Research has long supported The Penn Literacy Network (PLN) frameworks and best practices: The Four Lenses of Learning and The Five Reading Writing Talking Processes. There are two categories of evidence:(1) the highly regarded "expert opinion" of foundations, 22 major professional education associations, experts in literacy education, outstanding thinkers in education and outstanding teachers and (2) meta-evidence which analyzes and summarizes multi-method research over time that relates to teaching/learning/assessing literacy across the curriculum and across grade levels. PLN's work has always been evidence-based. The following studies are examples of exceptional merit and relevance that were the foundation of PLN when it began in 1981:

Source:
The Plainer Truths of Reading Writing Talking Across the Curriculum, Dr. Morton Botel (2010)
Chapter 8: Evidence Supporting "Best Practices": Expert Judgment and Meta-Research, Dr. Morton Botel
https://www.gse.upenn.edu/pln/about/research

Literacy across the curriculum is at PLN's core and is aligned with the findings of The Carnegie Corporation's Council for Advancing Adolescent Literacy. In its report *The Time to Act*, Carnegie persuasively concludes: "school leaders structure their schools around literacy, hire teachers skilled at teaching it across all subjects, and help teachers build on those skills. It urges district leaders to ensure good professional development in literacy for all principals and teachers, helps them analyze data to shape professional development in literacy and not shy away from 'reorganizing' their districts if that's what it takes to make literacy the cornerstone of schools' work." Furthermore, this emphasis places comprehensive literacy frameworks across grade levels and the curriculum, confirming the position statement of 22 national professional education associations in *The Essentials of Education* for a "renewed commitment to a more complete and more fulfilling education for all students."

Source: Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success (2009)
Carnegie Council For Advancing Adolescent Literacy
The Essentials of Education (1981) including the following chapter: *Specifying the Essentials in a School Curriculum,*
Botel Position Statement of 22 National Professional Education Associations, *The Essentials of Education* (1981)

PLN's Four Lenses of Learning and Five Reading Writing Talking Processes provide a co-constructionist framework that creates learning experiences rich in problem-solving, critical thinking, and logical reasoning. Through the implementation of these structured processes across the curriculum, teachers and teacher leaders create a common, balanced language and shared literacy practice within schools and school districts. Cumulative studies, national panels, Meta correlation and Meta experimental research provide strong support for PLN's frameworks:

- The National Reading Panel (2002) regards comprehension as essentially a co-constructionist process. It supports the intentional, interactive and inquiry based practice of students transacting with texts in the development of reading comprehension. Particularly important is teaching students to draw on their prior knowledge and experience and apply them to texts.

- According to The National Reading Panel (2006), research published in *Becoming a Nation of Readers* (1985) and other reports, a key component to this balance is creating time in the curriculum across subjects for students to independently read self-selected texts. PLN maintains that this is part of the critical practice within Process #3: Extending Reading and Writing.

- Jerome Bruner, recognized as the most distinguished theoretician and researcher in cognitive studies, as early as 1973, provided the methodological theory for co-constructionist investigations when he described an inquiry approach to teaching and learning that he called "combinatorial playfulness."