



LANGUAGE![®]

Fourth Edition

Focus on English Learning

WITH **EVERY-DAY ENGLISH PLUS** AND eBooks

**PROVEN TO CLOSE
THE LITERACY
ACHIEVEMENT GAP**



VOYAGER SOPRIS
LEARNING™

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

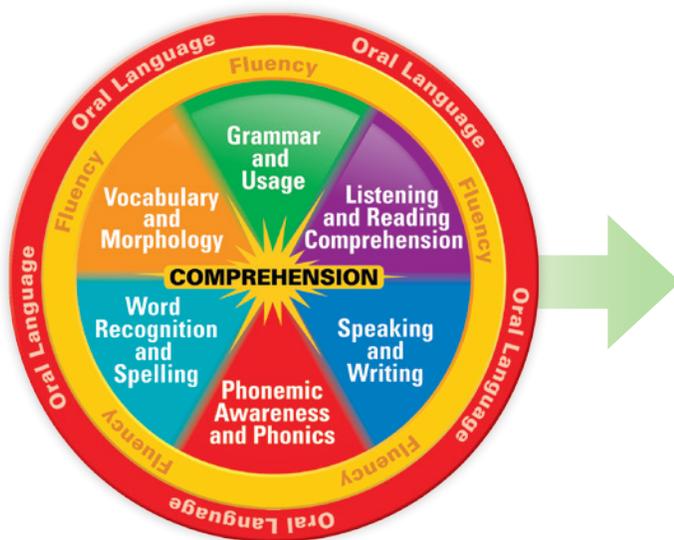


eBooks

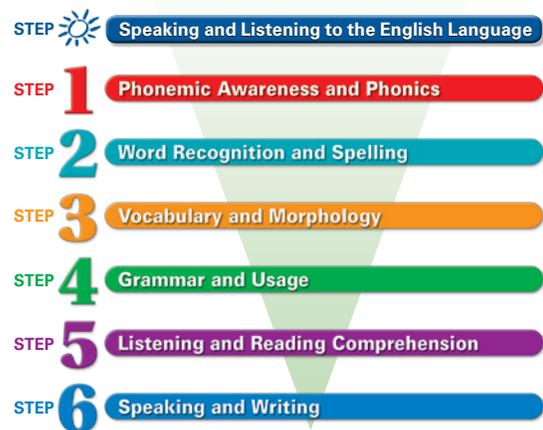
WHAT IS THE LANGUAGE! CURRICULUM?

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



to Text 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*



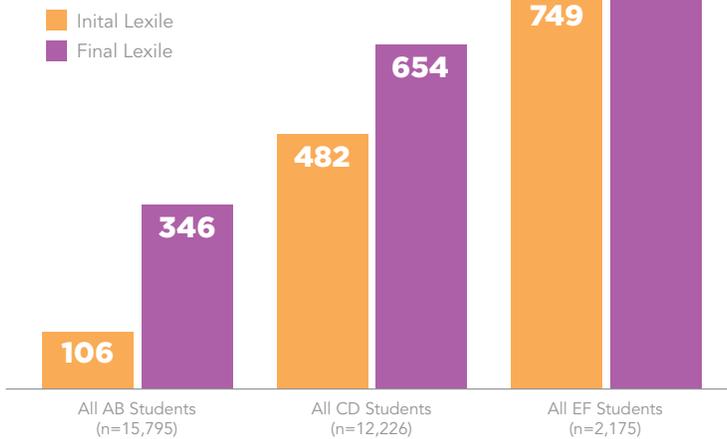
LANGUAGE![®]

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



*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.

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



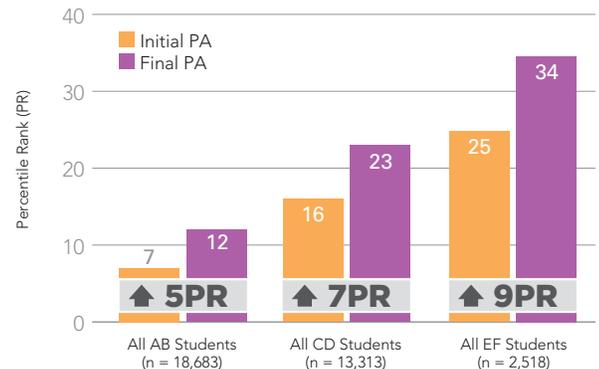
Books A & B: **240**
Books C & D: **172**
Books E & F: **103**

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

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

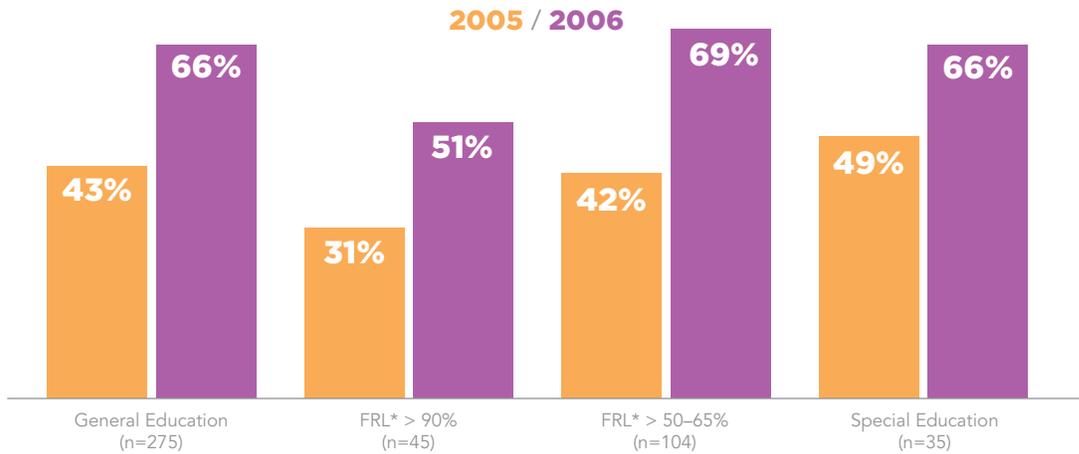
LANGUAGE! 4th Edition TWS-4 Results (2011–12 to 2013–14)



Substantial Increase in Students Scoring At or Above Grade Level on the North Carolina End-of-Grade Assessment

Caldwell County Schools, North Carolina, Grades 3–7, 2005–2006

After 8 months of *LANGUAGE!*
Percent of Students Scoring At or Above Grade Level



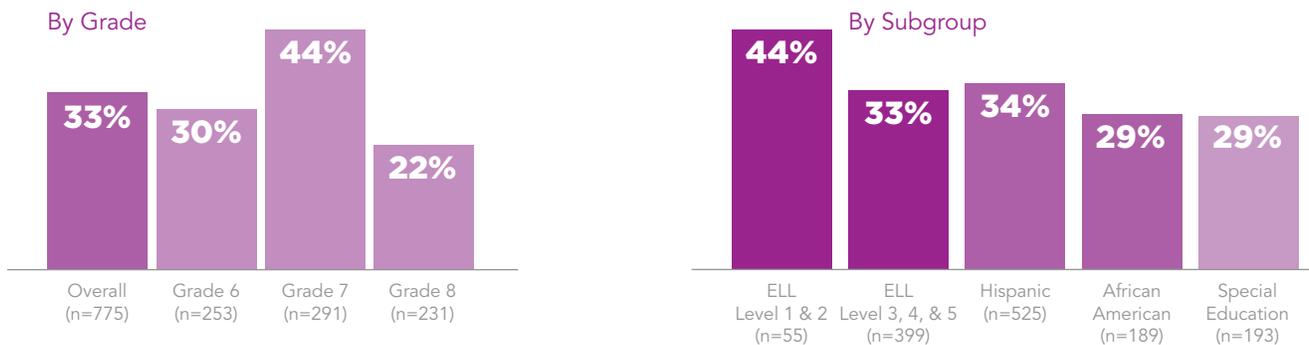
*Designates students who attended schools with specified percentages of students eligible for Free/Reduced Lunch

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

Percent of Students Who Improved by One or More Levels on the CST-ELA

2006 / 2007



Visit www.voyagersopris.com/language for extended report.

LANGUAGE!

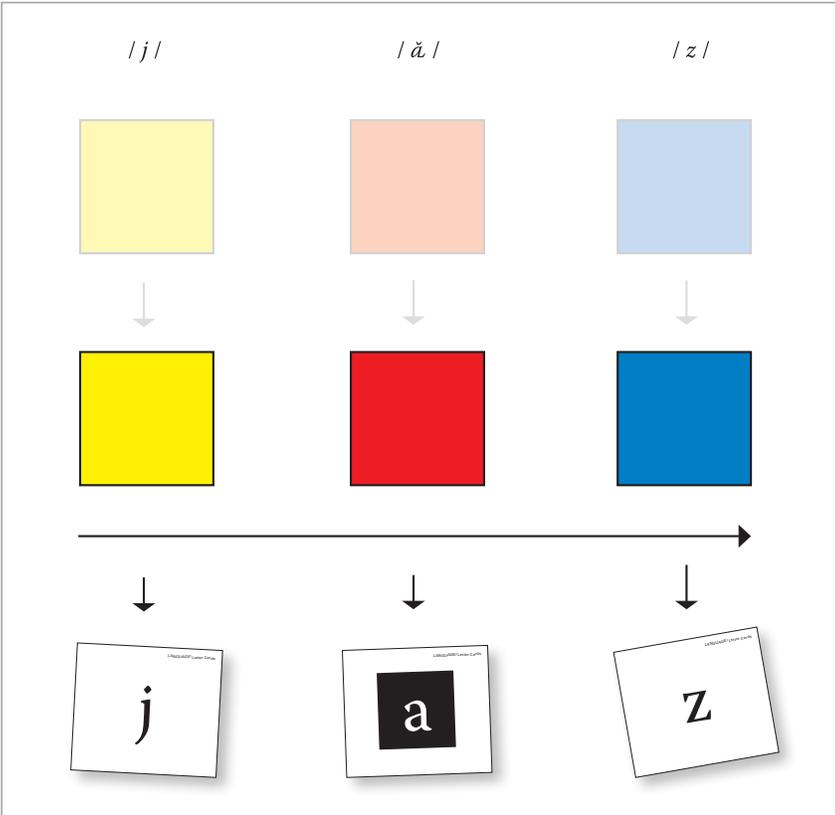
FILLS GAPS IN LITERACY FOUNDATION

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

STEP 1 Phonemic Awareness and Phonics

Students identify the stressed syllable in multisyllable words.

Lesson 6 Materials
Use the Book C Interactive Planning Task CD for a complete list of materials for this lesson.

Listening for Stressed Syllables

Why Do: Students need to learn stress patterns in longer words to associate spoken words with their written forms, and to recognize and differentiate between noun and verb forms of words.

How To: This activity provides practice in listening for stress patterns in multisyllable words. The procedure involves the use of concrete objects and movements to introduce the concept of stress in words. For example, you might display a row of tiles representing each syllable in a multisyllable word. For example, for the two-syllable word *pillbox*, two tiles would be arranged as follows:

• Say the word with the proper stress (accent); for example, *pill'box*.

• Push the tile for the stressed syllable up and out of the row while saying that syllable. Emphasize how the stressed syllable feels through this motion.

After establishing the concept with concrete objects, have students:

- Listen to the word as you say it again.
- Place an X in the box to mark the position of the stressed syllable.

Use this activity in the *Interactive Flip* to help students hear the stress patterns in two-syllable words.

Materials
Interactive Flip p. 36
Exercise 1 Colored square pieces of paper

Interactive Flip
p. 36, Exercise 1
Teacher Edition p. 36

Unit 13 • Lesson 6

Unit 13 Lesson 3

Exercise 3 - Listening for Sound in Words

- Listen for the short vowel sound in each word your teacher says.
- Write the letter for the vowel sound in the position where you hear it.
- Mark the vowel with a letter (i) to show the sound.

1.

2.

3.

4.

5.

6.

Unit 13 • Lesson 3

Unit 13, Lesson 3

Unit 13, Lesson 6

STEP 2 Word Recognition and Spelling

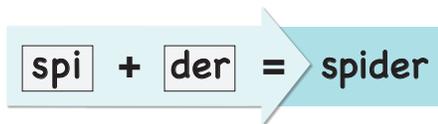
Teaches students how to fluently read and spell words.

Students Progress to Complex Reading and Spelling

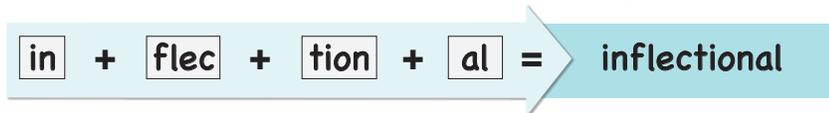
Students combine letters sounds and letters to build words to read and spell



Students combine all syllable types to build multisyllabic words



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



Students use the sound-to-letter correspondences as the basis to build words to read and spell.

- Sound-spelling correspondences
- Phonograms
- Top 2,000 high-frequency words that account for 85% of the English words in print
- Fluency—word recognition
- Fluency—high-frequency words
- Contractions
- Spelling rules



Sortegories: provides online word activities

LANGUAGE! Strategically Rolls Out High-Frequency Words

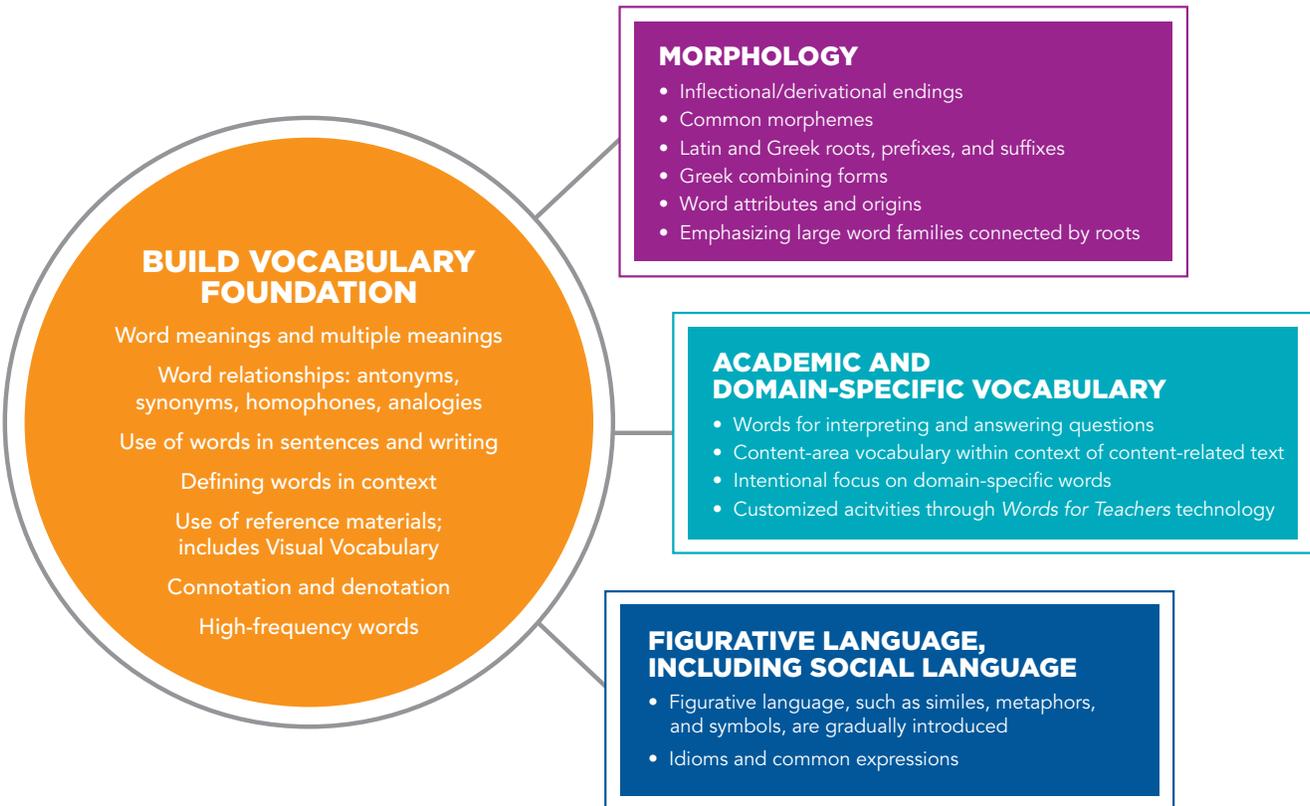
High-Frequency English Words	Book A	Book B	Book C	Book D	Book E	Book F
Top 100	49%	81%	100%	-	-	-
Top 500	18%	43%	70%	83%	94%	100%
Top 1,000	13%	36%	60%	80%	94%	100%

Fry, E.B., Kress, J.E., & Fountoukidis, D.L. (2002). *Reading Teacher's Book of Lists* (3rd Ed.). San Francisco: Jossey-Bass.

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.



Multiple Meaning Map

jazz

1. Type of music
The concert will feature jazz.
2. To play music in the style of jazz
The musicians were jazzing during rehearsal.
3. Stuff
The twins brought all their favorite jazz on the trip.
4. To make more interesting
The students jazzed up their rooms with colorful posters.

Unit 5, Lesson 5, Multiple Meaning Map

Visual Vocabulary

the (thə) article
a certain thing

theory (θiəri) noun
idea or explanation not proven scientifically

there (ðeə) adverb
in or at a farther place

these (ði:z) pronoun
used to show multiple things that are closer

they (ði) pronoun
used to refer to a group being spoken or written about

this (ðɪz) pronoun
used to show something that is closer

1. **the** owl files. 2. **the** boy smiles. 3. **the** girl waves.

The scientists came up with a **theory** to help explain how stars are formed.

there is a ruler.

these are pens.

they are biking.

this is a pen.

178 Visual Vocabulary

Explore It

Explore the word	Explore the meaning
invent—verb 2 closed syllables: in vent inventor—noun inventor—noun invented—past tense inventing—present tense	Origin: Latin—to find synonym—create antonym—destroy non-example: copying related words—discover means to find, know, or see something for the first time
Explore the sentence	Explore through reading
invent—to make something that no one else has created Alexander Graham Bell invented the telephone.	

Unit 13, Lesson 1, Explore It

INCREASES UNDERSTANDING OF SENTENCE PARTS AND PATTERNS TO AID IN COMPREHENSION AND WRITING

STEP 4 Grammar and Usage

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

Unit 5 • Lesson 3
Exercise 5 (continued) • Diagram It: Subject/Verb/Direct Object

4. Some musicians added ballads to jazz.

Who did it? What did they do? Added what?
musicians added ballads
Some to jazz

5. Musicians played in dance halls.

Who did it? What did they do?
musicians played
in halls dance

Who did it? What did they do? Added what?
musicians added ballads
to jazz

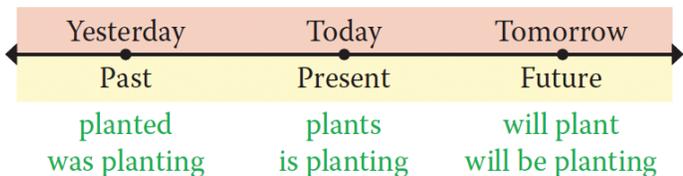
6. People sang songs at work.

Who did it? What did they do? Sang what?
people sang songs
at work

7. African Americans rewrote songs at church.

Who did it? What did they do? Rewrote what?
Americans rewrote songs
African at church

LANGUAGE! Provides Concrete Instruction and Visuals to Teach Grammar

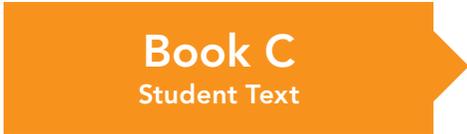
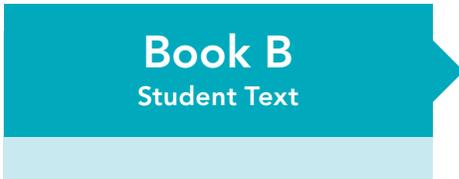


Unit 13, Lesson 4, Verb Forms

HIGHLY ENGAGING TEXT TRANSITIONS STUDENTS TO GRADE-LEVEL LITERACY

STEP 5 Listening and Reading Comprehension

- Provides reading selections with pre-primer to grade 12 readability
- Provides high-quality, relevant reading selections
- Provides balance of literary and informational text
- Makes content-area connections—with topics such as pollution, brain research, art, and major historical events
- Offers a variety of genres—such as science fiction, historical fiction, poetry, articles, essays, and plays
- Includes selections by well-known authors—such as Sandra Cisneros, Edgar Allan Poe, Gary Soto, and Langston Hughes



Begins with basic decoding and fluency skills

Lexile 200–950

Lexile 300–1,050

Lexile 500–1,075

LANGUAGE! Readability Levels for Text Selections

Lexile® Text Measure Ranges and Corresponding Grade Ranges

Book	Decodable	Instructional	Challenge
A	200–400 (K–1)	300–700 (2–3)	650–950 (4–5)
B	300–700 (2–3)	500–850 (3–4)	750–1,050 (5–6)
C	500–850 (3–4)	650–950 (4–5)	850–1,075 (6–7)
	Independent	Instructional	Challenge
D	650–950 (4–5)	750–1,075 (5–7)	950–1,150 (7–9)
E	750–1,050 (5–6)	850–1,100 (6–8)	1000–1,200 (8–10)
F	850–1,075 (6–7)	950–1,200 (7–10)	1100–1,300 (10–12)

Book D Student Text



Fiber Optics: High-Speed Highways for Light

Faster than a bolt of lightning, able to carry billions of light pulses a second, yet thinner than a human hair, it's... optical fiber!

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 hide under the streets of many of our cities and towns. These cables carry all kinds of information.

Fiber optic technology is being used more and more. It has been around since the 1970s. Today, though, as much as 2,000 miles of fiber optic cable are being laid every hour. 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 signals use wires that carry electrical pulses. The electricity moves through the wires quickly. What is the problem? The metal in the wire slows down the signal along the way. Fiber optics is different. It uses long, thin tubes made from glass. They carry pulses of light instead of electricity. They deliver light signals.

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 using out! The glass tubes

optics the science of light; vision; lenses

cables covered bundles of wire

signals sounds, images, or messages that are sent or received

pulses bursts of movement; vibrations

Fiber Optics: High-Speed Highways for Light 7

Lexile 650–1,150

Book E Student Text

Culminates in sophisticated grade-level text

The House on Mango Street
by Sandra Cisneros

You remember periods in your own childhood, periods that affected you in different ways. As you read these segments from Sandra Cisneros' *The House on Mango Street*, think about the storyteller's childhood experiences, and see if you can relate to any of them. Have you ever had to move? What's it like to move into a new neighborhood? How does moving into a new neighborhood translate to moving into a new passage of your life?

The House on Mango Street

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keefer. Before Keefer it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of 'em. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nancy and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord hanging on the ceiling with a boom.

But even so, it's not the house we'd thought we'd get.

56 Unit 28 • Creative Movement

Lexile 750–1,200

Book F Student Text

Don Quixote
by Miguel de Cervantes
translated by Edith Grossman

In 1605, Miguel de Cervantes published his novel, *El ingenioso hidalgo don Quixote*. The story of the elderly, idealistic knight, Don Quixote, riding around Spain on his old horse, Rocinante, with his pet-bull-dog squire, Sancho Panza, riding behind him on a donkey, was immediately popular. Today, it is often called the first modern novel and one of the greatest books written in the Spanish language.

The novel consists of two parts: the first published in 1605 and the sequel published in 1615. Cervantes tells a comic story of a man who takes with childlike conviction that he starts to believe they are true. Don Quixote is, on one hand, to be laughed at for his silly professions of trying to be a knight. On the other hand, he is to be admired for trying to live a noble and heroic life. Sancho Panza knows that his master is a little crazy, but stays with Don Quixote to get the island and other riches Don Quixote promises him.

As the story progresses, Don Quixote and Sancho Panza both evolve as characters in understanding each other's point of view. At the end of the second book, Quixote on his 10 disabled donkeys he was made Sancho beg Don Quixote to remember that the "one vanquished today [can] be the victor tomorrow." Four hundred years later, readers are still enchanted by the story of this brave, eccentric, knight and his loyal servant.

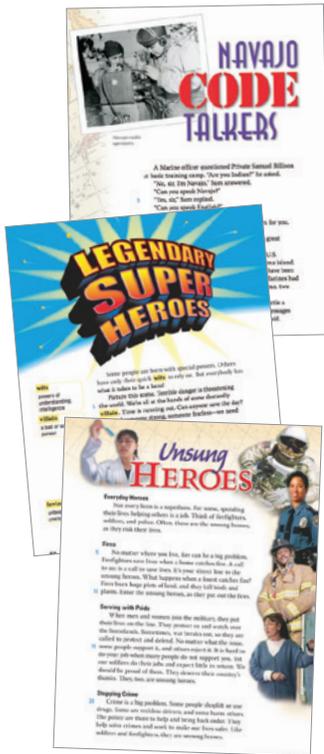
Don Quixote—Energize! 225

Lexile 850–1,300

STEP 5 HIGHLY ENGAGING TEXT TRANSITIONS STUDENTS TO GRADE-LEVEL READING AND CONTENT

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:

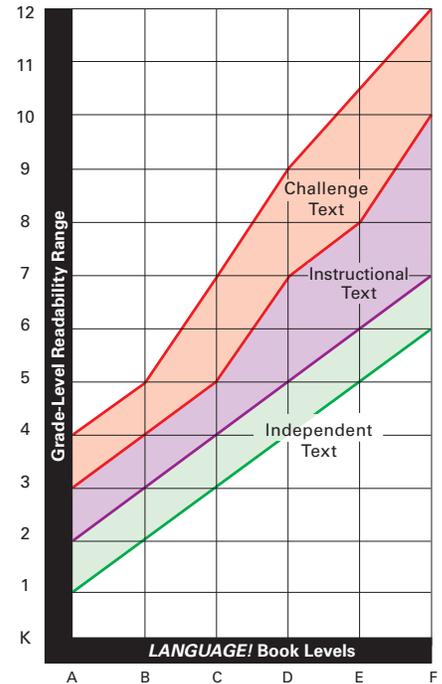
- Phonics skills application
- Builds fluency and practices decoding
- Preteaches vocabulary and content

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

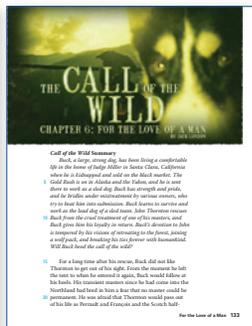
PRESENT IT

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

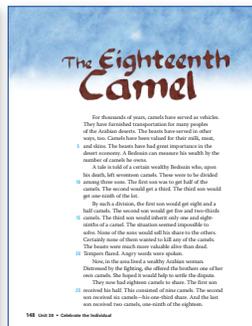
Multimedia Presentations Build Background Knowledge of the Entire Class Before Students Read One of the Following Text Selections:



“My First View of Ellis Island”
Unit 28



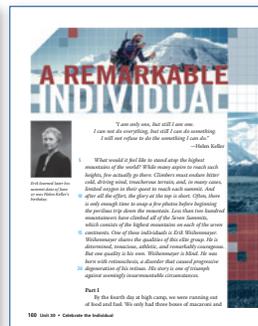
The Call of the Wild
Unit 29



“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

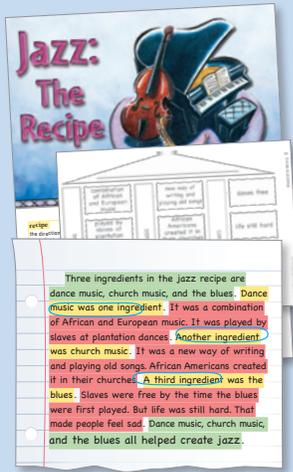
- **LANGUAGE!** provides a robust writing strand
- Moves from sentence writing to paragraph writing and multiparagraph essays
- Provides instruction on how to respond to prompts that support grade-level and content-area writing
- **LANGUAGE!** students write with a purpose
- **LANGUAGE!** students develop 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

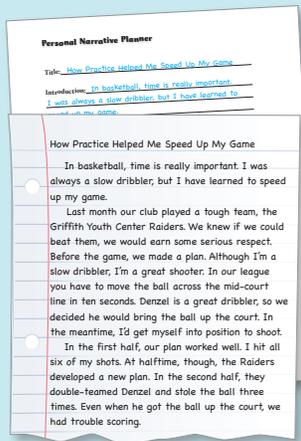
Book B
Student Text

Book C
Student Text

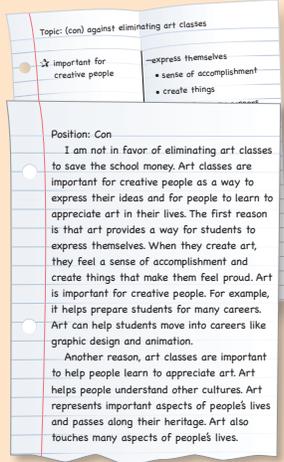
Begins with basic writing for content learning



Major Outcome:
Expository Paragraph



Major Outcome:
Personal Narrative



Major Outcome:
Expository (Opinion) Essay

Graphic Organizers

Student-friendly graphic organizers and strategies make the abstract writing process concrete.

Jazz: The Recipe

How did many parts: Africans, the music. Then these combin own music: stroke on slips. It a part of the work song it cover. It song play Chard American 10 people let changed it.

166 Unit 5 • Jazz It Up

combination of African and European music	new way of writing and playing old songs	slaves free
played by slaves at plantation dances	African Americans created it in their churches	life still hard
church music	The blues	made people feel sad

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.

Book D Student Text

Book E Student Text

Book F Student Text

Culminates in building solid grade-level compositions

"The Marble Champ" Character Analysis

Lupe, the main character in "The Marble Champ," was determined to be a marble champion. Three aspects of her attitude helped her reach this goal. Lupe was determined to find a sport in which she could be successful, was willing to train for the competition, and willing to accept support from others.

First, Lupe was never very good in sports, so she had to find a sport she could play. Having tried other sports before, Lupe found that she was not a superior athlete. When she tried biking or running, she did not fare well. But she found that she had accurate aim, so

Major Outcome:
Literary Analysis Essay

Write a persuasive essay in which you support the following position: Kids should not be allowed to have cell phones.

Danger Ahead: Cell Phones and Kids

Sixteen-year-old Jeffery is anxious to get to her friend's house. She gets into her dad's car and starts the motor, then speeds down the street. Her cell phone rings, and she takes her eyes off the road to dig for it in the bottom of her purse. As she does this, the car drifts into oncoming traffic and suddenly there is a loud bang as her car crashes into another one. That little toy in her purse, her cell phone, is responsible for yet another accident with injuries. Every kid wants a cell phone, but no parent should buy one for his or her child because they are distracting.

Major Outcome:
Persuasive Essay

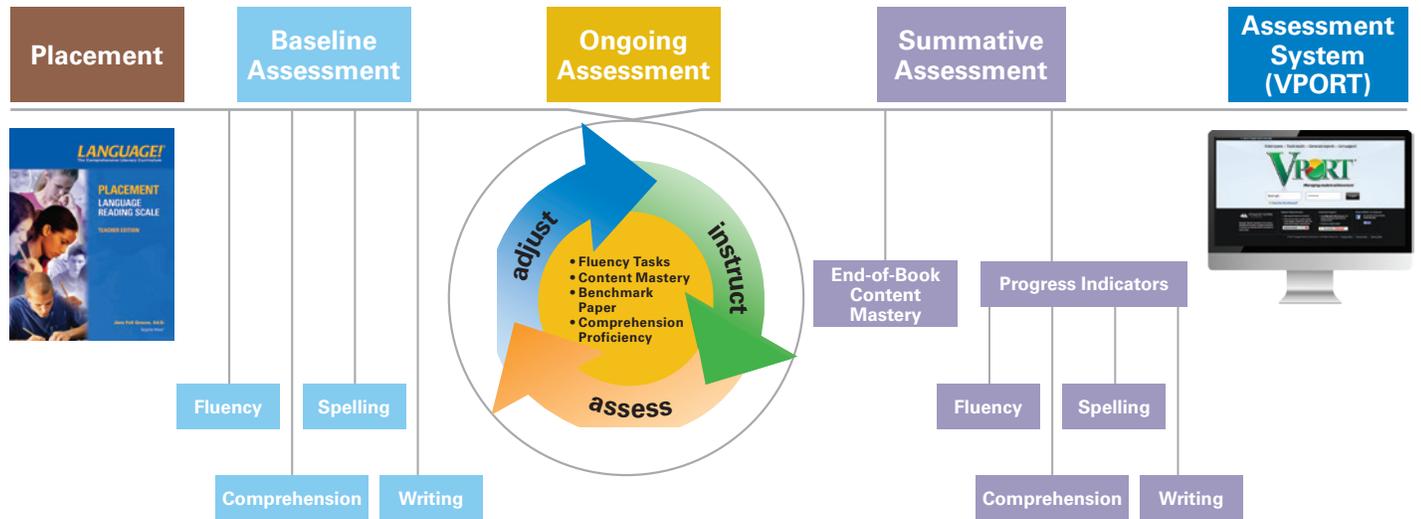
"The Treasure of the Sierra Madre" Literary Analysis

I like a good action story that makes me think. "The Treasure of the Sierra Madre" by B. Traven is that kind of story. Traven tells the story of three men who dig for gold in the Sierra Madre Mountains of Mexico. Dobbs and Curtin don't know how to prospect for gold. They depend on Howard, a long time gold prospector, to lead them into the mountains and teach them the process of panning and sifting for gold. The men find gold, but then the trouble begins. The author uses the character of Dobbs to show how the greed for gold can change a good man into a bad one. Three scenes—the discussion of dividing the gold, the night in the tent, and the gila monster incident—show how the hunt for gold turns Dobbs from a normal person to a possible murderer.

At the beginning of the story, Dobbs seems to be a normal person. He puts up money for the trip, and he is grateful to Howard for showing him and Curtin how to prospect for gold. "My hat's off to you," he tells Howard. "I'd hate to think what would have happened to Curtin and me if we'd gone it alone." As the gold starts rolling in, however, Dobbs's greed for it grows. He wants to go for seventy-five thousand dollars worth, much more than either of his partners wants. As his hunger for gold increases, so does Dobbs's distrust in his two partners. He asks the other two, "When are we going to start dividing it up?" Dobbs is in favor of "dividing it up as we go along and leaving it up to each man to be responsible for his own goods." His distrust of Curtin and Howard leads to each of them finding a separate hiding place gold that they split at the end of each day.

Major Outcome:
Literary Analysis Essay

HOW THE *LANGUAGE!* ASSESSMENT SYSTEM WORKS



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 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 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 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.

IF ...	THEN ...
Students score below 80%	Reinforce: <ul style="list-style-type: none"> • More About Adverbs in Lesson 4, Step 4. • Choose It and Use It in Lesson 7, Step 4. • Tense Timeline in Lesson 9, Step 4.
Students score at or below 60%	Reteach: <ul style="list-style-type: none"> • Verbs—Use Code It: Verbs in Lesson 1, Step 4. • Review—Predicate Expansion in Lesson 3, Step 4. • Masterpiece Sentences—Stage 3 in Lesson 5, Step 4.

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:

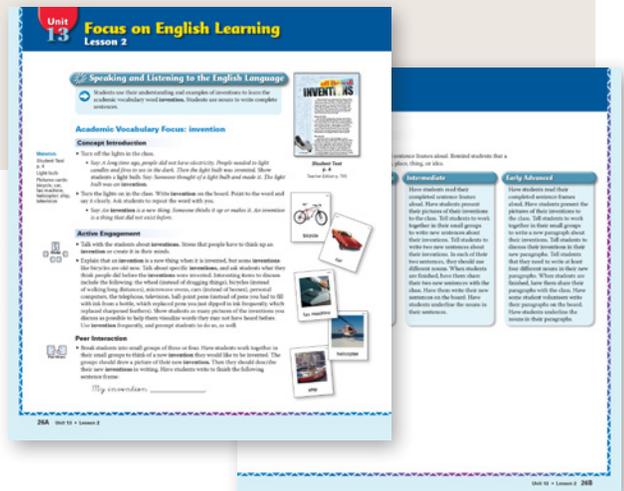
- Frontload lesson vocabulary
- Develop academic and base vocabulary
- Review important grammatical points
- Provide practice in oral fluency skills

Book C, Unit 13, Lesson 2,
Speaking and Listening Lesson

Sample dialog



Focus on everyday language



COMPREHENSIVE ENGLISH LANGUAGE DEVELOPMENT TOOLS

EMBEDDED WITHIN EACH LANGUAGE! LESSON

Contrastive Analyses and Focus on Academic Language Activities

The **LANGUAGE!** Contrastive 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.

African American Vernacular | **Contrastive Analyses: American English Variations with Academic English**

Contrastive Analysis of African American Vernacular English (AAVE)

Phonological Variations	Morphological Variations	Syntactic Variations
<p>Vowels Merge of /i/ and /e/ before /m/ and /n/: pin ("pen"), him ("hem"). U7.L3.S1</p> <p>Consonants</p> <p>Stops Voiced stops in stressed syllables become voiceless: ask ("bag"), uzell. S1, U11.L1.S1; U4.L2.S1; U6.L3.S1</p> <p>Fricatives</p> <p>/d/ replaces /ð/ in word-initial position: dis ("this"), dat ("that"). U8.L4.S1; U12.L3.S1</p> <p>/t/ replaces /ð/ in word-medial and word-final position: mover ("mother"), have ("bathe"), U8.L6.S1; U12.L5.S1</p> <p>/f/ replaces /θ/ in word-medial and word-final position: anything ("anything"), haff ("bath"), U8.L5.S1; U12.L4.S1</p> <p>Nasals</p> <p>Reduction of /ng/ to /n/ in word-final position: rannin ("running"). U5.L1.S6; U8.L9.S1</p> <p>-ing replaced by -ang in single-syllable words: shang ("thing"), nang ("ring"). U10.L1.S1</p> <p>Lateral</p> <p>/l/ may be produced as a separate syllable at the end of words: line cool! U11.L8.S1</p> <p>/l/ may be reduced or deleted in word-medial or word-final position: help ("help"), fix ("feel"), mental ("mental") U11.L8.S1</p>	<p>Plural -s Nouns ending in /s/ or /z/ are made plural by deleting the /s/ or /z/ ("des"). U7.L3.S1</p> <p>Deletion of /t/ Deletion of /t/ in word-final position: That car for dollars?, U11.L8.S1</p> <p>Third Person -s in third person singular Deleted from regular verbs or added to irregular verbs: He run. ("He runs."), We goes there. ("We go there"). U4.L4.S3</p> <p>Possession Possessive 's is deleted in nouns. The possessive relies more on position than inflection: The man car ("The man's car"). U11.L8.S1; U8.L5.S1; U7.L2.S4; U7.L7.S4</p> <p>Possessive 's may be added to misnomer: This is mine's ("This is mine")</p> <p>The possessive form whose replaced by whos: I don't know who car that is ("I don't know whose car that is").</p>	<p>Overgeneralization of the singular past tense was to both singular and plural subjects: They was ("they were"); We was ("we were"). U5.L8.S3; U8.L7.S4; U12.L4.S4</p> <p>Use of had to indicate past tense: He had told me that ("He told me that").</p> <p>Variations in subject-verb agreement using do and have: She do that. ("She does that"); You has to go. ("You have to go"). U11.L5.S4; U12.L5.S4</p> <p>Use of nonstandard irregular verbs in past and past perfect tenses: We sees that ("We saw that").</p>

Contrastive Analysis: American English Variations with Academic English A45



Focus on Academic Language

Practice Using the Verb Be with Progressive Verbs

Refer to the Contrastive Analysis Charts for: African American Vernacular English, p. A45; Haitian Creole, p. A30; Portuguese, p. A37.

progressive tense, the verb **be** may be deleted from the verb phrase. These speakers need explicit instruction and practice using the verb **be** in the present progressive tense.

Why Do: Provides focused practice producing the verb **be** in the present progressive tense.

How To:

- Pull the following picture cards from the *Teacher Resource Kit*:

driving	singing
eating	sitting
emptying	sleeping
looking	standing
running	talking

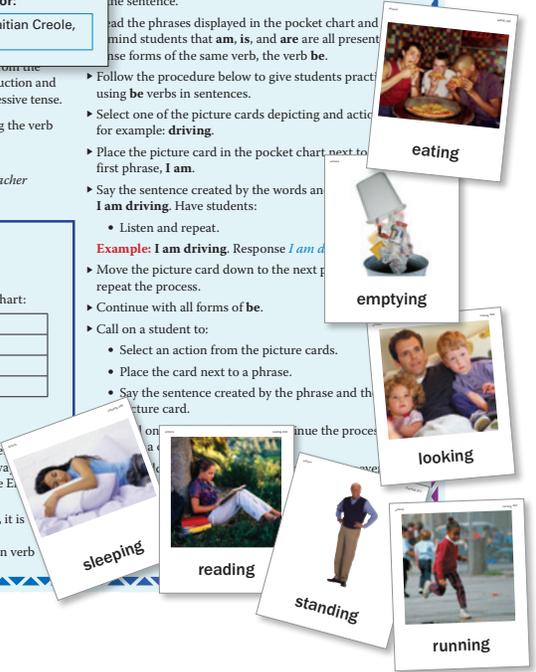
► Create this chart using cards in the pocket chart:

Singular	Plural
I am	We are
You are	You are
He is	They are
She is	
It is	

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

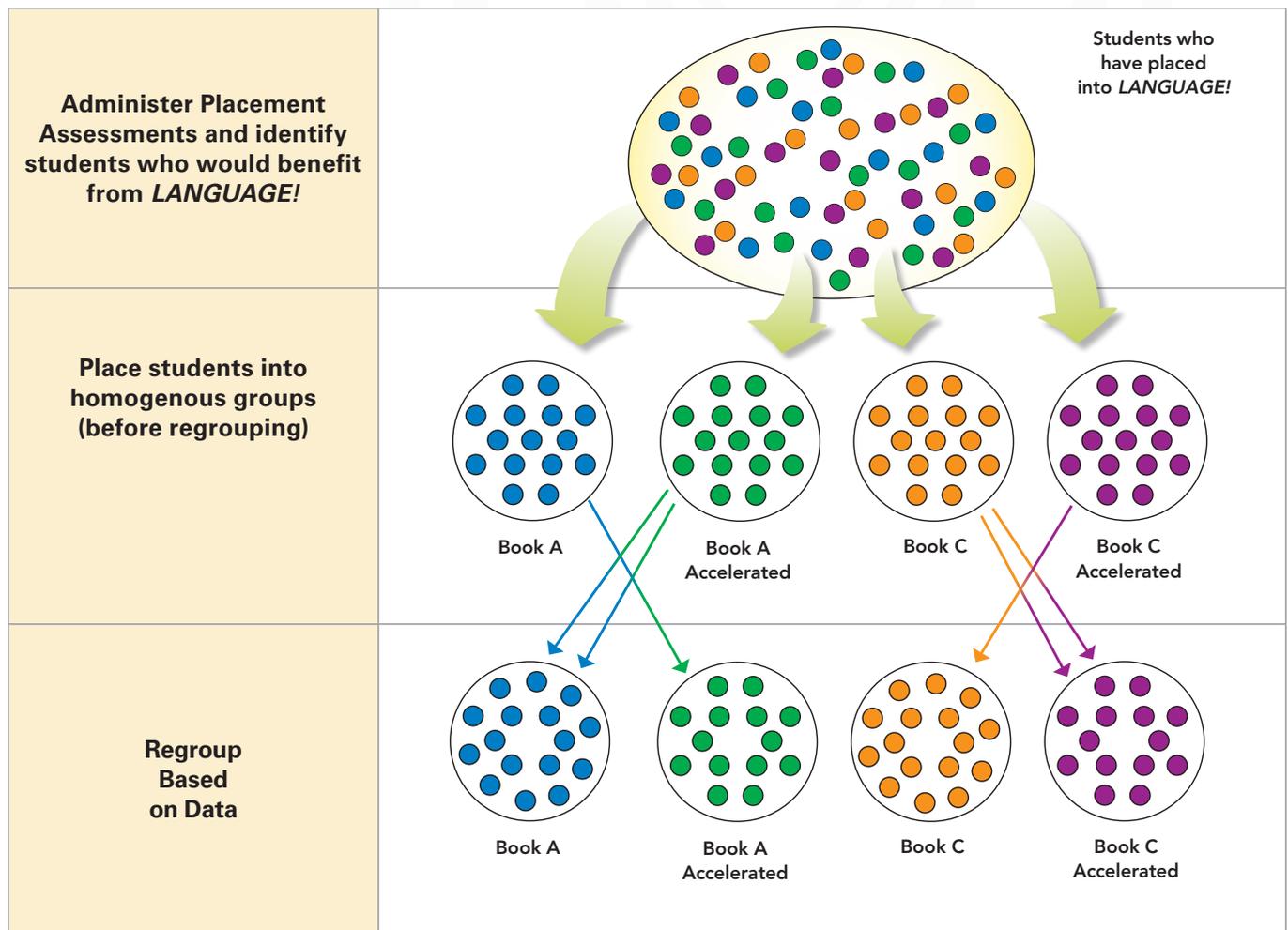
and the phrases displayed in the pocket chart and remind students that **am, is, and are** are all present tense forms of the same verb, the verb **be**.

- Follow the procedure below to give students practice using **be** verbs in sentences.
- Select one of the picture cards depicting an action for example: **driving**.
- Place the picture card in the pocket chart, next to the first phrase, **I am**.
- Say the sentence created by the words and the picture card: **I am driving**. Have students:
 - Listen and repeat.
- **Example: I am driving.** Response *I am driving*.
- Move the picture card down to the next phrase and repeat the process.
- Continue with all forms of **be**.
- 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.
- Continue the process with all forms of **be**.



SCHOOL SCHEDULING: PARALLEL BLOCKS

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.



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.

	Minutes per Day
	90
Step 1	10
Step 2	10
Step 3	15
Step 4	15
Step 5	20
Step 6	20

90 Minutes

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

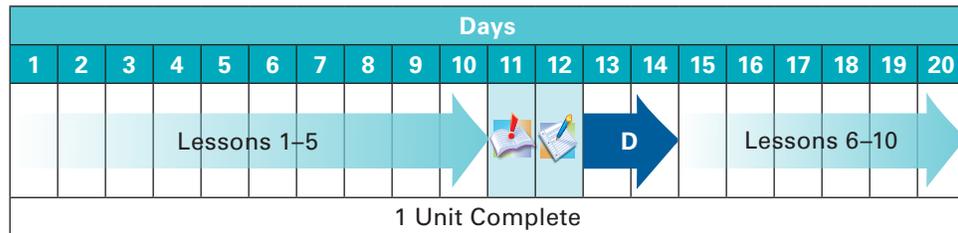


Challenge Text Challenge Writing **D** stands for “Differentiation”

	Minutes per Day	
	45	
	Day 1	Day 2
Step 1	10	
Step 2	10	
Step 3	10	
Step 4	15	
Step 5		20
Step 6		25

45 Minutes

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

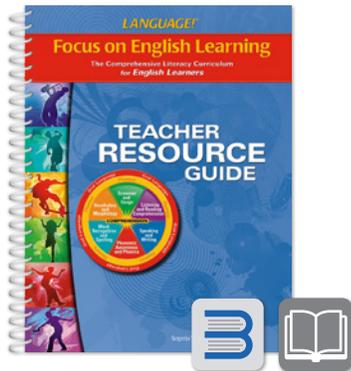


Challenge Text Challenge Writing **D** stands for “Differentiation”

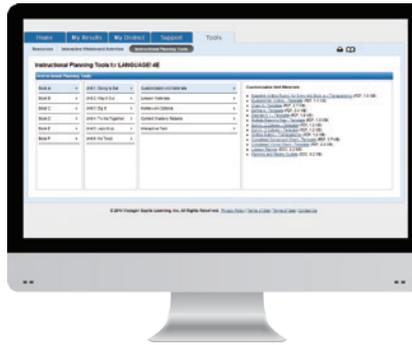
The Voyager Sopris Learning Implementation Specialists work with districts to develop a custom implementation schedule.

STREAMLINED, EASY-TO-IMPLEMENT TEACHER MATERIALS

PREPARE TO TEACH



Teacher Resource Guide



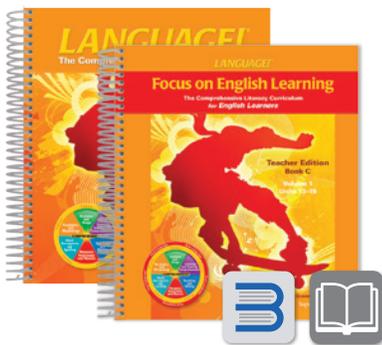
Instructional Planning
Tools Online



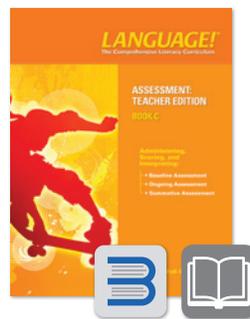
Teacher Center:

Provides all teacher resources
in one place.

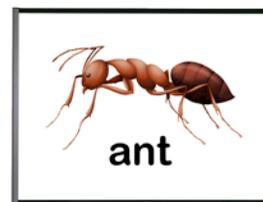
TEACH, ASSESS, AND REPORT



Teacher Editions



Teacher Assessment Manuals



Interactive
Whiteboard
Activities

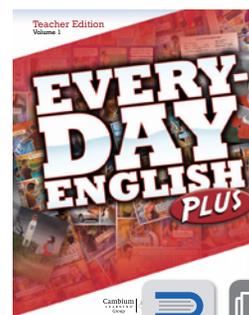


Online Data
Management

DIFFERENTIATE



- eReader
- Sortegories
- VocabJourney
- Words for Teachers



Available as eBook

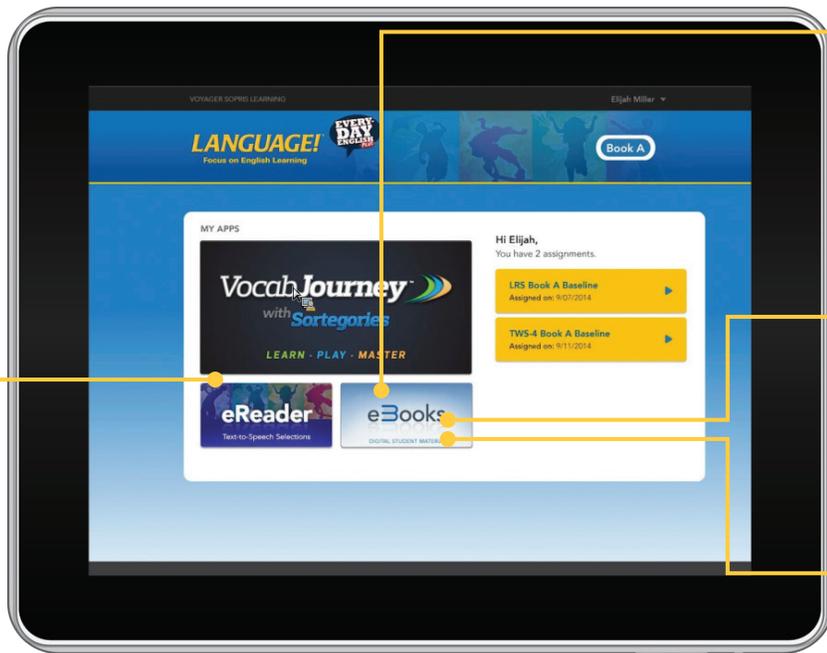


Available in print

IMPLEMENTATION FLEXIBILITY: Print, Blended, or Digital Delivery

ENGAGING STUDENT MATERIALS

Streamlined Student Center Provides All Student Resources in One Place



STUDENT TEXT

- Lexiled Reading Selections
- Visual Vocabulary
- Handbook for Quick Reference



STUDENT INTERACTIVE TEXT

- Interactive text pages
- Charts
- Checklists
- Fluencies



STUDENT ASSESSMENT

- Summative Assessment
- Content Mastery Assessment



ONLINE DIFFERENTIATION TOOLS

- eReader
- Sortegories
- Everyday English
- VocabJourney

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**

eBooks

STRATEGIC APPROACH TO ACCELERATING LITERACY GROWTH

Entry Point Book A

Entry Point Book C

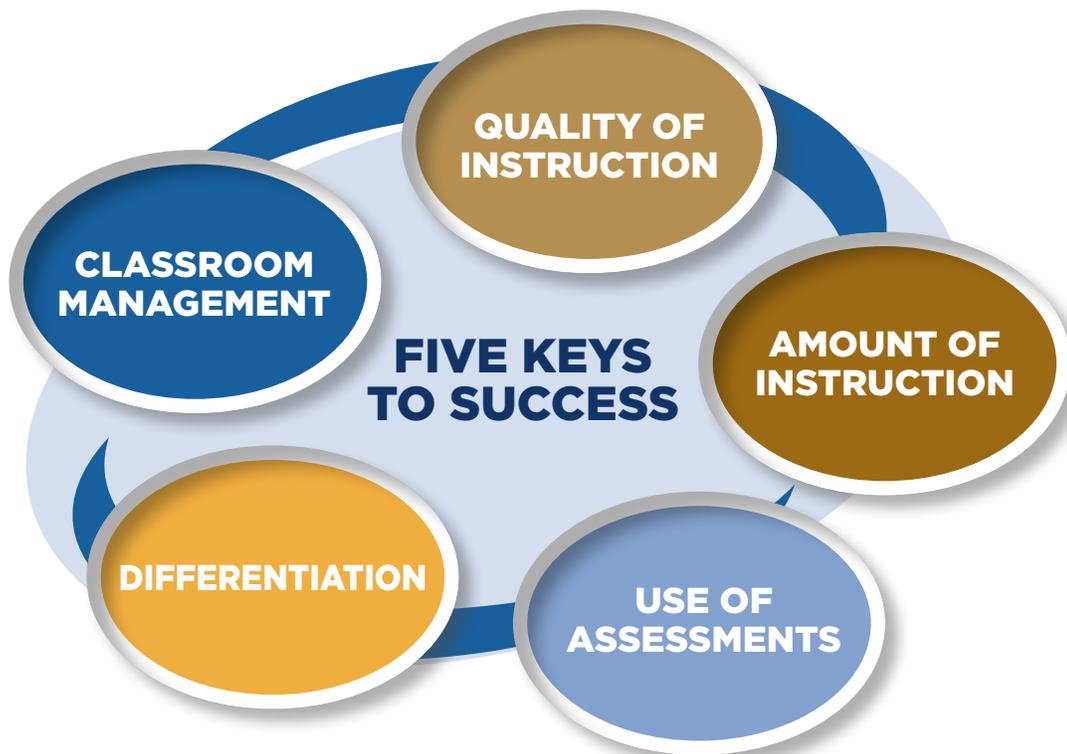
	Step	Book A (Units 1–6)	Book B (Units 7–12)	Book C (Units 13–18)
Phonemic Awareness and Phonics	STEP 1	<ul style="list-style-type: none"> Phoneme and syllable awareness Sound-spelling conventions for common phoneme/grapheme relationships: <ul style="list-style-type: none"> Short vowels / <i>ă</i> /, / <i>ĭ</i> /, / <i>ŏ</i> / Stable consonants Closed syllables Fluency: Letter-sound; letter-name 	<ul style="list-style-type: none"> Phoneme and syllable awareness Sound-spelling conventions for common phoneme/grapheme relationships: <ul style="list-style-type: none"> Short vowels / <i>ĕ</i> /, / <i>ŭ</i> / Long vowels—final silent e pattern Consonant digraphs, blends, clusters Syllable types: closed; final silent e 	<ul style="list-style-type: none"> Phonemes for y (/ <i>ĕ</i> /, / <i>ĭ</i> /, / <i>ĭ</i> /), based on position in word Syllable awareness in multisyllable words Schwa (con' vict vs. con vict') Syllable types: closed; r-controlled; open; final silent e
Word Recognition and Spelling	STEP 2	<ul style="list-style-type: none"> Read/spell: new sound-spelling correspondences Read/spell: 36 new high frequency words Fluency: word recognition Spelling: Doubling Rule Syllabication patterns 	<ul style="list-style-type: none"> Read/spell: words based on new sound-spelling correspondences Read/spell 36 new high frequency words Fluency: word recognition Contractions with not, would, and will Spelling: Drop "e" Rule Syllabication patterns Common abbreviations 	<ul style="list-style-type: none"> Read/spell: words based on new sound-spelling correspondences Read/spell 36 new high frequency words Fluency: word recognition Syllabication process for multisyllable words Contractions with be and have Spelling: Change "y" Rule
Vocabulary and Morphology	STEP 3	<ul style="list-style-type: none"> Antonyms, synonyms, and attributes Multiple meanings, multiple uses Definition development using categories and attributes Compound words Inflectional forms: noun endings: number (-s), singular possessions ('s); verb endings: present tense (-s), progressive form (-ing) Idiomatic expressions 	<ul style="list-style-type: none"> Antonyms, synonyms, attributes, and homophones Definition development using categories and attributes Inflectional forms: noun endings: plural (-es); plural possession ('s); verb endings: present (-es); past (-ed) Idiomatic and common expressions 	<ul style="list-style-type: none"> Antonyms, synonyms, attributes, homophones, and analogies Number: plural nouns Prefixes: most common for meaning expansion of base words Adjective endings: comparative (-er) and superlative (-est) Idiomatic and common expressions
Grammar and Usage	STEP 4	<ul style="list-style-type: none"> Grammatical forms: nouns, pronouns (subject nominative, object), verbs (action, tense, be, present progressive form), adverbs, adjectives, prepositions Grammatical functions: subject; predicate; direct object; object of preposition Noun/verb agreement Sentence pattern: simple Mechanics: capitals and end punctuation; apostrophe 	<ul style="list-style-type: none"> Grammatical forms: pronouns (possessive), conjunctions, verbs (irregular) Verb tense: present; past; future; progressive forms Grammatical functions: complete subject; complete predicate; direct object; compound sentence parts: subject, verb, direct object Sentence patterns: simple, compound (and, but) Subject/verb agreement Mechanics: commas 	<ul style="list-style-type: none"> Grammatical forms: verbs (helping, main), adjectives (comparative/superlative, present and past participles), adverbs (-ly) Grammatical functions: complete subject; direct object, object of preposition, indirect object, appositive; complete predicate Sentence patterns: compound sentences (or); compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates Text-based analysis and application of grammatical forms and functions Mechanics: commas with appositives, in dates, in addresses
Listening and Reading Comprehension	STEP 5	<ul style="list-style-type: none"> Fluency: sentences Vocabulary: context-based strategies Text features for content preview Fluency: sentences Activate and build knowledge Text structure: main ideas and supporting details in informational text Read (and listen to) varied genre selections Comprehension: interpretation and response questions to open-ended questions: <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, <i>how</i>; multiple choice questions 	<ul style="list-style-type: none"> Fluency: passages Vocabulary: context-based strategies Text features for content preview Activate and build knowledge Text structure: informational Read (and listen to) varied genre selections Higher-order thinking: retrieve and recall (remember); construct meaning (understand) Summarization of main ideas from text selection 	<ul style="list-style-type: none"> Fluency: passages Vocabulary: context-based strategies Text features for content preview Activate and build knowledge Higher-order thinking: use information (apply); break down information (analyze) Read (and listen to) varied genre selections Literary terms and devices in text Text structure: informational Summarization of main ideas from text selection
Speaking and Writing	STEP 6	<ul style="list-style-type: none"> Oral and written responses to <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questions Fluency: sentence development Pre-write: set purpose, content selection; organization using graphic organizers Write: summary paragraph; expository paragraph including topic sentence, supporting details, elaborations Edit and revise skills for coherence and content Oral presentation 	<ul style="list-style-type: none"> Written responses based on higher-order thinking skills: remember; understand Fluency: sentence development Pre-write: set purpose, content selection; graphic organizers for reports, personal narratives, compare/contrast report Write multi-paragraph expository report; personal narrative; compare/contrast report Edit and revise skills for coherence and content Oral presentation 	<ul style="list-style-type: none"> Written responses based on higher-order thinking skills: apply; analyze Pre-write: set purpose, content selection; organization using informal outlines Write: multi-paragraph report; expository (opinion) essay; expository (explanatory) essay; business letter Edit and revise skills for coherence and content Oral presentation

Entry Point Book E

Book D (Units 19–24)	Book E (Units 25–30)	Book F (Units 31–36)
<ul style="list-style-type: none"> Syllable types: closed, r-controlled, final silent e; vowel digraph (long and short); consonant + le diphthong Conditions for schwa Syllabication process in multisyllable words Multiple spellings for long vowels Expansion of conditions governing schwa 	<ul style="list-style-type: none"> Sentence patterns for c and g Alternate spellings for consonant sounds: <i>/j/ = j, g, dge; /f/ = ph, gh; /s/ = sc; /k/ = ch</i> Common phonograms English loan words, Romance languages: <i>i = / ē /, a = / ō /, e = / ā /</i>; African; Asian; Native American 	<ul style="list-style-type: none"> Common phonograms r-controlled vowel sounds Spelling patterns for <i>/ air /, / zh /, / sh ...r /, / sh /</i> Silent letters: mb, kn, wr, mn, gn, lm, rh, ps
<ul style="list-style-type: none"> Read/spell: words based on new syllable patterns Read/spell new high frequency words Fluency: word recognition Spelling: Advanced Doubling Rule 	<ul style="list-style-type: none"> Suffixation: pronunciation; spelling; word function impact Read/spell: words based on new sound-spellings and phonograms Read/spell new high frequency words Fluency: word recognition Spelling: review and apply all rules 	<ul style="list-style-type: none"> Read/spell: words based on new sound-spellings and phonograms Read/spell new high frequency words Fluency: word recognition Spelling: review and apply all rules Latin and Greek number prefixes
<ul style="list-style-type: none"> Antonyms, synonyms, attributes, homophones, and analogies Vocabulary expansion through Latin roots, prefixes, and suffixes Prefix assimilation Suffix impact on part of speech Use of dictionary and thesaurus Degrees of word meaning Idiomatic and common expressions 	<ul style="list-style-type: none"> Antonyms, synonyms, attributes, homophones, and analogies Vocabulary expansion through Latin roots, prefixes, and suffixes Suffix impact on part of speech; spelling rules Multiple meanings: using context Use of dictionary and thesaurus Degrees of word meaning Idiomatic and common expressions 	<ul style="list-style-type: none"> Antonyms, synonyms, attributes, homophones, and analogies Vocabulary expansion through Latin roots, prefixes, and suffixes; Greek combining forms Suffix impact on part of speech; spelling rules Multiple meanings: using context Use of dictionary and thesaurus Degrees of word meaning Idiomatic and common expressions
<ul style="list-style-type: none"> Grammatical forms: verbs (helping, linking, irregular); phrasal verbs; participles (present, past); indefinite pronouns Grammatical functions: subject/verb agreement; indirect object; compound indirect objects Sentence patterns: predicate nominative, predicate adjective Text-based analysis and application of grammatical forms and functions Mechanics: commas in series, in dates, in addresses; quotation marks; colons, semicolons 	<ul style="list-style-type: none"> Grammatical forms: relative pronouns; subordinating conjunctions; irregular verbs; past participles; perfect tense Grammatical functions: subject/verb agreement Clauses: independent; adjectival clauses (relative pronouns) and adverbial clauses (subordinating conjunctions) Sentence pattern: complex Sentence types: declarative, interrogative, imperative, exclamatory Usage: confusing word pairs Mechanics: colon 	<ul style="list-style-type: none"> Grammatical forms: irregular verbs; participial phrases Grammatical functions: order of adjectives; pronoun antecedents Sentence patterns: simple; compound; complex; compound/complex Text coherence with transitional words and phrases Usage: confusing word pairs
<ul style="list-style-type: none"> Fluency: passages Vocabulary: content-based strategies Interpret text features (charts, graphics) for information and comprehension Activate and build knowledge Read (and listen to) varied genre selections Higher-order thinking: judge information against criteria (evaluate); put information together in a new way (create) Literary terms and devices in context Text structure: plot Summarization of main ideas from text selection 	<ul style="list-style-type: none"> Fluency passages Vocabulary: context-based strategies Interpret text features (charts, graphics) for information and comprehension Activate and build knowledge Read (and listen to) varied genre selections Higher-order thinking: application of all levels Literary terms and devices in context Text structure: informational, fiction, persuasive essay Elements of poetry 	<ul style="list-style-type: none"> Fluency: passages Vocabulary: context-based strategies Interpret text features (charts, graphics) for information and comprehension Activate and build knowledge Read (and listen to) varied genre selections Higher-order thinking: application of all levels Literary terms and devices in context Text structure: narrative, report, play Elements of poetry Metacognition and comprehension: sampling, predicting; confirming in challenging text
<ul style="list-style-type: none"> Written responses based on higher-order thinking skills: evaluate; create Pre-write: set purpose, content selection (note-taking) organization using graphic organizers for reasons; persuasion; personal narrative; and outlining Write: expository (explanatory) paragraph, essay: expository (descriptive) paragraph: literary analysis essay, narrative (short story) Edit and revise skills for coherence and content Debates, speeches, interviews 	<ul style="list-style-type: none"> Written responses based on higher-order thinking skills: all levels Pre-write: set purpose, content selection (note-taking) organization using graphic organizers (comparison-contrast, narrative) and outlining Write: personal narrative; descriptive essay; persuasive essay; autobiographical essay Edit and revise skills for coherence and content Multimedia presentation Poetry recitations, debates 	<ul style="list-style-type: none"> Written responses based on higher-order thinking skills: all levels Pre-write: set purpose, content selection (note-taking), organization using graphic organizers (narrative) and outlining (report); organize information across sources Write: literary analysis essay; informational report; persuasive essay; personal essay Edit and revise skills for coherence and content Multimedia presentation

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:



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:**



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

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

TO LEARN MORE, VISIT
www.voyagersopris.com/language

INTENSIVE INTERVENTION INSTRUCTION TO ACCELERATE LITERACY GROWTH

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



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