PROVEN TO CLOSE THE LITERACY ACHIEVEMENT GAP
LANGUAGE! CHANGES LIVES ...

• Rapidly advances struggling readers to **grade-level literacy**
• Fills gaps in literacy learning and ensures **strong foundational skills**
• Builds student experience with **literary and informational text**
• Prepares students for **literacy in the content areas**
• Provides comprehensive results documentation—**proven to accelerate growth**
• Meets specific student needs with **multiple entry and exit points**
  and **ongoing differentiation**
• Integrates powerful technology to empower teachers to **deliver instruction digitally**
• Incorporates Six Traits of Writing to help students build **sophisticated writing skills**

**LANGUAGE!** has increased the gains we've seen on state testing. Beyond that, we've also seen the confidence of the students improve as they have experienced success. **LANGUAGE!** is not just a reading program or a grammar program; it's a curriculum that changes lives.

—Lorena Hendricks
Former ESL Teacher
Fremont County Schools, Idaho

We've reduced our numbers [of students requiring intervention] from over 3,000 to 1,100. That didn't happen by accident; that happened because we are implementing [**LANGUAGE!**] at an earlier age. The huge numbers that we were inheriting in middle school we've already remediated by the time they are leaving fifth grade.

—Christy-Becknell Brown
Elementary Coordinator, Akron, Ohio
Office of Special Education

**INCLUDES**
**Focus on English Learning**
components for English learners

**eBooks**
WHAT IS THE LANGUAGE! CURRICULUM?

LANGUAGE!® is an intensive intervention for students in grades 4–12 who are substantially below grade-level expectations for literacy. With an explicit, systematic approach that is proven to accelerate the growth of struggling readers and nonreaders, LANGUAGE! integrates instruction across key literacy strands—foundational skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English.

LANGUAGE! Integrates Instruction Across Key Literacy Strands and Translates into Consistent Six-Step Lessons

From Oral Fluency to Sound

STEP 1 Phonemic Awareness and Phonics
STEP 2 Word Recognition and Spelling
STEP 3 Vocabulary and Morphology
STEP 4 Grammar and Usage
STEP 5 Listening and Reading Comprehension
STEP 6 Speaking and Writing

From Oral Fluency to Sound in every lesson

LANGUAGE! Reaches a Broad Range of Students Who Need Intervention

By providing age-appropriate instruction with varying entry points, exit points, pacing, and differentiation options, LANGUAGE! addresses the needs of students in grades 4–12 who:

- Require immediate and intensive intervention support
- Typically perform two or more years below grade level
- Are experiencing serious reading difficulties or have significant gaps in their literacy foundation
- Need to acquire knowledge of academic language
- Are English learners, including newcomers who benefit from Everyday English Plus
HISTORY OF DEMONSTRATED RESULTS

LANGUAGE! Students Exceed Typical* Lexile Growth
Three-Year Cohort, 42 States, 163 Districts, Grades 4-11, 2011-2014

LANGUAGE! 4th Edition
Language Reading Scale Results

<table>
<thead>
<tr>
<th></th>
<th>Initial Lexile</th>
<th>Final Lexile</th>
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<tbody>
<tr>
<td>All AB Students</td>
<td>106</td>
<td>346</td>
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<tr>
<td>(n=15,795)</td>
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<tr>
<td>All CD Students</td>
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<td>654</td>
</tr>
<tr>
<td>(n=12,226)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All EF Students</td>
<td>749</td>
<td>852</td>
</tr>
<tr>
<td>(n=2,175)</td>
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</table>

*These are typical results for an average student at the 50th percentile based on research from MetaMetrics®: typically, students in grades 4-8 grow 50-100L in one year, and students in grades 9-11 grow 25-50L in one year.

LANGUAGE! Students Increase Their Overall Percentile Rank in Spelling, Indicating a Gain of More Than a Year’s Worth of Growth
Three-Year Cohort, 42 States, 163 Districts, Grades 4–11, 2011–2014

Average Lexile Gain for LANGUAGE!
Students Who Received Instruction in:

Books A & B: 240 Lexile Gain
Books C & D: 172 Lexile Gain
Books E & F: 103 Lexile Gain

Typical* Growth Grades 4–8: 50–100L
Typical* Growth Grades 9–11: 25–50L


<table>
<thead>
<tr>
<th></th>
<th>Initial PA</th>
<th>Final PA</th>
</tr>
</thead>
<tbody>
<tr>
<td>All AB Students</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>(n = 18,683)</td>
<td></td>
<td></td>
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<tr>
<td>All CD Students</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>(n = 13,313)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All EF Students</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>(n = 2,518)</td>
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</table>
Substantial Increase in Students Scoring At or Above Grade Level on the North Carolina End-of-Grade Assessment

Students Make Significant Achievement-Level Gains Across Grade Levels and Student Populations on the California Standards Test for ELA
Hawthorne School District, California, Grades 6–8, 2006–2007

FILLS GAPS IN LITERACY FOUNDATION

STEP 1 Phonemic Awareness and Phonics

Helps students learn the building blocks of the English language, progressing from basic to more complex across the curriculum.

In LANGUAGE!, students recognize that words are composed of phonemes, or sounds, and that those sounds map onto letters.

- Phoneme awareness
- Syllable awareness
- Morpheme awareness
- Sound-spelling correspondence
- Syllable types
- Inflectional endings
- Prefixes and suffixes

Unit 13, Lesson 6

Unit 13, Lesson 3
**Foundational Skills**

**Teaches students how to fluently read and spell words.**

**Step 2: Word Recognition and Spelling**

Students Progress to Complex Reading and Spelling

Students combine letters sounds and letters to build words to read and spell

\[ w + e + b = \text{web} \]

Students combine all syllable types to build multisyllabic words

\[ \text{spi} + \text{der} = \text{spider} \]

Students use prefixes, roots, and suffixes to build multisyllabic words

\[ \text{in} + \text{flec} + \text{tion} + \text{al} = \text{inflectional} \]

**Language! Strategically Rolls Out High-Frequency Words**

<table>
<thead>
<tr>
<th>High-Frequency English Words</th>
<th>Book A</th>
<th>Book B</th>
<th>Book C</th>
<th>Book D</th>
<th>Book E</th>
<th>Book F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 100</td>
<td>49%</td>
<td>81%</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Top 500</td>
<td>18%</td>
<td>43%</td>
<td>70%</td>
<td>83%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Top 1,000</td>
<td>13%</td>
<td>36%</td>
<td>60%</td>
<td>80%</td>
<td>94%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**DEVELOPS STUDENTS’ ABILITY TO READ WORDS AND KNOW OR DETERMINE THEIR MEANINGS**

**STEP 3: Vocabulary and Morphology**

The LANGUAGE! curriculum builds depth of word knowledge to increase students’ reservoir of words to support their understanding of what they read and their expression skills in the area of speaking and writing.

**BUILD VOCABULARY FOUNDATION**

- Word meanings and multiple meanings
- Word relationships: antonyms, synonyms, homophones, analogies
- Use of words in sentences and writing
- Defining words in context
- Use of reference materials; includes Visual Vocabulary
- Connotation and denotation
- High-frequency words

**MORPHOLOGY**

- Inflectional/derivational endings
- Common morphemes
- Latin and Greek roots, prefixes, and suffixes
- Greek combining forms
- Word attributes and origins
- Emphasizing large word families connected by roots

**ACADEMIC AND DOMAIN-SPECIFIC VOCABULARY**

- Words for interpreting and answering questions
- Content-area vocabulary within context of content-related text
- Intentional focus on domain-specific words
- Customized activities through Words for Teachers technology

**FIGURATIVE LANGUAGE, INCLUDING SOCIAL LANGUAGE**

- Figurative language, such as similes, metaphors, and symbols, are gradually introduced
- Idioms and common expressions

---

**Visual Vocabulary**

- **Type of music**
- **jazz**
  - 1. Stuff
  - 2. To make more interesting
  - 3. To play music in the style of jazz

- **jazzing**
  - The musicians were dressing their instruments.
  - The students jazzed up their music with different sounds.

- **3. Stuff**

---

**Unit 5, Lesson 5, Multiple Meaning Map**

**Unit 13, Lesson 1, Explore It**
INCREASES UNDERSTANDING OF SENTENCE PARTS AND PATTERNS TO AID IN COMPREHENSION AND WRITING

Students learn that word function and arrangement in a sentence create meaning, contributing to comprehension and clear written communication.

Grammar and usage support student understanding of how the English language works.

- Grammatical forms—nouns, pronouns, verbs, etc.
- Grammatical functions—subject, predicate, direct object, etc.
- Sentence patterns—simple, compound, complex
- Sentence combining and parts
- Dependent clauses
- Writing conventions
- Edit/revise written work

Students Use Diagramming to Analyze Grammar Concepts

LANGUAGE! Provides Concrete Instruction and Visuals to Teach Grammar

<table>
<thead>
<tr>
<th>Yesterday</th>
<th>Today</th>
<th>Tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Present</td>
<td>Future</td>
</tr>
<tr>
<td>planted</td>
<td>plants</td>
<td>will plant</td>
</tr>
<tr>
<td>was planting</td>
<td>is planting</td>
<td>will be planting</td>
</tr>
</tbody>
</table>

Unit 13, Lesson 4, Verb Forms
Some inventions are wacky! Some are so preposterous that they're funny. Here are a few that really missed the boat!

How do you feel when peas fall off your fork? Are you as annoyed about this as Heath Robinson was? Robinson invented a machine to remedy the problem and gave it a compelling name. He called it the Interesting and Elegant Apparatus Designed To Overcome Once And For All The Difficulties Of Conveying Green Peas To The Mouth. It was just one of his innovations.

Robinson is the king of silly inventions in England. Most of his whimsical designs never made it past the drawing board. They weren't meant to be serious products, but that's a shame in a way. Maybe someone really yearned for his spaghetti stretcher. And what about his machine that put square pegs into round holes? That might have been useful!

Some Inventions That Never Took Off

One example of an unsuccessful invention was the Sinclair C5. This vehicle was supposed to solve the traffic problems in Britain. It could travel, but it went only about 15 miles per hour. What was it? Actually, it was a battery—and pedal-powered—tricycle. And it sold—but not well, or for long. Within 10 months, the C5 was defunct!
Why is the use of fiber optics increasing?

One reason to use fiber optics is the material. It's better than materials currently in use. Electric cables hide under the streets of many of our cities and towns. These cables carry all kinds of information. What happens when you download research from the Internet? What carries your messages when you chat online with a friend? You may be using fiber optics. Fiber optic cables carry pulses of light instead of electricity. They deliver light signals. The glass tubes allow light signals to travel at the speed of light. That's millions of times faster than any racing car! The glass tubes carry pulses of light instead of electricity. They deliver light signals.

Faster than a bolt of lightning, able to carry 2,000 miles of fiber optic cable are being laid every hour. That's faster than a bolt of lightning, able to carry millions of light pulses a second, yet thinner than a human hair, it's . . . optical fiber!

A second reason for using fiber optics is speed. Glass allows light signals to travel at the speed of light. That's millions of times faster than any racing car! The glass tubes carry pulses of light instead of electricity. They deliver light signals. Why is the use of fiber optics increasing?

Fiber optic technology is being used more and more. It's better than materials currently in use. Electric cables hide under the streets of many of our cities and towns. These cables carry all kinds of information. What happens when you download research from the Internet? What carries your messages when you chat online with a friend? You may be using fiber optics. Fiber optic cables carry pulses of light instead of electricity. They deliver light signals.
THE KEY TO ACCELERATING READING ACHIEVEMENT:
Simultaneously fill gaps in students’ skills while exposing them to more sophisticated content and vocabulary

Independent Reading—Decodable Text:
- Phonics skills application
- Builds fluency and practices decoding
- Preteaches vocabulary and content

Shared/Guided Reading—Instructional Text:
- Vocabulary and comprehension
- Text structures
- Reading skills that transfer to content areas
- Basis for writing in Step 6

Read Aloud—Challenge Text:
- Expands knowledge, vocabulary, and comprehension
- Exposure to literary genres
- Higher-order thinking skills

Independent Reading Resources Support Practice
To support and encourage independent reading, the Nonfiction Bookbag provides a library of engaging and expertly illustrated texts. These books cover important milestones in history, such as the integration of Little Rock High School, Japanese internment during World War II, and the accomplishments of migrant worker organizer Cesar Chavez. Also covered are compelling scientific topics such as the origins of hurricanes, volcanoes, and stars.
MULTIMEDIA INFORMATIONAL PRESENTATIONS USE SEVERAL MEDIA SOURCES TO INFORM, DESCRIBE, AND BUILD BACKGROUND KNOWLEDGE

In Units 25–27, collaborative groups work together to produce powerful multimedia presentations that build background knowledge for the text selections they will read in Units 28–30. Once students are introduced to the project, there are three main components:

**PLAN IT**
- Choose a topic: Ellis Island, Alaska, Arabia, North Africa, Uganda, or Mt. Everest
- Conduct Preliminary Research
- Identify Subtopics and organize ideas
- Draft a Storyboard to visualize and sequence information
- Assign Roles to group members

**PREPARE IT**
- Assign Research Tasks: each group member is assigned a subtopic
- Conduct Research: library, Internet, in person
- Finalize Storyboard
- Prepare information for presentation using multimedia resources

**PRESENT IT**
- Prepare the slides
- Practice
- Evaluate and Revise
- Deliver the Presentation

Multimedia Presentations Build Background Knowledge of the Entire Class Before Students Read One of the Following Text Selections:

- "My First View of Ellis Island"  
  Unit 28
- The Call of the Wild  
  Unit 29
- "The Eighteenth Camel"  
  Unit 30
- "The Pig"  
  Unit 30
- "A Remarkable Individual"  
  Unit 30
STUDENTS QUICKLY ADVANCE FROM FOUNDATIONAL WRITING TO SOPHISTICATED COMPOSITION

STEP 6 Speaking and Writing

• LANGUAGE! provides a robust writing strand
• Moves from sentence writing to paragraph writing and multiparagraph essays
• Provides instruction on how to respond to prompts that support grade-level and content-area writing
• LANGUAGE! students write with a purpose
• LANGUAGE! students develop writing that is targeted and that responds to specific prompts and topics
• Asks students to compose a variety of genres—such as narrative, expository, persuasive, and literary analysis
• Includes strong spelling and grammar components

Book A
Student Text

Book B
Student Text

Book C
Student Text

Begins with basic writing for content learning

Major Outcome:
Expository Paragraph

Major Outcome:
Personal Narrative

Major Outcome:
Expository (Opinion) Essay

www.voyagersopris.com/language
Three ingredients in the jazz recipe are dance music, church music, and the blues. Dance music was one ingredient. It was a combination of African and European music. It was played by slaves at plantation dances. Another ingredient was church music. It was a new way of writing and playing old songs. African Americans created it in their churches. A third ingredient was the blues. Slaves were free by the time the blues were first played. But life was still hard. That made people feel sad.
**Placement**
Data from the LANGUAGE! Reading Scale Placement Test indicate which of the three LANGUAGE! entry points is appropriate for each student.

**Baseline Assessment**
Administered only once after a student’s placement in Book A, C, or E and prior to entering the LANGUAGE! curriculum, scores on baseline tests constitute the starting point for measuring a student’s progress through the curriculum.

**Ongoing Assessment**
Regular testing of student mastery of the content, concepts, and skills taught in the curriculum ensures that teachers have current information about each student in order to adjust pacing or provide instructional support activities for individual students.

**Summative Assessment**
Given at the end of each book, the Summative Assessments assess the critical skills of literacy through both norm-referenced and curriculum-based measures.

**Assessment System (VPORT)**
This easy-to-use database allows teachers and administrators to record, track, and report student test results. Teachers and administrators can monitor student growth through reports that can be generated at the individual, class, building, and district levels.
**Language! Provides Tools to Differentiate Instruction Based on Student Performance**

**Differentiation Support Tools**

**For Linguistically Diverse Students:**
- Additional lessons focus on spoken language
- Contrastive Analyses provide insights into students’ first languages and highlight how these languages differ from English—and how this can impact the effective delivery of instruction
- Activities that target specific areas of difficulty are embedded in every unit

**For Students Who Need Extra Teaching, Practice, and Review:**
- Customized teaching materials for reteaching and additional practice
- Sortegories online—Interactive reading skill, vocabulary, and comprehension activities
- eReader online—Software that reads the instructional text selections aloud
- Words for Teachers online—Customized activity worksheets based on the words in the curriculum

**For Students Who Can Move More Quickly Through the Curriculum:**
- Planning and Pacing Guides provide an accelerated path through the curriculum
- Essential activities are marked for students who may be able to move through the curriculum more quickly

---

**Prescriptive, If/Then, Teaching Boxes**

Embedded within lessons, Prescriptive Teaching boxes prescribe specific activities to support teachers in responding to student performance with effective differentiation activities.

<table>
<thead>
<tr>
<th>IF ...</th>
<th>THEN ...</th>
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<tr>
<td>Students score below 80%</td>
<td>Reinforce:</td>
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<tr>
<td></td>
<td>• More About Adverbs in Lesson 4, Step 4.</td>
</tr>
<tr>
<td></td>
<td>• Choose It and Use It in Lesson 7, Step 4.</td>
</tr>
<tr>
<td></td>
<td>• Tense Timeline in Lesson 9, Step 4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Reteach:</th>
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</thead>
<tbody>
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<td>--------------------------------</td>
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</tbody>
</table>

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**Language!**

Prescriptive, If/Then, Teaching Boxes

Embedded within lessons, Prescriptive Teaching boxes prescribe specific activities to support teachers in responding to student performance with effective differentiation activities.
EMBEDDED INSTRUCTION AND SUPPORT FOR ENGLISH LEARNERS

LANGUAGE! with Focus on English Learning was designed to respond to the specific needs of English learners. Although the entire curriculum supports English language development, the following are targeted to the specific needs of students whose first language is not English.

BEFORE STARTING LANGUAGE!

Prepare English Learners for Entry into LANGUAGE!

Implemented as a precursor to LANGUAGE! or as a standalone English Language Development program, Everyday English Plus provides newcomers with a solid English-language foundation for success in school and beyond.

- Develops oral and academic language
- Builds background and content-area knowledge
- Utilizes explicit, multisensory instruction
- Focuses on everyday, real-life scenarios to develop “survival” English
- Includes assessment to measure growth and inform instruction

BEFORE EACH LANGUAGE! LESSON

STEP Speaking and Listening to the English Language

Scaffolded to meet the needs of students at varying levels of English proficiency, Speaking and Listening lessons are taught before each LANGUAGE! lesson (in Books A through C) and are intended to:

- Frontload lesson vocabulary
- Develop academic and base vocabulary
- Review important grammatical points
- Provide practice in oral fluency skills

Sample dialog

Focus on everyday language

Book C, Unit 13, Lesson 2, Speaking and Listening Lesson
COMPREHENSIVE ENGLISH LANGUAGE DEVELOPMENT TOOLS

EMBEDDED WITHIN EACH LANGUAGE! LESSON

Contrastive Analyses and Focus on Academic Language Activities

The LANGUAGE! Contrast Analysis Charts assist teachers in understanding the difficulties students may encounter when learning English. These charts highlight major differences between a student’s first language and academic English. Focus on Academic Language activities are embedded throughout lessons and provide proactive and strategic support related to the Contrastive Analyses.

Refer to the Contrastive Analysis Charts for:
- African American Vernacular English, p. A45
- Haitian Creole, p. A50
- Portuguese, p. A57

Practice Using the Verb Be with Progressive Verbs

- Ask students to read the phrases displayed in the pocket chart and find students that are, is, and was are present in the forms of the same verb, the verb be.

How To:
- Pull the following picture cards from the Teacher Resource Kit:
  - Driving
  - Singing
  - Eating
  - Emptying
  - Sleeping
  - Standing
  - Talking

- Create a chart using cards in the pocket chart:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>We are</td>
</tr>
<tr>
<td>You are</td>
<td>You are</td>
</tr>
<tr>
<td>He is</td>
<td>They are</td>
</tr>
<tr>
<td>She is</td>
<td>She is</td>
</tr>
</tbody>
</table>

- Explain that sometimes the way we say something informal conversation is different than the way we say the same sentences in Academic English and that, spoken in school.
- Explain that in Academic English, it is important to say the appropriate form of the verb before the main verb.

- Follow the procedure below to give students practice using the verb be in sentences.
  - Select one of the picture cards depicting activity for example, “I am driving.”
  - Place the picture card in the pocket chart next to the first phrase, “I am.”
  - Say the sentence created by the words, “I am driving.” Have students:
    - Listen and repeat.

Example: I am driving. Response I am eating. I am emptying. I am sleeping. I am standing. I am talking.

- Move the picture card down the next repeat the process.
- Continue with all forms of the verb.
- Call on a student to:
  - Select an action from the picture cards.
  - Place the card next to a phrase.
  - Say the sentence created by the phrase and the picture card.

- Help students to repeat the process.
Parallel scheduling is one way that schools have found to be beneficial when implementing the LANGUAGE! curriculum. Ideally, students who place into the LANGUAGE! curriculum would be organized into classes based on their performance on the Placement Assessments. The LANGUAGE! classes would occur during the same 90-minute instructional block. As students move through the curriculum, they can easily be regrouped from one class to another, based on their instructional needs.

| Administer Placement Assessments and identify students who would benefit from LANGUAGE! |
| Place students into homogenous groups (before regrouping) |
| Regroup Based on Data |

Students who have placed into LANGUAGE!
FLEXIBLE IMPLEMENTATION MODELS

LANGUAGE! adjusts to fit different schedules. In each schedule below, time is distributed strategically according to the number of minutes in the schedule. In the same number of days, the number of lessons completed will vary depending on the number of minutes of instruction per day.

90 Minutes
In a 90-minute lesson, time is distributed strategically across the Six Steps from Sound to Text.

45 Minutes
When less time is available, instruction can be distributed across several days.

The Voyager Sopris Learning Implementation Specialists work with districts to develop a custom implementation schedule.
STREAMLINED, EASY-TO-IMPLEMENT TEACHER MATERIALS

PREPARE TO TEACH

Teacher Resource Guide

Instructional Planning Tools Online

Teacher Center:
Provides all teacher resources in one place.

TEACH, ASSESS, AND REPORT

Teacher Editions

Teacher Assessment Manuals

Interactive Whiteboard Activities

Online Data Management

DIFFERENTIATE

• eReader
• Sortegories
• VocabJourney
• Words for Teachers

IMPLEMENTATION FLEXIBILITY: Print, Blended, or Digital Delivery
What Does the eBook Do?
With the eBook, learning is dynamic, engaging, and collaborative.
• Students can highlight, write, and show their work
• Teachers can provide immediate feedback and make learning interactive

What Are the Major Benefits of eBooks?
• Provide the option to deliver instruction digitally
• Increase opportunities for personalization and differentiation
• Empower educators to seamlessly access, manage, and organize LANGUAGE! content
• Increase opportunities for immediate feedback and student self-monitoring
## STRATEGIC APPROACH TO ACCELERATING LITERACY GROWTH

### SCOPE AND SEQUENCE

#### Step 1: Phonemic Awareness and Phonics

<table>
<thead>
<tr>
<th>Step</th>
<th>Book A (Units 1–6)</th>
<th>Book B (Units 7–12)</th>
<th>Book C (Units 13–18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td><strong>• Phoneme and syllable awareness</strong>&lt;br&gt;• Sound-spelling conventions for common phoneme/grapheme relationships:&lt;br&gt;  - Short vowels /ə/, /ɛ/, /ɪ/, /ɒ/  - Stable consonants  - Closed syllables  - Fluency: Letter-sound; letter-name</td>
<td><strong>• Phoneme and syllable awareness</strong>&lt;br&gt;• Sound-spelling conventions for common phoneme/grapheme relationships:&lt;br&gt;  - Short vowels /ə/, /ɛ/, /ɪ/, /ɒ/  - Long vowels—final silent e pattern  - Consonant digraphs, blends, clusters  - Syllable types: closed; final silent e</td>
<td><strong>• Phonemes for y / i / I / e / æ / ø/, based on position in word</strong>&lt;br&gt;• Syllable awareness in multisyllable words  - Schwa (cor’/ vi’c) vs. con vi’c()  - Syllable types: closed, e-controlled; open; final silent e</td>
</tr>
</tbody>
</table>

#### Step 2: Word Recognition and Spelling

<table>
<thead>
<tr>
<th>Step</th>
<th>Book A (Units 1–6)</th>
<th>Book B (Units 7–12)</th>
<th>Book C (Units 13–18)</th>
</tr>
</thead>
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<tr>
<td><strong>• Read/spell: new sound-spelling correspondences</strong>&lt;br&gt;• Read/spell: 36 new high frequency words</td>
<td><strong>• Read/spell: words based on new sound-spelling correspondences</strong>&lt;br&gt;• Read/spell 36 new high frequency words</td>
<td><strong>• Read/spell: words based on new sound-spelling correspondences</strong>&lt;br&gt;• Read/spell 36 new high frequency words</td>
<td><strong>• Read/spell: words based on new sound-spelling correspondences</strong>&lt;br&gt;• Read/spell 36 new high frequency words</td>
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<tr>
<td><strong>• Fluency: word recognition</strong>&lt;br&gt;• Spelling: Doubling Rule&lt;br&gt;• Syllabication patterns</td>
<td><strong>• Fluency: word recognition</strong>&lt;br&gt;• Contractions with not, would, and will&lt;br&gt;• Spelling: Drop “es” Rule&lt;br&gt;• Syllabication patterns&lt;br&gt;• Common abbreviations</td>
<td><strong>• Fluency: word recognition</strong>&lt;br&gt;• Contractions with be and have&lt;br&gt;• Spelling: Change “es” Rule</td>
<td><strong>• Fluency: word recognition</strong>&lt;br&gt;• Contractions with be and have&lt;br&gt;• Spelling: Change “es” Rule</td>
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#### Step 3: Vocabulary and Morphology

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<tr>
<th>Step</th>
<th>Book A (Units 1–6)</th>
<th>Book B (Units 7–12)</th>
<th>Book C (Units 13–18)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Antonyms, synonyms, and attributes</strong>&lt;br&gt;• Multiple meanings, multiple uses&lt;br&gt;• Definition development using categories and attributes&lt;br&gt;• Compound words&lt;br&gt;• Inflectional forms: noun endings: number (-s); singular possessions (-s); verb endings: present tense (-s); progressive form (-ing)</td>
<td><strong>• Antonyms, synonyms, attributes, and homophones</strong>&lt;br&gt;• Definition development using categories and attributes&lt;br&gt;• Compound words&lt;br&gt;• Inflectional forms: noun endings: plural (-es); plural possession (-s); verb endings: present (-ed); past (-ed)  - Idiomatic and common expressions</td>
<td><strong>• Antonyms, synonyms, attributes, homophones, and analogies</strong>&lt;br&gt;• Number: plural nouns&lt;br&gt;• Prefixes: most common for meaning expansion of base words&lt;br&gt;• Adjective endings: comparative (-er) and superlative (-est)  - Idiomatic and common expressions</td>
<td><strong>• Antonyms, synonyms, attributes, homophones, and analogies</strong>&lt;br&gt;• Number: plural nouns&lt;br&gt;• Prefixes: most common for meaning expansion of base words&lt;br&gt;• Adjective endings: comparative (-er) and superlative (-est)  - Idiomatic and common expressions</td>
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#### Step 4: Grammar and Usage

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<tr>
<th>Step</th>
<th>Book A (Units 1–6)</th>
<th>Book B (Units 7–12)</th>
<th>Book C (Units 13–18)</th>
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<tbody>
<tr>
<td><strong>• Grammatical forms: nouns, pronouns (subject nominative, object), verbs (action, tense, be, present progressive form), adverbs, adjectives, prepositions</strong>&lt;br&gt;• Grammatical functions: subject; predicate; direct object; object of preposition&lt;br&gt;• Noun/Verb agreement&lt;br&gt;• Sentence pattern: simple&lt;br&gt;• Mechanics: capitals and end punctuation; apostrophe</td>
<td><strong>• Grammatical forms: pronouns (possessive, relative, objective); verbs (irregular)&lt;br&gt;• Verb tense: present; past; future; progressive forms&lt;br&gt;• Grammatical functions: complete subject; compound sentence parts: subject, verb, direct object&lt;br&gt;• Sentence patterns: simple, compound (and, but)&lt;br&gt;• Subject/Verb agreement&lt;br&gt;• Mechanics: commas</strong></td>
<td><strong>• Grammatical forms: verbs (helping, main), adjectives (comparative/superlative, present and past participles), adverbs (-ly)&lt;br&gt;• Grammatical functions: complete subject; direct object, object of preposition, indirect object, appositive; complete predicate&lt;br&gt;• Sentence patterns: compound sentences (or); compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates&lt;br&gt;• Text-based analysis and application of grammatical forms and functions&lt;br&gt;• Mechanics: commas with appositives, in dates, in addresses</strong></td>
<td><strong>• Grammatical forms: verbs (helping, main), adjectives (comparative/superlative, present and past participles), adverbs (-ly)&lt;br&gt;• Grammatical functions: complete subject; direct object, object of preposition, indirect object, appositive; complete predicate&lt;br&gt;• Sentence patterns: compound sentences (or); compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates&lt;br&gt;• Text-based analysis and application of grammatical forms and functions&lt;br&gt;• Mechanics: commas with appositives, in dates, in addresses</strong></td>
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#### Step 5: Listening and Reading Comprehension

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<tr>
<th>Step</th>
<th>Book A (Units 1–6)</th>
<th>Book B (Units 7–12)</th>
<th>Book C (Units 13–18)</th>
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<tbody>
<tr>
<td><strong>• Fluent: sentences</strong>&lt;br&gt;• Vocabulary: context-based strategies&lt;br&gt;• Text features for content preview&lt;br&gt;• Fluency: sentences&lt;br&gt;• Activate and build knowledge&lt;br&gt;• Text structure: main ideas and supporting details in informational text&lt;br&gt;• Read (and listen to) varied genre selections</td>
<td><strong>• Fluent: passages</strong>&lt;br&gt;• Vocabulary: context-based strategies&lt;br&gt;• Text features for content preview&lt;br&gt;• Activate and build knowledge&lt;br&gt;• Text structure: informational&lt;br&gt;• Read (and listen to) varied genre selections&lt;br&gt;• Higher-order thinking: retrieve and recall (remember); construct meaning (understand)&lt;br&gt;• Summarization of main ideas from text selection</td>
<td><strong>• Fluent: passages</strong>&lt;br&gt;• Vocabulary: context-based strategies&lt;br&gt;• Text features for content preview&lt;br&gt;• Activate and build knowledge&lt;br&gt;• Higher-order thinking: use information (apply); break down information (analyze)&lt;br&gt;• Read (and listen to) varied genre selections&lt;br&gt;• Literary terms and devices in text&lt;br&gt;• Text structure: informational&lt;br&gt;• Summarization of main ideas from text selection</td>
<td><strong>• Fluent: passages</strong>&lt;br&gt;• Vocabulary: context-based strategies&lt;br&gt;• Text features for content preview&lt;br&gt;• Activate and build knowledge&lt;br&gt;• Higher-order thinking: use information (apply); break down information (analyze)&lt;br&gt;• Read (and listen to) varied genre selections&lt;br&gt;• Literary terms and devices in text&lt;br&gt;• Text structure: informational&lt;br&gt;• Summarization of main ideas from text selection</td>
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#### Step 6: Speaking and Writing

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<tr>
<th>Step</th>
<th>Book A (Units 1–6)</th>
<th>Book B (Units 7–12)</th>
<th>Book C (Units 13–18)</th>
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<tbody>
<tr>
<td><strong>• Oral and written responses to who, what, when, where, why, and how; multiple choice questions</strong>&lt;br&gt;• Fluency: sentence development&lt;br&gt;• Pre-write: set purpose, content selection; organization using graphic organizers&lt;br&gt;• Write: summary paragraph; expository paragraph including topic sentence, supporting details, elaborations&lt;br&gt;• Edit and revise skills for coherence and content&lt;br&gt;• Oral presentation</td>
<td><strong>• Written responses based on higher-order thinking skills: remember; understand&lt;br&gt;• Fluency: sentence development&lt;br&gt;• Pre-write: set purpose, content selection; graphic organizers for reports, personal narratives, compare/contrast report&lt;br&gt;• Write multi-paragraph expository report; personal narrative; compare/contrast report&lt;br&gt;• Edit and revise skills for coherence and content&lt;br&gt;• Oral presentation</strong></td>
<td><strong>• Written responses based on higher-order thinking skills: apply; analyze&lt;br&gt;• Pre-write: set purpose, content selection; organization using informal outlines&lt;br&gt;• Write: multi-paragraph report; expository (opinion) essay; expository (exploratory) essay; business letter&lt;br&gt;• Edit and revise skills for coherence and content&lt;br&gt;• Oral presentation</strong></td>
<td><strong>• Written responses based on higher-order thinking skills: apply; analyze&lt;br&gt;• Pre-write: set purpose, content selection; organization using informal outlines&lt;br&gt;• Write: multi-paragraph report; expository (opinion) essay; expository (exploratory) essay; business letter&lt;br&gt;• Edit and revise skills for coherence and content&lt;br&gt;• Oral presentation</strong></td>
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<tr>
<td>Book D (Units 19–24)</td>
<td>Book E (Units 25–30)</td>
<td>Book F (Units 31–36)</td>
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<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>• Syllable types: closed, r-controlled, final silent e, vowel diphong</td>
<td>• Sentence patterns for e and g</td>
<td>• Common phonograms</td>
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<tr>
<td>• Conditions for schwa</td>
<td>• Alternate spellings for consonant sounds:</td>
<td>• r-controlled vowel sounds</td>
<td></td>
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<tr>
<td>• Sylabification process in multisyllable words</td>
<td>/i/ = 1 a, dace; /f/ = sh, shh; /s/ = s; /s/ = sc;</td>
<td>• Spelling patterns for /air/, /zh/, /sh/…r/, /sh/</td>
<td></td>
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<tr>
<td>• Multiple spellings for long vowels</td>
<td>• Common phonograms</td>
<td>• Silent letters: mb, kn, wr, mn, gn, ln, rh, ps</td>
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<tr>
<td>• Expansion of conditions governing schwa</td>
<td>• English loan words, Romance languages:</td>
<td></td>
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<tr>
<td></td>
<td>/i/ = /i/, /g = /o/, /e = / ã/, African; Native American</td>
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<tr>
<td>• Fluency: word recognition</td>
<td>• Suffixation: pronunciation; spelling; word function impact</td>
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<td>• Spelling: Advanced Doubling Rule</td>
<td>• Read/spell: words based on new sound-spellings and phonograms</td>
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<tr>
<td>• Read/spell new high frequency words</td>
<td>• Read/spell: words based on new sound-spellings and phonograms</td>
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<tr>
<td>• Fluency: word recognition</td>
<td>• Read/spell: new high frequency words</td>
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<tr>
<td>• Spelling: Advanced Doubling Rule</td>
<td>• Fluency: word recognition</td>
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<tr>
<td></td>
<td>• Spelling: review and apply all rules</td>
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<tr>
<td></td>
<td>• Antonymy, synonyms, attributes, homophones, and analogies</td>
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<tr>
<td>• Vocabulary expansion through Latin roots, prefixes, and suffixes</td>
<td>• Antonymy, synonyms, attributes, homophones, and analogies</td>
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<tr>
<td>• Prefix assimilation</td>
<td>• Vocabulary expansion through Latin roots, prefixes, and suffixes</td>
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<td>• Suffix impact on part of speech</td>
<td>• Suffix impact on part of speech; spelling rules</td>
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<tr>
<td>• Use of dictionary and thesaurus</td>
<td>• Multiple meanings: using context</td>
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<tr>
<td>• Degrees of word meaning</td>
<td>• Use of dictionary and thesaurus</td>
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<td>• Idiom and common expressions</td>
<td>• Degrees of word meaning</td>
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<td></td>
<td>• Idiomatic and common expressions</td>
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<td>• Grammatical forms: verbs (helping, linking, irregular); phrasal verbs; participle</td>
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<tr>
<td></td>
<td>• Grammatical forms: relative pronouns; subordinating conjunctions; irregular verbs; past participles; perfect tense</td>
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<tr>
<td></td>
<td>• Grammatical functions: subject/verb agreement</td>
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<tr>
<td>• Higher-order thinking: judge information against criteria (evaluate); put information together in a new way (create)</td>
<td>• Clauses: independent; adjectival clauses (relative pronoun) and adverbial clauses (subordinating conjunction)</td>
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<tr>
<td>• Literary terms and devices in context</td>
<td>• Sentence pattern: complex</td>
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<tr>
<td>• Text structure: plot</td>
<td>• Sentence types: declarative, interrogative, imperative, exclamatory</td>
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<tr>
<td>• Summarization of main ideas from text selection</td>
<td>• Usage: confusing word pairs</td>
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<td></td>
<td>• Mechanics: colon</td>
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<tr>
<td>• Fluency: passages</td>
<td>• Vocabulary: context-based strategies</td>
<td></td>
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<tr>
<td>• Vocabulary: content-based strategies</td>
<td>• Interpret text features (charts, graphics) for information and comprehension</td>
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<td>• Activate and build knowledge</td>
<td>• Activate and build knowledge</td>
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<td>• Read (and listen to) varied genre selections</td>
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<tr>
<td>• Higher-order thinking: judge information against criteria (evaluate); put information together in a new way (create)</td>
<td>• Higher-order thinking: application of all levels</td>
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<tr>
<td>• Literary terms and devices in context</td>
<td>• Literary terms and devices in context</td>
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<tr>
<td>• Text structure: information, fiction, persuasive essay</td>
<td>• Text structure: informational, fiction, persuasive essay</td>
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<tr>
<td>• Elements of poetry</td>
<td>• Elements of poetry</td>
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<tr>
<td>• Metacognition and comprehension: sampling, predicting, confirming in challenging text</td>
<td>• Written responses based on higher-order thinking skills: all levels</td>
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<tr>
<td>• Written responses based on higher-order thinking skills: evaluate; create</td>
<td>• Written responses based on higher-order thinking skills: all levels</td>
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<tr>
<td>• Pre-write: set purpose, content selection (note-taking) organization using graphic organizers for reasons; persuasion; personal narrative; and outlining</td>
<td>• Pre-write: set purpose, content selection (note-taking) organization using graphic organizers (comparison-contrast, narrative) and outlining</td>
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<tr>
<td>• Write: expository (explanatory) paragraph; essay; exposition (descriptive) paragraph; literary analysis essay, narrative (short story)</td>
<td>• Write: personal narrative; descriptive essay; persuasive essay; autobiographical essay</td>
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<td>• Edit and revise skills for coherence and content</td>
<td>• Edit and revise skills for coherence and content</td>
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<tr>
<td>• Debates, speeches, interviews</td>
<td>• Multimedia presentation</td>
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<tr>
<td></td>
<td>• Poetry recitations, debates</td>
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<td>• Multimedia presentation</td>
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OUR GOAL:
PROVIDE THE HIGHEST LEVEL OF EDUCATOR SUPPORT TO INCREASE STUDENT ACHIEVEMENT

Service does not come in a box; it must be custom-built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning approach is built around the “Five Keys to Success,” which form the foundation for a personalized strategy for planning, training, and ongoing support:

- **CLASSROOM MANAGEMENT**
- **QUALITY OF INSTRUCTION**
- **AMOUNT OF INSTRUCTION**
- **DIFFERENTIATION**
- **USE OF ASSESSMENTS**

Our team specializes in partnering with schools and districts to build custom LANGUAGE! implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain LANGUAGE! implementation. Key stages of LANGUAGE! implementation include:

- **PRE-IMPLEMENTATION PLANNING**
- **ONGOING**
- **LAUNCH**
- **DATA REVIEW**

Visit www.voyagersopris.com/language to review training options and a comprehensive menu of services.
SUCCESS STORIES

WHAT DO RESEARCHERS SAY?

“We were impressed by the program’s success with children in the upper elementary and middle school grades and its comprehensive nature. Reading is taught as part of an enriched total language experience that integrates reading, writing, spelling, grammar, language use, and vocabulary and devotes substantial time to reading aloud as well as to reading independently.”

—Sally Shaywitz
Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level (2003)

“LANGUAGE! is an extremely thorough presentation of numerous reading, writing, and language arts strands, taught systematically in parallel fashion to children of all ages with delays in reading, writing, and/or language.”

—Florida Center for Reading Research Report

WHAT DO EDUCATORS SAY?

“I cannot say enough positive things about the phonics components of LANGUAGE! within the EL classroom. My students have made great strides with clarity of speech, decoding, and word recognition. I find the pre-writing strategies, especially the Blueprint for Writing, easy to scaffold for the beginners.”

—Micaela Dimos, Teacher
Sheldon High School, Elk Grove Unified School District
Sacramento, CA

“In over 20 years of teaching secondary students I have never seen a program that so methodically and systematically addresses the needs of teen nonreaders. I have witnessed some students develop very strong reading skills in a short period of time as the “holes” from their past were filled in.”

—Jina Virtue
Literacy/Language Arts Coordinator
Los Angeles Unified School District

“Teachers are seeing marked progress for the students—scores are increasing, students are meeting IEP goals, and teachers are really excited about the online assessment program.”

—Patricia Amicone
Rialto Unified School District, CA

“We have seen zero-readers learn the alphabet and sounds, and how to build words—they are actually reading for the first time in their lives! There is a sense of excitement among the students as they enter the LANGUAGE! classes, and they are making tremendous progress.”

—Sandra Kelly, National LANGUAGE! Trainer

“We are cheerleaders for LANGUAGE! because this curriculum has improved reading instruction throughout our district. Our LANGUAGE! students are confident and equipped with life skills that will take them beyond the world of academia. Our teachers know how to teach reading and embrace the challenge of educating students who have been labeled as ‘struggling readers.’”

—Tracey Burrell
Bossier Parish School Board, Bossier City, LA
LANGUAGE! The Comprehensive Literacy Curriculum is proven to increase student literacy achievement and accelerate growth by weaving together all critical literacy strands with a multisensory, explicit instructional model.

Visit www.voyagersopris.com/language to access:
- Complimentary lesson samples
- Overview and testimonial videos
- Evidence of effectiveness
- Correlations and alignments

Implement digitally, with print components, or with a combination of print and digital