There is more to a student than the ability to read.
Potential comes in many forms.

LANGUAGE! Live® is a blended, comprehensive English Language Arts intervention that meets struggling students where they are and gets them to where they need to be.

Believe literacy is possible.
THE PROBLEM

In American schools today, only 36 percent of eighth grade students are reading at or above proficient levels. Many lack the foundational skills necessary to be successful. Students who struggle in middle and high school have dealt with frustration and failure for years and are at a critical point in their lives and education.

**District leaders face many challenges** in helping adolescents who struggle with reading and writing, and the teachers who work with them, including:

- Lack of motivation and engagement
- The need for age-appropriate materials
- The lack of teacher preparation to teach foundational skills
- The need for rigorous materials that meet national and state standards
- Truancy/behavior issues in the classroom

**LANGUAGE! Live** can address all of these challenges and help prepare students for success in school and life.

You can change that.

It is not too late to address serious reading deficiencies after students reach middle school—IF students receive the right instruction, provided in a way that meets their unique needs.

*LANGUAGE! Live* was created with a firm understanding of the difficulties adolescent struggling readers face and knowledge of what it takes to provide effective instruction for this group of students. *LANGUAGE! Live* is a comprehensive English Language Arts intervention for struggling students in grades 5–12 that meets students where they are and gets them to where they need to be.

**No other program offers:**

**EFFECTIVE**
- Research based
- Blended program: Online and teacher-led instruction
- Advanced and foundational skills in one program
- Comprehensive ELA

**INNOVATIVE**
- Written for adolescents
- Motivating technology
- Interactive and collaborative classroom

**FLEXIBLE**
- Multiple implementation options
- Multiple student populations
- Multiple entry points
HOW IT WORKS

Research Driven. Classroom Proven.

Dr. Louisa Moats is an internationally recognized literacy expert and author of LANGUAGE! Live. She has spent her career identifying and investigating the causes and remedies for reading failure. Her research is the backbone of LANGUAGE! Live.

- Former site director of the NICHD Early Interventions project in Washington DC
- Lead author of the award-winning LETRS® (Language Essentials for Teachers of Reading and Spelling) professional development series
- Author of many influential scientific journal articles, books, and policy papers about reading, spelling, language, and teacher preparation

ALMOST 2 YEARS’ GROWTH IN ONE YEAR!

With LANGUAGE! Live, a good implementation equals good results. LANGUAGE! Live has been proven effective in classrooms across the country, with students gaining an average of almost two years of growth in one academic year.

*Gains based on 45–90 minutes of daily instruction and students completing six to seven units of instruction.

Dr. Louisa Moats

"My first (benchmark test) was 480. My next one was 900-something. I freaked out."

—Walter, Student
Bartlett High School, Anchorage, AK
Blended Learning

*LANGUAGE! Live* combines the power of the teacher AND technology.

There are **two** major components:

1. **ONLINE WORD TRAINING**
   - interactively uses technology to strengthen foundational literacy skills.
   - Vowels and Consonants
   - Word Reading and Blending
   - Syllabication
   - Prefixes and Suffixes
   - Greek and Latin Roots

2. **TEACHER-LED TEXT TRAINING**
   - leverages teacher guidance for instruction in advanced literacy skills.
   - Vocabulary/Morphology
   - Grammar/Usage
   - Reading Comprehension
   - Writing
   - Listening/Speaking

Through this blended-learning model, students will receive instruction in all literacy strands: Reading Foundational Skills, Reading Comprehension, Vocabulary, Grammar, and Writing.
How do you motivate students with a history of failure and get them to see their own potential? You provide them with relevance and success. Online Word Training fills gaps students missed in earlier grades. It addresses foundational skills including phonemic awareness, phonics, spelling, sentence structure, and fluency. Mastering these skills lets students advance with more confidence and ease as they build on the intrinsic motivation that comes with success.

Students get consistent, interactive online lessons that they complete at their own pace. Adolescents benefit from independent, private practice at their skill level.

The Online Word Training component is based on a consistent, four-part lesson design.

- Tutorial video led by an expert teacher
- Video reviewing concept led by peer tutors
- Check Your Understanding activity
- Cumulative practice

“They’re filling in the gaps they missed in elementary school. And that was something I was not able to do prior to this program.”

—Jennifer McMillan
Master Reading Teacher
Burke Middle School, Charleston, SC
Text Training Connects Students to Text

As students gain skills in reading, their confidence grows. Smiles return. The impossible becomes possible.

Text Training connects students to text through comprehensive, engaging, teacher-led lessons. Students build content knowledge, practice close reading, engage in classroom discussions, build vocabulary, and receive explicit writing instruction. The instructional texts are rich and engaging and allow students to read and discuss topics they care about.

The Text Training is organized into a four-part unit design. In every unit, students are provided instruction in:

- Vocabulary
- Grammar
- Reading Comprehension
- Writing

The lessons spiral in difficulty as instruction in the unit advances with multiple opportunities for practice. The content in all four strands is interwoven into coherent, systematic instruction.

“The Text Training helps us practice prereading, close reading, rereading, [and] guided highlighting.”

—Kate Townsend
Master Reading Teacher
Morningside Middle School, Charleston, SC
Key Features of Online Word Training

**Word Training** leverages the power of technology to provide precise and consistent instruction, flexible pacing, ample practice, and the ability for learners to privately and independently acquire skills they missed earlier in their school careers. Word Training engages students with foundational-skills instruction while providing motivating videos that build background knowledge and feature expert/peer coaches; interactive lessons and practice; avatars; games and incentives; collaboration tools; and student dashboards for self-regulation and student monitoring.

In **LANGUAGE! Live**, there is no childish oversimplification or dated content. It has today's best technology, age-appropriate programming, and engaging features designed to captivate.

**TUTORIALS**

Experts and peer coaches instruct, reinforce content, make learning real and relevant, and add humor to instruction.
CHECK FOR UNDERSTANDING

Interactive online activities provide practice and ongoing monitoring of progress.

SOUND LIBRARY

The Sound Library gives students the opportunity to see and hear the pronunciation of sounds in the English language.

READINGSCAPE

For independent reading, LANGUAGE! Live also provides an online library called ReadingScape. There are no quizzes, no book reports, just reading for enjoyment. The interactive passages include exciting animations, audio, and video illustrations to engage students to read more rigorous text in a variety of genres.
Key Features of Text Training

Text Training leverages the power of the teacher to guide students in close reading of challenging, age-appropriate text, focusing on details essential to comprehension, critical thinking, and connecting reading and writing. Online Text Training provides additional practice with these critical skills.

Are there rules controlling what can be heard or seen on television and radio? When you listen to a song on the radio, do you ever wonder if the version you are hearing is the same as the one that was made for television? When you watch a movie on television and notice that an actor's lips don't match the audio, why do stations do this? Are there specific laws that tell stations what is appropriate or not? Radio has been around for more than 100 years, and television has been in the homes of Americans for more than 70 years. Both are “broadcast” over the airwaves, and both are regulated by the federal government (unless you have cable or satellite). The Federal Communications Commission (FCC) was established in the 1930s to protect the interest of the people. The government was granted the ability to censor what is heard and seen.

Since the 1950s, the FCC has prohibited or restricted the use of inappropriate material. In other words, it has censored what you see on TV and hear on the radio. This has not changed in 60 years. What has changed, however, is the interpretation of what is inappropriate. Is it inappropriate to talk about pregnancy? In the 1950s, the word “pregnant” was prohibited on the sitcom I Love Lucy. Is it inappropriate to show a woman's belly button? In the 1960s, this was appropriate. Are there rules controlling what is said on television? If a story is not true, is it inappropriate to tell the audience that it is a story or tale? What is the difference between a true story and a story? 

Lesson 1 | Reading

Censorship

Objectives
• Read with purpose and understanding.
• Answer questions to demonstrate comprehension of text.
• Determine the main idea of the text.
• Identify and explain explicit details from text.

Close Reading Guided Highlighting of “Censorship”

We have been working diligently to become great readers. We preview the text. We read new, lively, and careful to gain understanding. We practice reorganization. And we look for answers to big ideas questions. In this unit, we are answering the question “What or what determines what can be seen or heard on TV and radio?” How has television and radio content changed over time?

There are a lot of reasons for becoming a better reader. Skilled readers can identify the author's purpose or reason for writing text. After identifying the purpose, good readers can make a judgment about the author's point of view by assessing the author's claim, reasoning, and evidence. Skilled readers can also form and share their own opinions about what they read. Skilled readers compare and contrast the author's point of view with their own. They can persuade a friend or classmate to take some kind of action on an issue, or if the reader agrees with the author's point of view, he or she is more likely to be persuaded or influenced to take some action. Tell your partner one reason for becoming a proficient reader. (Answers will vary. Examples include increased self-esteem, better vocabulary, better listening or listening between subjects, males speak easier, identify author's purpose, form of opinion.)

Let's get what skilled readers do and read “Censorship.” Have students get a colored pencil or highlighter.

Direct students to pages 246 and 247 in their Student Books. We are going to review the text features of nonfiction or expository text. Please use your written work to mark your answer according to my instructions.

• Draw a rectangle around the title “Censorship.”
• Read and mark each bold vocabulary word as I read aloud. I am going to pause after every word to give you time to process whether you know the word and its meaning. We will review your ratings from Lesson 1 after we finish.

version: a version means "a form or variety of something where details are different. Say version (version) Each radio station plays its favorite versions of the song.

specific: specific means "relating to a particular thing. Say specific (specific) Question words require specific information in the answer.

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TEACHER-LED LESSONS

Vocabulary, Grammar, Reading Comprehension, and Writing strands focus on advanced literacy skills and meeting rigorous standards.
UNIT OPENERS

In every unit, all instructional text is connected to a common theme. The Unit Opener videos provide engaging exposure to the theme to build background knowledge.

WRITING PROJECTS

In addition to embedded writing instruction, optional Writing Projects include opportunities for students to collaborate, practice speaking and listening skills, presentation and research skills, and get exposure to career documents.

OPPORTUNITIES FOR READING

LANGUAGE! Live texts are rich and engaging. Real-life topics engage readers and encourage thoughtful exploration of the world around them. Students read compelling texts about the topics they care about—such as environmental pollution, censorship, music, wildlife, freedom, and more. In addition, students read a variety of informational and literary titles, like White Fang and The Strange Case of Dr. Jekyll and Mr. Hyde, often found in secondary classes.
Assessment

The LANGUAGE! Live assessment system includes reliable, effective measures to assist in planning instruction, determining grouping strategies, differentiating instruction, and measuring effectiveness through ongoing progress monitoring.

**Benchmarks Assessments**
- Administered, completed, and scored online
- Determine placement as well as student growth throughout the year
- Occur three times per year
- Measure progress in comprehension, fluency, and spelling
- Utilize norm-referenced assessments

**Baseline/Summative Assessments**
- The Initial/Final Assessment is a summative assessment based on the curriculum presented to students throughout a LANGUAGE! Live level.
- The Initial Assessment can be used to refine placement and refine instructional time and focus.
- The Final Assessment can be used to determine the acquisition of skills in a level of LANGUAGE! Live.

**End-of-Unit Progress Monitoring**
End-of-Unit Progress Monitoring is done at the completion of each self-paced Word Training unit online and each teacher-led Text Training unit. Text Training progress-monitoring activities are assigned online by the teacher.

**Word Training**
- Fluency Checks with recording features measure students’ fluency progress.
- End-of-unit assessments measure words, phrases, sentences, and connected text read correctly.

**Text Training**
- Content Mastery provides a quick check of key skills taught in the unit. Reteach lessons located in the online resources provide additional instruction.
- Power Pass high-stakes test readiness component allows students to apply the strategies they have learned using a variety of questioning methods including open-response items.
- Pre- and Post-Unit Tests are administered at the start and end of units and are used as guides for instruction planning and to determine skills acquired for skill knowledge and application for differentiation.

**Ongoing Progress Monitoring**
Ongoing progress monitoring can be done daily during the teacher-led Text Training lessons. There are many opportunities to maximize instruction by providing online support and reteaching as necessary, including:
- Word and phrase fluency
- Close reading opportunities
- Writing projects
- Vocabulary and grammar practice activities
- Student writing samples
Power Pass

Power Pass is a test-readiness component that provides the opportunity for students to apply the strategies they have learned in LANGUAGE! Live to a high-stakes assessment format. Power Pass consists of informational and literary text passages and requires students to highlight text evidence, answer two-part multiple choice questions, and write short answer responses.
Flexible Support for Teachers and Versatile for All Student Populations

**LANGUAGE! Live:**

- Has proven successful with multiple student populations, including English language learners, students with special needs in special education, and also benefits students with dyslexia
- Can be used as a 90-minute core replacement or a 45-minute supplement
- Provides teachers with expert support, on-demand training, and resources to support a successful implementation

Voyager Sopris Learning® will partner with you to build a custom implementation and support plan to ensure success.

**Also Available:**

**LETRS** is professional development for teachers that bridges deep, meaningful research into practical classroom success. **LETRS** provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student.

**LETRS** can be used regardless of the literacy program in use.

Flexible purchase, delivery, and implementation models, with a self-paced online component.

To learn more about this professional development course of study, visit voyagersopris.com/letrs.
What Educators Say about LANGUAGE! Live

“This program is life changing, and it’s generational. It affects that child, then their children, then their children’s children. It’s all about breaking that cycle...so they can advance in their careers and have the lives that they deserve.”
—Antavia Hamilton-Ochs, Teacher
Bartlett High School, Anchorage, AK

“When we went from negatives and now my kids are scoring in the five to six hundreds, it tells me the program works.”
—Annette Shokes, Teacher
Burke High School, Charleston, SC

“It really helped me understand what a good reading lesson looks like and what a good lesson looks like for someone who’s not on grade level.”
—Andrea Ensor, Teacher
Northwest Middle School, Knox County, TN

“100% of the students who participated in the LANGUAGE! Live program have seen significant growth.”
—Maurice D. Cannon Sr., Executive Principal
Burke Middle High School, Charleston, SC

“What I really enjoy about the computer piece is that the students are able to work at their own level. They feel like they have a bigger investment in their education.”
—Meagan Dorman, Teacher
Rio Vista Middle School, Fresno, CA
The #IAmMore™ movement is an opportunity for you and your students to have a voice and share their untapped potential. Get involved by sharing what inspires you and makes you MORE. Join the movement by posting or tweeting a photo or video on social media with #IAmMore.

Visit believeliteracyispossible.com.

JOIN THE MOVEMENT