiency in argumentative, narrative, and informative writing with a personalized feedback engine.

CHANGE THE NATURE OF CLASSROOM DISCUSSION
Engage students in structured academic discussions focused on the anchor texts they are reading every day in the iLit classroom.
REPORTING
MONITOR STUDENT GROWTH.

I want to adapt instruction with ease.

ACCESSIBLE DATA FOR TEACHERS

iLit’s Performance Dashboard gives teachers easy access to all of the assessment data gathered by the program. Teachers can quickly see snapshots of the class’s overall performance or drill down to see which skills an individual student has yet to master. iLit presents data in a way that allows teachers to accurately monitor student growth and adapt instruction to increase student achievement.

DASHBOARD

• Performance warnings appear on the class performance page. Tap any to find more information.
• Ovall class progress in key skill areas is available at a glance.
• Monitor progress in all skill areas.
• Create custom views and compare schools, classes, and student groups.
RESULTS
SHOW ME HOW iLIT WORKS.

I need to see how iLit promotes reading growth.

iLit has produced strong average gain in classrooms across the country in its first two years of use. These include both 90-minute and 45-minute implementations.

<table>
<thead>
<tr>
<th>GAINS IN READING LEVEL (GLE)</th>
<th>PERCENTILE GROW</th>
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<tbody>
<tr>
<td><strong>SOUTHERN HIGH SCHOOL</strong></td>
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<tr>
<td>Louisville, KY</td>
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<tr>
<td>9th</td>
<td>90 MINS</td>
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<td>Gains**</td>
<td>2.30 YEARS</td>
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<tr>
<td><strong>WILLIAM PENN SCHOOL</strong></td>
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<td>York City School District, PA</td>
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<tr>
<td>9th</td>
<td>45 MINS</td>
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<tr>
<td>Gains**</td>
<td>2.02 YEARS</td>
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<tr>
<td><strong>NORRIS MIDDLE SCHOOL</strong></td>
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<tr>
<td>Airport, WI</td>
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<tr>
<td>8th</td>
<td>90 MINS</td>
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<tr>
<td>Gains**</td>
<td>2.21 YEARS</td>
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<tr>
<td><strong>SANDALWOOD HIGH SCHOOL</strong></td>
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<td>Jacksonville, FL</td>
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<td>9th</td>
<td>90 MINS</td>
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<tr>
<td>Gains**</td>
<td>2.23 YEARS</td>
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<tr>
<td><strong>KIPP ACADEMY</strong></td>
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<td>Houston, TX</td>
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<td>9th</td>
<td>90 MINS</td>
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<tr>
<td>Gains**</td>
<td>2.34 YEARS</td>
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**iLit Student Success Stories**

The strong average gains in classes, schools, and districts result from the amazing achievements of thousands of individual students many of whom had never read ebook before they started in iLit. Here are examples of incredible student gains after a year in it.

**Independent Research Results for iLit**

In an independent study conducted by Gatti Associates, iLit students in a Southern California Middle School substantially outperformed the control group on the GRADE™ assessment in their overall scores and in sub-scores for Vocabulary, Total Comprehension, and Sentence Comprehension.
iLit ELL is designed to build language. iLit ELL engages students in reading, listening, speaking, and writing through a game-based interfaced. It provides a series of 45-minute lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of language proficiency.

Accelerate language development and inspire literacy. The cornerstone of iLit is the digital library of 1,600+ dynamically visual, high-interest books with a Lexile range of BR-1500+. Motivate students to read with choice and grow their reading level at least two years. Enhanced for ELLs, look up the meaning of any word in the text, translate it into 44 different languages, or check out a visual definition in iLit’s picture dictionary.

- Scaffolding support for all ELP levels in every stage of every lesson
- SIOP® in Practice notes integrate the SIOP® Model right into lesson plans
- Explicit instruction and practice with academic vocabulary
- Classroom Conversations promote academic discourse
- Word study activities for practice with foundational literacy skills
- Oral fluency practice and automated scoring
- Daily writing connected to reading with automated, instant feedback
- Integrated TELL assessment to progress monitor language proficiency growth

“Students usually take 3-5 years to move up into the next ELL level. For the first year of implementation for ELL students, these results are great! The scale score growth is amazing for these students, some of which made gains in the multiple hundreds!”

— Sue Long, Principal
Jackson School
iLit is designed to build and strengthen the overall reading proficiency of students by immersing them in a series of 45-minute period courses that emphasize effective research-based strategies shown to improve overall reading abilities. Daily 45-minute teaching blocks provide opportunities for high-interest reading practice as well as systematic skill development.

**45-Minute Weekly Instructional Flow**

**DAY 1**
- Time to Read
- Vocabulary Word Study
- Whole Group Instruction
- Work Time

**DAY 2**
- Vocabulary
- Read Aloud
- Think Aloud
- Whole Group Instruction
- Work Time

**DAY 3**
- Vocabulary
- Read Aloud
- Think Aloud
- Whole Group Instruction
- Work Time

**DAY 4**
- Vocabulary
- Read Aloud
- Think Aloud
- Classroom Conversation
- Work Time

**DAY 5**
- Time to Read
- Vocabulary Word Study
- Classroom Conversation
- Work Time

“I know who is doing what and how well.”
— Nancy Oui, Teacher, iLit