COMMON CORE solution

LANGUAGE!®
The Comprehensive Literacy Curriculum
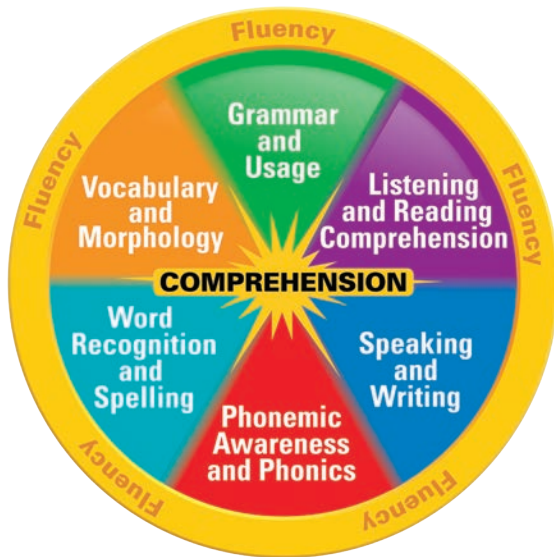
Fourth Edition

Intensive Intervention to
ACCELERATE
LITERACY GROWTH

VOYAGER SOPRIS
LEARNING™

LANGUAGE!®

The Comprehensive Literacy Curriculum

From 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

To Text
in every lesson

LANGUAGE!® The Comprehensive Literacy Curriculum weaves all of the necessary strands of literacy into six instructional steps of a daily lesson. With multiple entry points, *LANGUAGE!* places students according to skill level and is effective with diverse learning styles.

"We are excited about the results we are seeing using *LANGUAGE!* with our students requiring a replacement curriculum. When the teachers are well-trained in the program and fully implement it with fidelity, the results are well beyond our expectations."

—Judith S. Carmona
Intervention Instructional Specialist
Placentia-Yorba Linda Unified School District, CA

What population of students does *LANGUAGE!* serve?

What is *LANGUAGE!*?

LANGUAGE! is a comprehensive literacy curriculum that provides effective, explicit, sequential, linguistically logical, and systematic instruction for struggling readers, writers, speakers, and spellers.

Who needs *LANGUAGE!*?

LANGUAGE! is for students in grades 4–12 who are scoring below the 40th percentile on group-administered standardized tests and need to acquire knowledge of academic language as well as the structure and function of the English language. These students often represent three populations: English language learners, students with special needs, and "curriculum casualties."
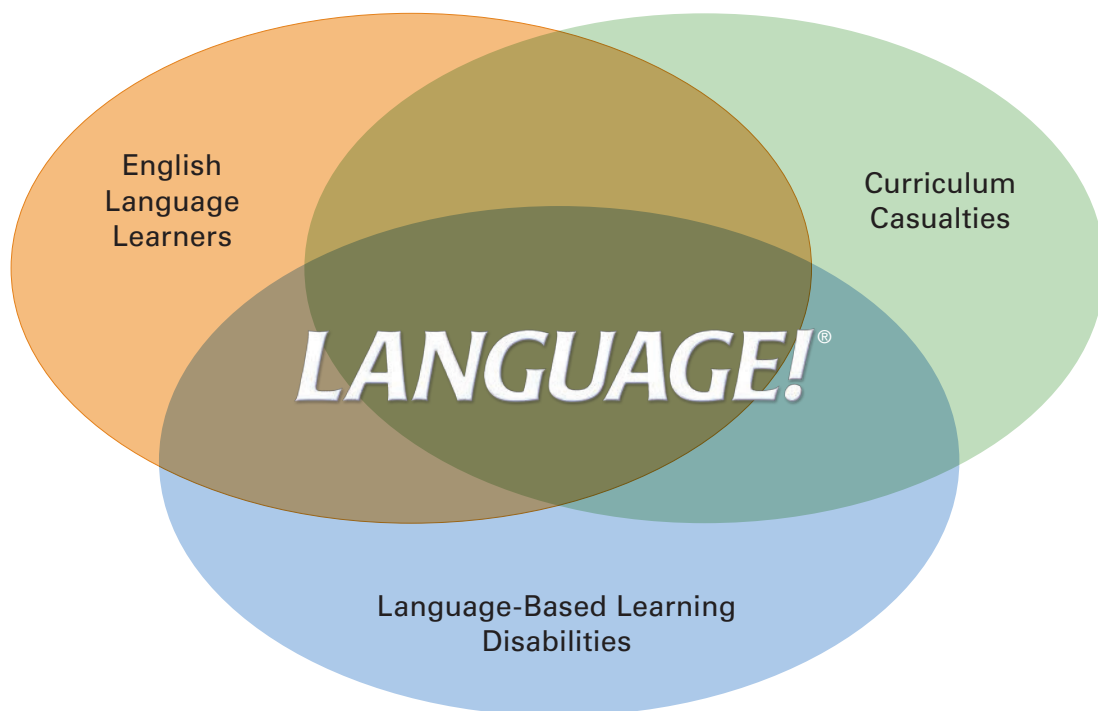
For more information, please visit www.voyagersopris.com/language or call 800.547.6747.

LANGUAGE!®

The Comprehensive Literacy Curriculum

At-A-Glance

How It Works

LANGUAGE! accelerates literacy growth for struggling students in grades 4–12 who are scoring below the 40th percentile on group-administered standardized tests.

With *LANGUAGE!* students learn the skills and concepts necessary to progress from reading significantly below grade level to reading at the high school instructional level.
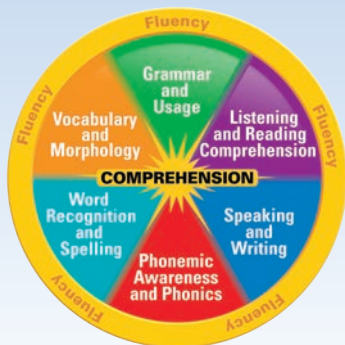
Pages 6–10

Professional Development

The Support Services team offers flexible, customized implementation services to help teachers become more effective and efficient, and to help build local capacity at the school and district levels.

VOYAGER SOPRIS
LEARNING™

SUPPORT SERVICES

Page 11

How It Is Taught: Differentiation

Meeting the needs of different students from assessment to implementation with:

- Integrated, comprehensive instruction
- Flexible implementation models
- Ongoing assessment and instructional system
- Scheduling options with differentiation

Pages 12–15

Support in the Classroom

LANGUAGE! is cumulative, sequential, and integrated, providing the scaffolding needed to ensure literacy development through each of the six key literacy strands.

Pages 16–21

The Curriculum Structure

The *LANGUAGE!* model weaves all of the necessary strands of literacy into the instructional steps of a daily lesson. Through six sequential, integrated steps, each lesson scaffolds content and instruction.

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

Teacher Support

Teaching students how to read and write is a challenging and complex activity that is learned with the help of coaching and experience. Explicit support for teachers, coaches/mentors, and administrators is built in to the *LANGUAGE!* curriculum.
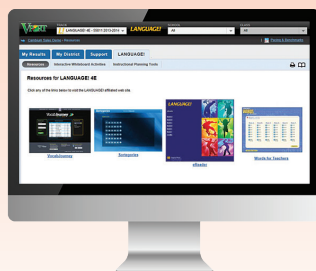
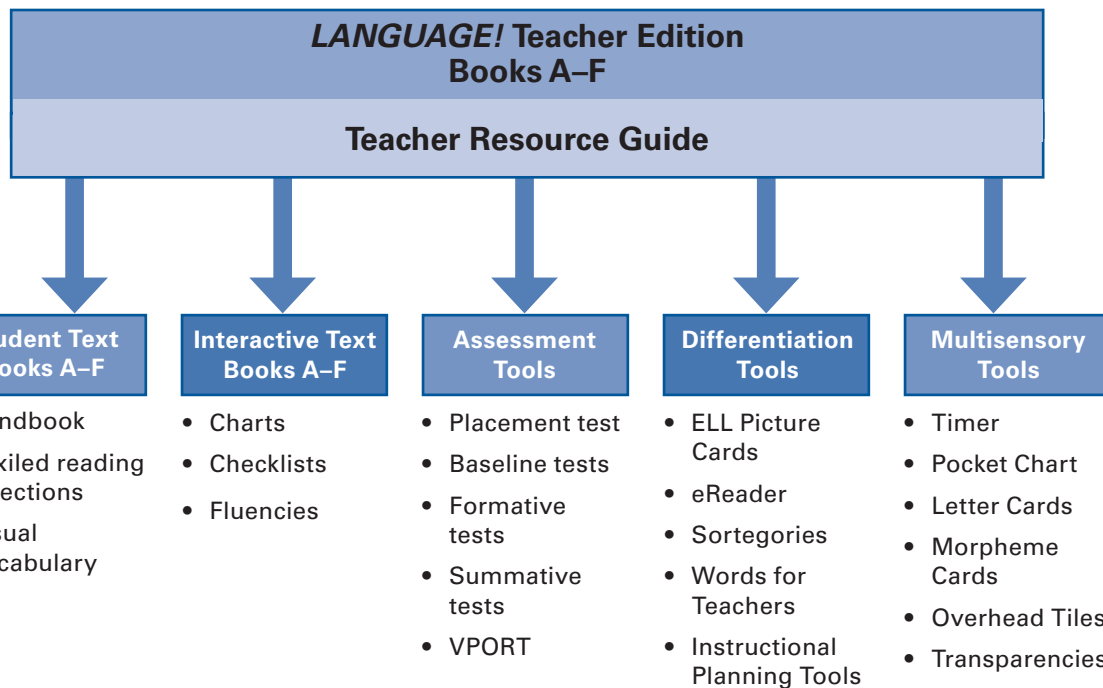## Research and Effectiveness

LANGUAGE! implementations throughout the country show positive results spanning elementary, middle, and high school grade levels. *LANGUAGE!* is the right curriculum for any school or district striving to increase literacy performance.

Program Success

As a research-based, data-driven curriculum, *LANGUAGE!* has earned praise from leading literacy scholars and research centers such as the Florida Center for Reading Research (FCRR) and an endorsement by the Council of Administrators of Special Education (CASE).

LANGUAGE!®
The Comprehensive Literacy Curriculum

LANGUAGE! Teacher Edition Books A–F

Teacher Resource Guide

Student Text Books A–F

- Handbook
- Lexiled reading selections
- Visual Vocabulary

Interactive Text Books A–F

- Charts
- Checklists
- Fluencies

Assessment Tools

- Placement test
- Baseline tests
- Formative tests
- Summative tests
- VPORT

Differentiation Tools

- ELL Picture Cards
- eReader
- Sortegories
- Words for Teachers
- Instructional Planning Tools

Multisensory Tools

- Timer
- Pocket Chart
- Letter Cards
- Morpheme Cards
- Overhead Tiles
- Transparencies

Who benefits from *LANGUAGE!?*

- Students scoring below the 40th percentile on group-administered standardized tests
- Students failing to keep pace with the expectations of the general classroom
- Students needing to learn the structure and function of the English language
- Students needing to acquire knowledge of academic language

How does *LANGUAGE!* differentiate instruction?

- The Planning and Pacing Guides tailor lessons for three specific instructional needs: additional activities for English learners, reinforcement for students requiring more or different methods of learning, and targeted activities for review or accelerated pacing.
- An assessment system monitors student performance and guides the need for prescriptive instruction.
- The Student Text provides reading selections at three readability levels: Decodable (Books A and B) or Independent (Books C–F); Instructional (Books A–F); and Challenge (Books A–F).
- Technology tools help teachers customize lesson plans and instructional materials for specific student needs.
- Interactive online components allow students to practice skills independently.


Technology Components

- VocabJourney
- Sortegories
- eReader
- Words for Teachers
- Instructional Planning Tools

LANGUAGE!®
The Comprehensive Literacy Curriculum

How does *LANGUAGE!* work?

Cumulative and sequential multisensory activities engage students while establishing skills in phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and speaking and writing. The *LANGUAGE!* instructional model weaves all of these necessary strands of literacy into the instructional steps of a daily lesson. Through six sequential, integrated steps, each lesson scaffolds content and instruction.
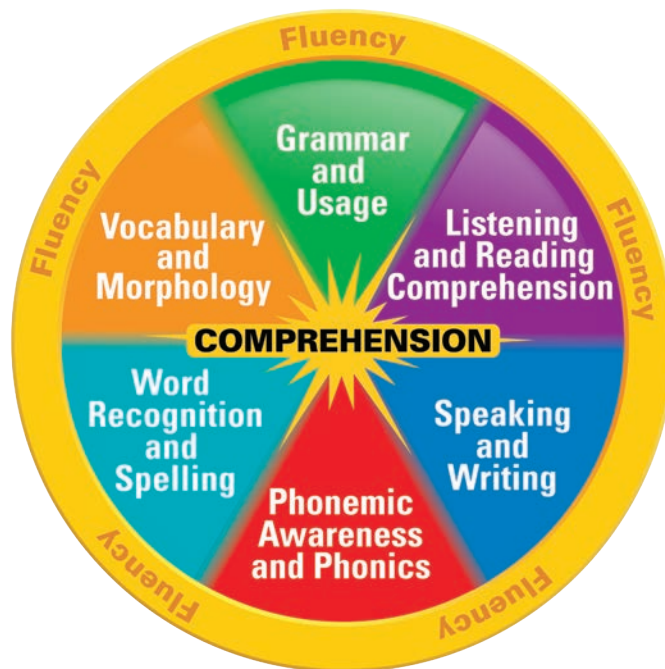
Skills **transfer to** **Application**

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

Multiple Entry Points to Meet Specific Student Needs

Entry Point 1 Book A	Book B	Entry Point 2 Book C	Book D	Entry Point 3 Book E	Book F
Lexile® 200–950	Lexile 300–1,050	Lexile 500–1,075	Lexile 650–1,150	Lexile 750–1,200	Lexile 850–1,300

Instructional content increases in rigor as students progress through the *LANGUAGE!* curriculum.

Book A
- For students demonstrating a deficiency in basic decoding
- Preprimer to 2.5 readability range
- Lexile 200–950

Book C
- For students showing proficiency with beginning sound/symbol correspondences but deficiencies at higher levels of word analysis
- < 3.5 readability range
- Lexile 500–1,075

Book E
- For students in grades 7–12 who are showing proficiency with sound/symbol correspondences and higher levels of word analysis
- < 5–6 readability range
- Lexile 750–1,200

LANGUAGE!®
The Comprehensive Literacy Curriculum

LANGUAGE! accelerates reading achievement.

- *LANGUAGE!* helps students learn the skills and concepts necessary to progress from reading significantly below grade level to reading at a 12th grade level.

- Students can make two years' worth of reading growth in one school year.

- Students build a solid foundation of concepts and skills upon which literacy development thrives.

Upon successful completion of this curriculum, students are able to read text at the high school instructional level.

Grade-Level Readability Range

Challenge Text

Instructional Text

Independent Text

LANGUAGE! Book Levels

A B C D E F
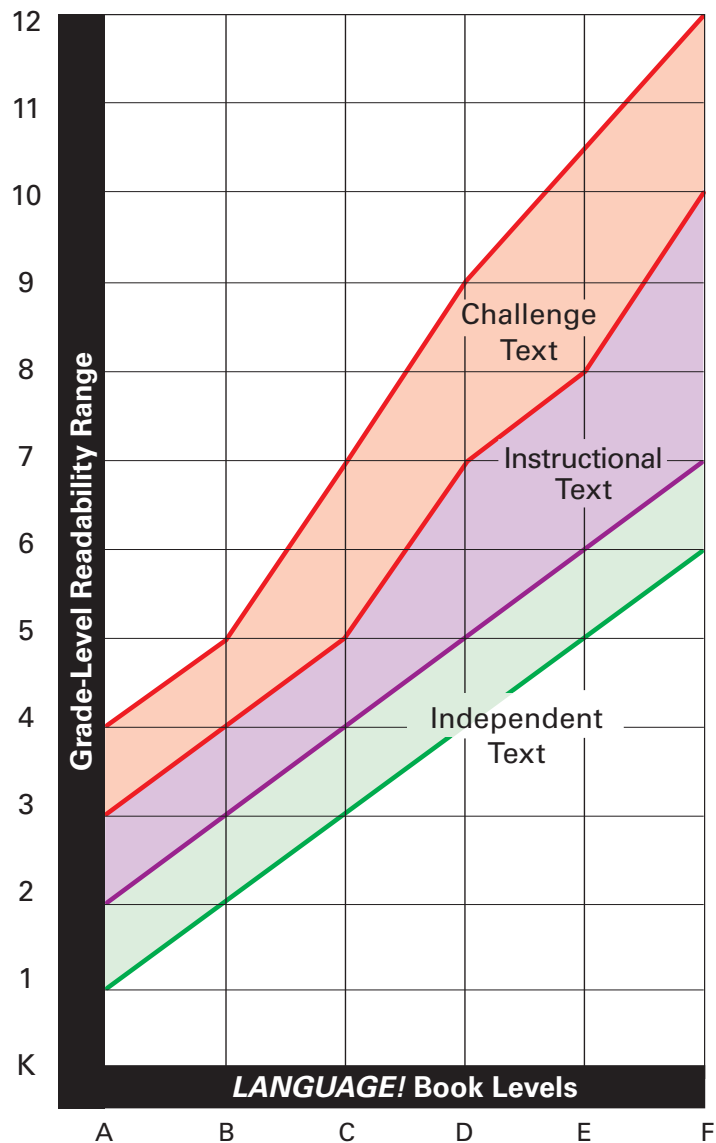
For more than 30 years, we have been helping struggling learners achieve by supporting educators and administrators in effective implementation.

Ongoing professional development promotes student achievement by providing teachers with the support and instruction they need to implement *LANGUAGE!* successfully in the classroom. Regular follow-up, feedback, and help with problem solving ensure that teachers sustain the program's effectiveness and can fully focus their attention on students.

Voyager Sopris Learning's professional training, delivered by certified professionals, extends far beyond initial implementation training. Our Support Services offerings include:

- Ongoing coaching and support
- Regional follow-ups
- Classroom site visits to demonstrate model teaching
- Guidelines and consultation to realize long-term success
- Consultation to assist districts with online data management and using data to drive instruction
- Online courses for college credit and/or continuing education units for professional development

We can help all your teachers become more effective and efficient, and help your district build local capacity for continued growth. Professional development offerings, in-person and online, include:

- Initial Training
- Refresher Training
- Training of Trainers (TOT)
- Advanced Training
- Transition Training
- Ongoing Support Days
- Online Courses and Webinars

**For more information,
visit www.voyagersopris.com/supportservices**

LANGUAGE!®
The Comprehensive Literacy Curriculum

How The *LANGUAGE!* Assessment System Works
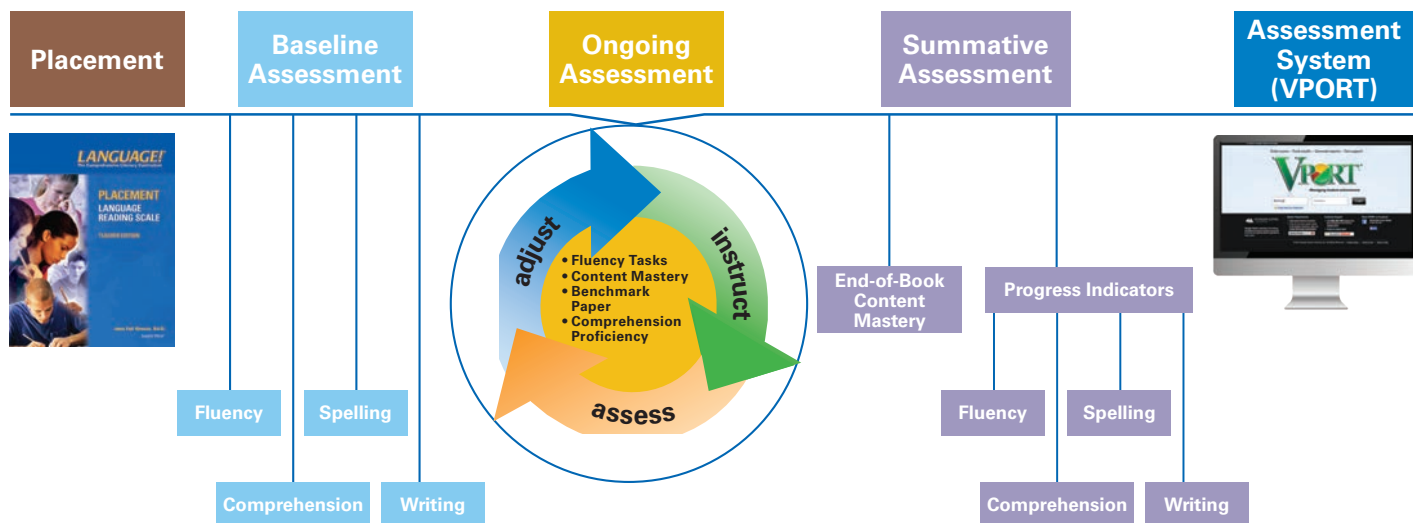
Placement

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.
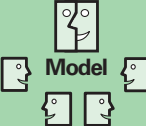
# VPORT Data-Management System

This system is designed to provide data to drive instructional decision making and differentiate instruction according to student needs.
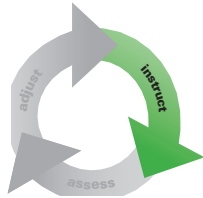
Levels of Engagement

- **Multisensory techniques:** *LANGUAGE!* uses multisensory techniques to increase student involvement. Interactive instruction allows teachers to monitor the level of student learning.

- **Scaffolded instruction:** The lessons in *LANGUAGE!* follow the gradual-release model of instruction. Lessons are designed to transfer responsibility from the teacher to the students. As students' skills increase, they work more independently. A system of icons cues teachers for the level of scaffolding.

Model	Teacher demonstrates or explains while students watch and listen.
Guide	Students work along with the teacher.
Pair/Share	Students work with other students in pairs or small groups while the teacher monitors for understanding.
On Their Own	Students apply the skill or strategy independently.
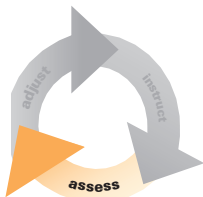
Performance Monitoring

Icon	Label
F	Fluency
	ContentMastery
	Benchmark Paper
C	Comprehension Proficiency
	End-of-Book Content Mastery
	Progress Indicator

- **Ongoing assessment** tools allow teachers to monitor content and skill acquisition within a unit every two to three weeks.

- **Summative assessment** tools monitor student performance at the end of each book, or approximately every 12 to 18 weeks.

VPORT streamlines the recording and interpreting of test results.

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The Comprehensive Literacy Curriculum

Differentiation of Instruction

- **Performance data** drive differentiation.

- **Prescriptive teaching boxes** guide teachers to reinforce or reteach based on student performance.

If . . .	Then . . .
Students score below 80%	Reinforce: • 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: • 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.

- **Content Mastery retests** allow teachers to check that mastery is achieved after reinforcing or reteaching content and skills.

- **Planning and Pacing Guides** use icons— ☆, ☀, and ✓—to identify activities that accommodate specific learner needs.

- **Technology tools** help teachers develop materials to meet specific student instructional needs.

- **Interactive technology** allows students to practice skills and content.

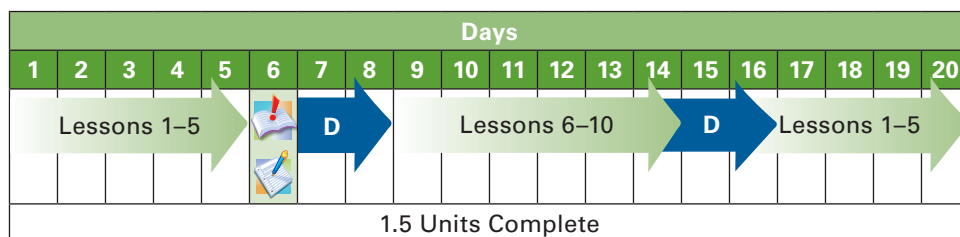- **Homework Options** provide practice beyond the *LANGUAGE!* classroom.

Flexible Implementation Models

Significant literacy delays require intensive instruction to accelerate learning. *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.

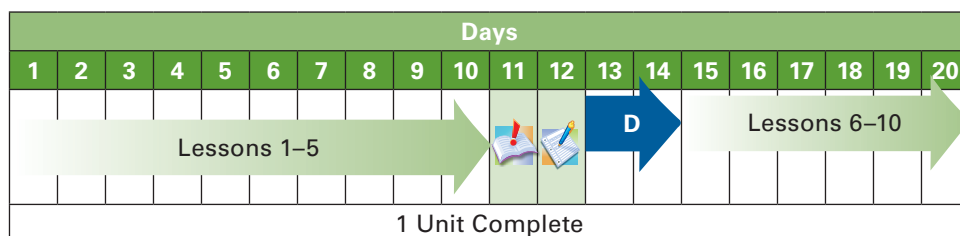| Days																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lessons 1–5 → D → Lessons 6–10 → D → Lessons 1–5 →

1.5 Units Complete

🖼 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.

Days																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lessons 1–5 → 🖼 📝 D → Lessons 6–10 →

1 Unit Complete

🖼 Challenge Text   📝 Challenge Writing   **D** stands for "Differentiation"

	Minutes per Day		
	180		
	Days 1–3	Day 4	Day 5
Step 1	15	15	15
Step 2	15	15	15
Step 3	20	20	20
Step 4	20	20	20
Step 5	30	30	30
Step 6	30	30	30
Independent Reading	20	20	20
Differentiation	30		
Challenge Text		30	
Writing Using the Challenge Text			30

180 Minutes

When more time is available, additional options are possible. The potential to accelerate learning increases.

Days																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Lessons 1–5 → Lessons 6–10 → Lessons 1–5 → Lessons 6–10 →

D D D 🖼 📝 D D D 🖼 📝 D D D 🖼 📝 D D D 🖼 📝

2 Units Complete
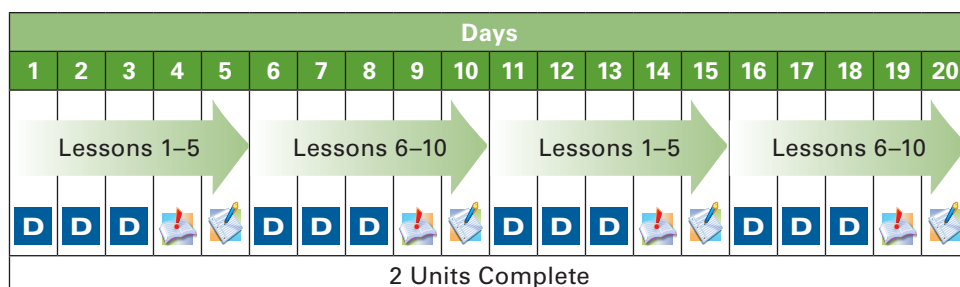
🖼 Challenge Text   📝 Challenge Writing   **D** stands for "Differentiation"

LANGUAGE!®
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LANGUAGE! transitions students from preprimer to 12th grade reading at the end of Book F.

Research has consistently shown that struggling adolescent literacy learners need interventions focusing on both the word level and comprehension skills. *LANGUAGE!* addresses these two areas through a cumulative, integrated six-step lesson structure that provides decoding/encoding, fluency, and comprehension instruction according to assessed student needs.
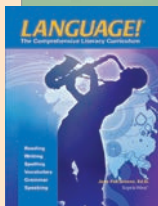
Well-known authors include:

- Isaac Asimov
- Edgar Allan Poe
- Robert Frost
- Emily Dickinson
- Maya Angelou
- Sandra Cisneros
- Langston Hughes

Book A, Student Text

Begins with basic decoding and fluency skills


Book B, Student Text

Book C, Student Text

With *LANGUAGE!* students build decoding and comprehension skills and increase fluency to not only access but also fully understand sophisticated, challenging text.

Text selections encompass:

- Poetry and Drama
- Expository/Informational Text
- Mystery and Adventure
- Science Fiction
- Historical Fiction
- Classic Literature
- Fiction/Nonfiction

Culminates with sophisticated grade-level text

Don Quixote
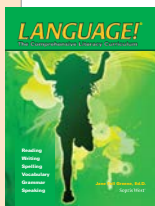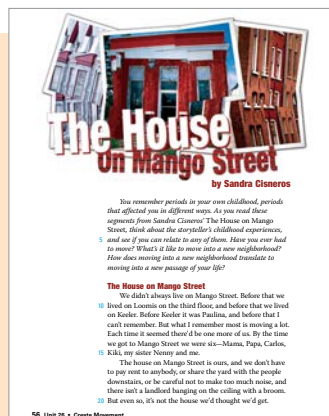by Miguel de Cervantes
translated by Edith Grossman
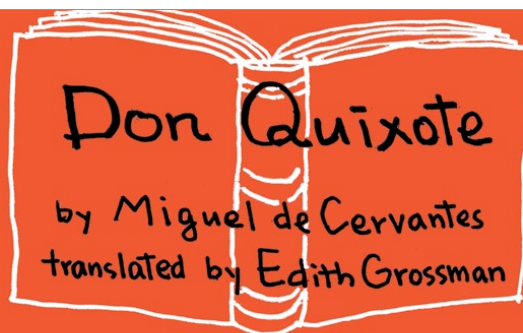
In 1605, Miguel de Cervantes published his novel, El ingenioso hidalgo don Quijote. *The story of the elderly, idealistic knight, Don Quixote, riding around Spain on his old horse, Rocinante, with his pot-bellied squire, Sancho*
5 *Panza, riding behind him on a donkey, was immediately popular. Today, 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
10 *comic story of a man so taken with chivalric romances that he starts to believe they are true. Don Quixote is, on one hand, to be laughed at for his silly pretensions 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*
15 *master is a little crazy, but stays with Don Quixote to get the island and other riches Don Quixote promises him.*
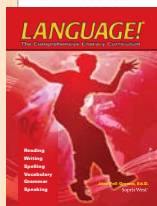*As the story progresses, Don Quixote and Sancho Panza both evolve as characters to understand each other's point of view. At the end of the second book, Quixote on his*
20 *deathbed admits he was mad. Sancho begs Don Quixote to remember that the "one* **vanquished** *today [can] be the victor tomorrow." Four hundred years later, readers are still enchanted by the story of this brave, eccentric knight and his loyal servant.*

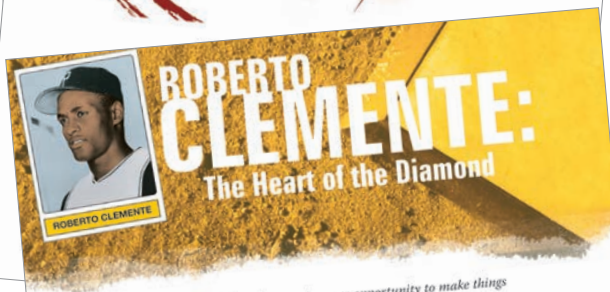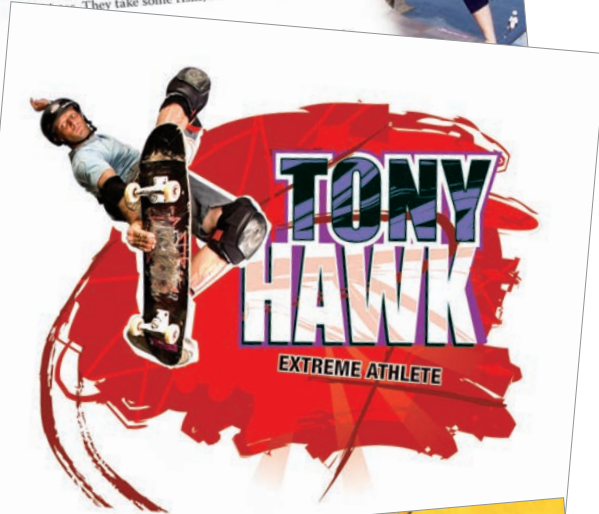**vanquished**
beaten; defeated

Don Quixote—Excerpt 1 235

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
5 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
10 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
15 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
20 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 racing car! 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

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,
5 *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
10 lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler 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 us. By the time we got to Mango Street we were six—Mama, Papa, Carlos,
15 Kiki, my sister Nenny 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 banging on the ceiling with a broom.
20 But even so, it's not the house we'd thought we'd get.

56 Unit 26 • Create Movement

Book D, Student Text

Book E, Student Text

Book F, Student Text

LANGUAGE!®
The Comprehensive Literacy Curriculum

Three Lexiled Levels of Text in Every Unit—Cross Content and Target Word Connection

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

The readability level for each text selection, based on the Lexile readability scale, increases incrementally within and across book levels.
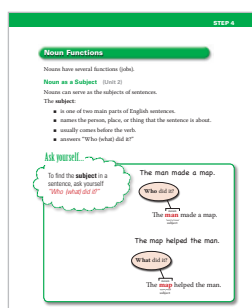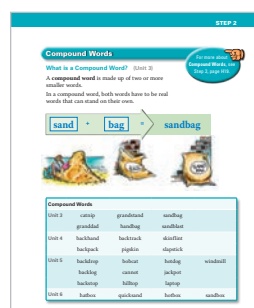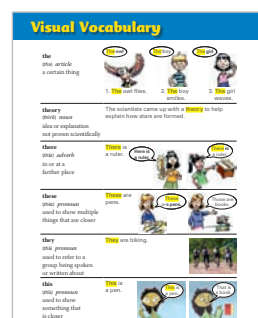
LANGUAGE! Readability Levels for Text Selections

Lexile® Text Measure Ranges and Corresponding Grade Ranges			
Book	Decodable	Instructional	Challenge
A	200–400 (1–2)	300–700 (2–3)	650–950 (4–5)
B	300–700 (2–3)	500–850 (3–4)	750–1050 (5–6)
C	500–850 (3–4)	650–950 (4–5)	850–1075 (6–7)
	Independent	Instructional	Challenge
D	650–950 (4–5)	750–1075 (5–7)	950–1150 (7–9)
E	750–1050 (5–6)	850–1100 (6–8)	1000–1200 (8–10)
F	850–1075 (6–7)	950–1200 (7–10)	1100–1300 (10–12)

The Student Text provides two built-in reference tools.

Visual Vocabulary—A Vocabulary Reference Tool

- Uses visual images to facilitate English learners' transfer of vocabulary knowledge from their first language

- Supplies student-friendly definitions and context sentences with each vocabulary word, making word meanings accessible to all learners

- Provides visual images for highlighted Instructional Text, Challenge Text, and Essential Words in Books A and B

Student Handbook—A Content Reference Tool

- Uses examples and illustrations to make abstract concepts concrete

- Provides a reference tool for the step-by-step cumulative content in the curriculum

- Used as a content reference during instruction

LANGUAGE!®
The Comprehensive Literacy Curriculum

Reading and writing are reciprocal in *LANGUAGE!*

> Excellent instruction in writing not only emphasizes correctness of forms and conventions, but also instills in writers the command of a wide variety of forms, genres, styles, and tones, and the ability to adapt to different contexts and purposes.
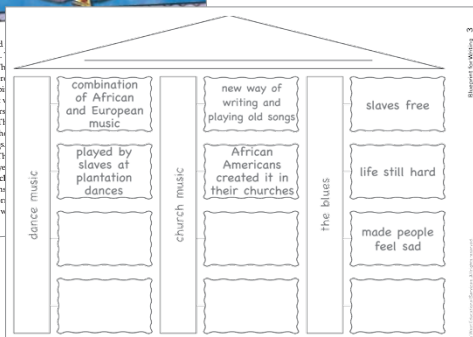
—*Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools (2007)*

Jazz: The Recipe

recipe
the directions and ingredients to make something; a formula

Blueprint for Writing 3

dance music	church music	the blues
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
		made people feel sad

166 Unit 5 • Jazz It Up

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.

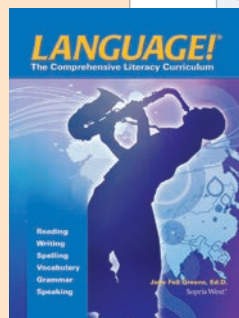**Using the Six Traits to Revise a Paragraph** (Unit 6)

Draft Paragraph

Let's Work Out!
Regular exercise helps people in two important ways It improves people's health. It make the hart, lungs, bones, and muscles stronger. Workin' out is also good for the mind. It makes people feel better about themselves. It calms them down when they feel bad. People should get exercise.

Editor's Marks

^	add or change text
℘	delete text
⟜	move text
¶	new paragraph
≡	capitalize
/	lowercase
⊙	insert period
◯	check spelling or spell out word

Draft Paragraph with Edits

The Benefits of Exercise ~~Let's Work Out!~~

Regular exercise helps people in two important ways. It improves people's health.
First,
It makes the (hart) lungs, bones, and muscles
It keeps people at a healthy weight. Exercise
stronger. Workin' out is also good for the mind.
It makes people feel better about themselves.
angry or stressed
It calms them down when they feel bad.
~~People should get exercise.~~ When people get exercise, they stay fit, healthy, and happy.

LANGUAGE!
The Comprehensive Literacy Curriculum

Reading
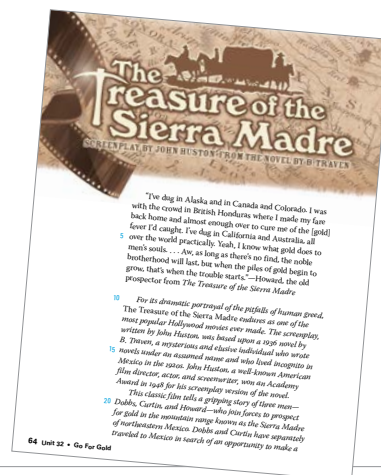Writing
Spelling
Vocabulary
Grammar
Speaking

Book A, Student Text

LANGUAGE! aligns with the criteria for effective adolescent writing instruction, as recommended by *Writing Next* and the Common Core State Standards. In particular, the curriculum addresses writing for content learning and writing strategies, which involve teaching students to plan, revise, and edit their compositions.

- *LANGUAGE!* students organize thoughts, write increasingly sophisticated text, and communicate effectively through the writing process. They progress from writing expository paragraphs to literary analyses and reports.

- *LANGUAGE!* students alternate between writing compositions based on the text that they have read and writing from prompts that elicit their imagination and their personal experiences.

Writing exercises encompass:

- Expository Paragraphs
- Personal Narratives
- Expository Opinion Essays
- Literary Analysis Essays
- Persuasive Essays

Revised Paragraph

The Benefits of Exercise

Regular exercise helps people in two important ways. First, it improves people's health. It makes the heart, lungs, bones, and muscles stronger. It keeps people at a healthy weight. Exercise is also good for the mind. It makes people feel better about themselves. It calms them down when they feel angry or stressed. When people get exercise, they stay fit, healthy, and happy.

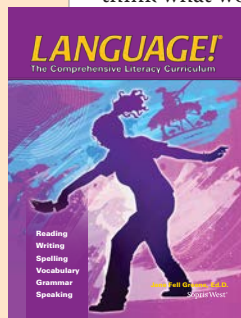**Ideas and Content**: added another explanation

Organization: added a transition

Voice: used a more formal tone of voice for a school paper

Word Choice: used more specific words

Sentence Fluency: wrote a longer sentence

Conventions: corrected spelling, punctuation, and grammar errors

Handbook **H67**

"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 ___. As the gold starts rolling in, however, Dobbs's ___ws. He wants to go for seventy-five thousand ___ much more than either of his partners wants. ___for gold increases, so does Dobbs's distrust in

Book F, Student Text

LANGUAGE!
The Comprehensive Literacy Curriculum

The Steps from Sound to Text in *LANGUAGE!*

STEP 1 — Phonemic Awareness and Phonics

Helps students learn the building blocks of the English language

STEP 2 — Word Recognition and Spelling

Teaches students how to use the sound-spelling correspondences to fluently read and spell words

STEP 3 — Vocabulary and Morphology

Develops the meanings of words students can read and spell

Unit 5 — Lesson 8

STEP 1 — Phonemic Awareness and Phonics

Students review the sound-spelling correspondences in initial and final blends. They also identify the vowel sounds in multisyllable words to determine the number of syllables.

Lesson 8 Materials
See the Book A *Instructional Planning Tools* CD for a complete list of materials for this lesson.

Phonemic Awareness Drills
▶ Review the **Anchor the Word** arm motion before beginning the drills.

Isolation
Use this drill to develop students' awareness of individual sounds in words.
▶ Using the items below, say and anchor the prompt word (in bold type) two times.
▶ Have students:
  • Repeat and anchor the prompt word each time.
  • Isolate the designated sound.
  Example: Say **lost**. Response *lost*. Say **lost**. Response *lost*. What's the *last* sound in **lost**? Response / *t* /.
▶ Follow this procedure with these words and sounds:
(*sr*) = *student response*

Say **spot**. (*sr*)	What's the *first* sound in **spot**?	/ *s* /
Say **flock**. (*sr*)	What's the *first* sound in **flock**?	/ *f* /
Say **stiff**. (*sr*)	What's the *last* sound in **stiff**?	/ *f* /

▶ Continue with the following words: **dog** (*middle*, / *aw* /); **crop** (*first*, / *k* /); **miss** (*last*, / *s* /); **smog** (*first*, / *s* /); **blond** (*first*, / *b* /); **drill** (*last*, / *l* /)

Segmentation
Use this drill to provide practice in segmenting words into their constituent sounds.
▶ Using the items on the following page, say and anchor the prompt word (in bold type) two times.
▶ Have students:
  • Repeat and anchor the prompt word each time.
  • Say the sounds in the word.
  • Repeat the word.
  Example: Say **miss**. Response *miss*. Say **miss**. Response *miss*. Say the sounds in **miss**. Response / *m* / / *i* / / *s* /. End by repeating the word.

Differentiated Instruction ★ Review & Acceleration ✓ Special Instructional Support ✹ English Learners ▪ Technology

622 Unit 5 • Lesson 8

STEP 2 — Word Recognition and Spelling

Students categorize words based on the short vowel sounds / ă /, / ĭ /, and / ŏ /, and the sound / *aw* / for **g**. They also practice fluent single-word reading.

Review: Syllables
Use this explanation to review the concept of syllables with students.
A **syllable** is a word or word part that has one vowel sound. The number of vowel sounds in a word equals the number of syllables.
Examples:
  On has one vowel sound (/ ŏ /). It is a one-syllable word.
  Combat has two vowel sounds (/ ŏ / and / ă /). It is a two-syllable word.
  Inhibit has three vowel sounds (/ ĭ /, / ĭ /, / ĭ /). It is a three-syllable word.

Sort It: Vowel Sounds
Use this activity in the *Interactive Text* to provide practice in sorting words with short vowels.

Materials
Interactive Text p. 208, Exercise 2

▶ Have students:
  • Turn to Exercise 2, **Sort It: Vowel Sounds**, in the *Interactive Text*, page 208.
▶ Read the syllables in the **Syllable Bank**.
▶ Model sorting the first two syllables by vowel sound.
▶ Have students:
  • Sort the remaining syllables by vowel sound.
  • Write each syllable in the correct column on the chart.
  • Use the syllables to build as many words as they can and record them on the lines.
  • Share the words they build with the class.

★ Word *Fluency* 4
Use this activity in the *Interactive Text* to develop automatic word recognition.

Materials
Interactive Text p. R45, Word Fluency 4
Interactive Text p. R60, Word Fluency Chart
Timer

▶ Using **Word Fluency 4** in the *Interactive Text*, page R45, have students work with peer partners to:
  • Time each other and keep track of errors.
  • Do two timings for each student.
  • Record their better timing on the **Word Fluency Chart** in the *Interactive Text*, page R60.

120 Timed Fluency

Note: Encourage students to review other **Word Fluency** sheets if they reach their goals.

Interactive Text p. R45

Differentiated Instruction ★ Review & Acceleration ✓ Special Instructional Support ✹ English Learners ▪ Technology ▪ Challenge Text

624 Unit 5 • Lesson 8

STEP 3 — Vocabulary and Morphology

Students use correct present tense forms of the verb **be** with pronoun subjects. They also demonstrate knowledge of instructed vocabulary on the **Content Mastery** tasks.

★ Rewrite It: Forms of the Verb *Be*
Use this activity to provide practice in writing the correct present tense form of the verb **be**.

Materials
Interactive Text p. 209, Exercise 3

▶ Review the present tense forms of **be**, which are **am**, **is**, and **are**.
▶ Remind students that different forms of **be** are used with different personal pronouns to create subject-verb agreement in sentences.
▶ Have students:
  • Turn to Exercise 3, **Rewrite It: Forms of the Verb *Be***, in the *Interactive Text*, page 209.
▶ Read aloud the directions and do the examples as guided practice.
▶ Have students:
  • Read the sentence in the first column.
  • Circle the pronoun that is the subject and underline the form of **be** that follows the subject.
  • Read the sentence in the second column.
  • Circle the pronoun that is its subject.
  • Write the correct present tense form of **be** in each blank.
▶ Check students' work after each sentence.

Interactive Text p. 209, Exercise 3
Teacher Edition p. 633

Content Mastery: Word Meanings; Present Tense Verbs
Use the tasks on *Assessment: Content Mastery*, Book A, to check students' understanding of word meanings and adverbial elements.

Materials
Assessment: Content Mastery pp. 22–23

▶ Distribute the *Assessment: Content Mastery* booklets to students.
▶ Read the directions for **Content Mastery: Word Meanings**, page 22, to students.
▶ Have students:
  • Look at the bold words and the choice of meanings in the example.
  • Listen to the choices.
  • Select the correct answer and mark the bubble for that answer.

Assessment: Content Mastery, pp. 22–23
Teacher Edition pp. 633–634

Unit 5 • Lesson 8 **625**

STEP 4 — Grammar and Usage

Increases understanding of sentence parts and patterns

STEP 5 — Listening and Reading Comprehension

Teaches comprehension using three different levels of text, each with an increasing level of difficulty

STEP 6 — Speaking and Writing

Develops communication skills through speaking and writing

LANGUAGE!®
The Comprehensive Literacy Curriculum

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

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

STEP 1

Phonemic Awareness and Phonics

In Step 1, students recognize that words are composed of phonemes, or sounds, and that those sounds map onto letters.

/ j /   / ă /   / z /

j   a   z
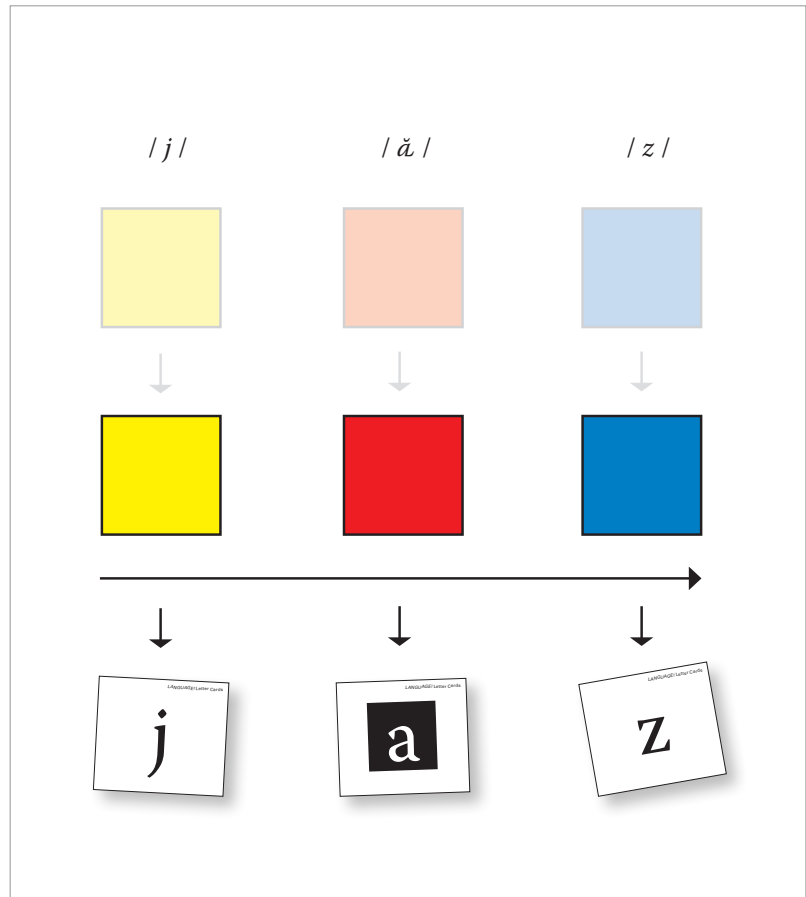
In Unit 5, Lesson 1, students use tile manipulatives to identify the number-sounds in a word. They then use letter cards to represent the sounds.

Book A, Teacher Edition

Word Recognition and Spelling

In Step 2, students use the sound-to-letter correspondences as the basis to build words to read and spell.

-ss	-ll	-ff	-zz
bass	bill	cliff	jazz
brass	hill	stiff	fizz
class	kill	staff	frizz
glass	still		
bliss			
hiss			
kiss			
miss			

In Unit 5, Lesson 1, students use letter cards to build words, and learn the conditions for doubling final consonants such as zz in jazz.

Book A, Teacher Edition
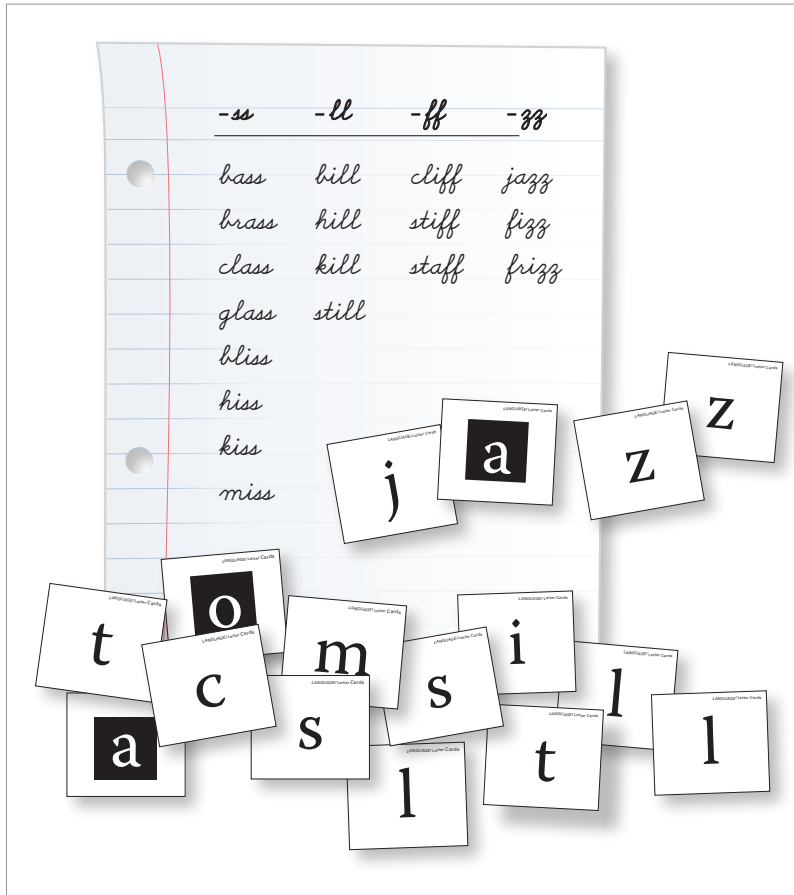
Teaches students how to fluently read and spell words:

- 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

LANGUAGE!®
The Comprehensive Literacy Curriculum

Develops the meanings of words students can read and spell across all steps in the curriculum:

- Word meanings and multiple meanings
- Latin and Greek roots, prefixes, and suffixes that open the window to the meanings of more than 60% of English words
- Word relationships, antonyms, synonyms, and homophones
- Structure for word knowledge; attributes and origins
- Word forms
- Use of words in sentences
- Idioms and common expressions
- Defining words in context
- Bloom's Taxonomy words to facilitate interpreting and answering questions
- Vocabulary in writing
- Transition words
- Use of resources such as a dictionary and thesaurus

STEP 3

Vocabulary and Morphology

In Step 3, students link meaning to words they can read and spell.

Multiple Meaning Map

1. Type of music

The concert will feature jazz.

2. To play music in the style of jazz

The musicians were jazzing during rehearsal.

jazz

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.
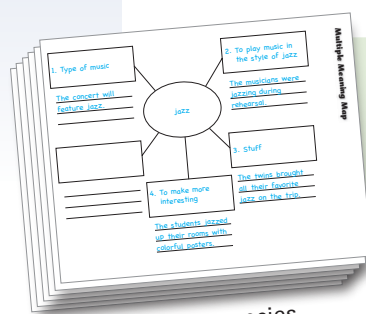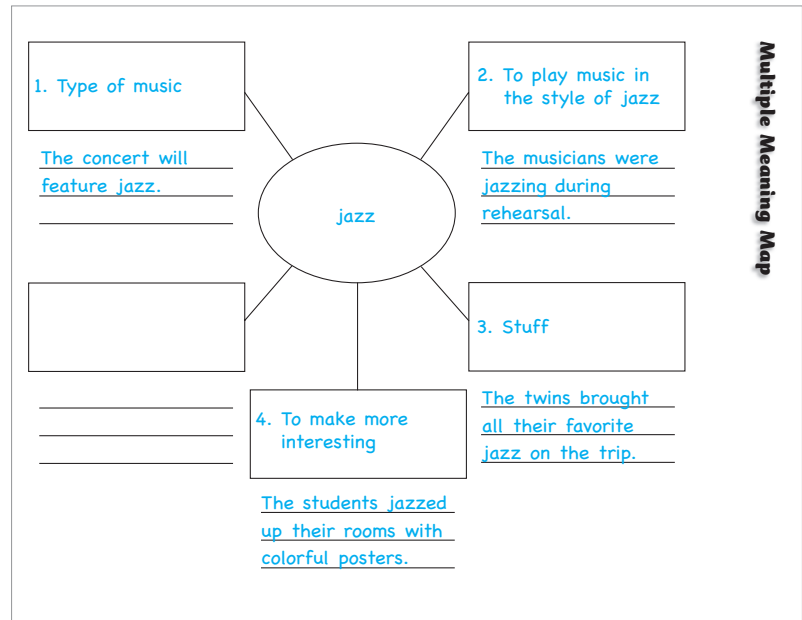
Transparencies

In Unit 5, Lesson 1, students use a graphic organizer to map the multiple meanings of decodable words.

Grammar and Usage

In Step 4, students learn that word function and arrangement in a sentence create meaning, contributing to comprehension and clear written communication.

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 — Where did they add them? jazz

5. Musicians played in dance halls.

Who did it?	What did they do?
musicians	played

in — Where did they play? halls — dance

Who did it?
musicians

What did they do?
added

Added what?
ballads

Where did they add them?
to jazz

Increases understanding of sentence parts and patterns to aid in comprehension and writing:

- Grammatical forms—nouns, pronouns, verbs, adverbs, prepositions, adjectives, conjunctions, participles
- Grammatical functions—subject, predicate, direct object, object of a preposition, verb tense, subject/verb agreement
- Sentence patterns—simple, compound, complex
- Sentence combining
- Sentence parts
- Dependent clauses
- Writing conventions
- Edit/revise written work
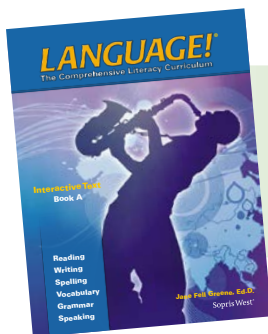
Book A, Interactive Text

In Unit 5, Lessons 1 and 3, students explore sentence structure by building and diagramming sentences.

LANGUAGE!®
The Comprehensive Literacy Curriculum

Teaches comprehension using three different levels of text, each with an increasing level of difficulty:

Content-Area Topics

- Science, Social Studies, The Humanities

Genres

- Expository
- Science fiction
- Fiction
- Historical fiction
- Poetry
- Articles
- Drama
- Essays
- Adventure
- Reviews
- Mystery
- Plays
- Sports
- Screenplays

Skills

- Types of text
- Preview text
- Build background
- Text structure
- Short-response questions
- Open-ended questions
- Multiple-choice questions
- Summarizing

STEP 5

Listening and Reading Comprehension

In Step 5, students read multiple text selections from different genres to develop fluency, build background, learn vocabulary, and increase comprehension.
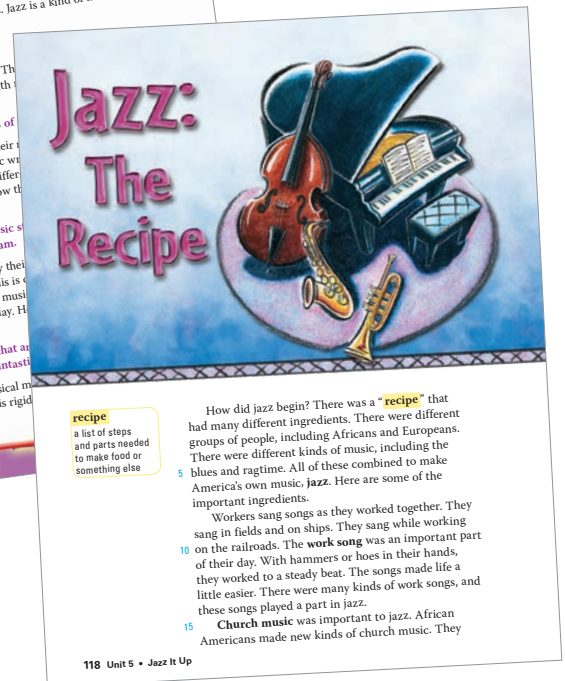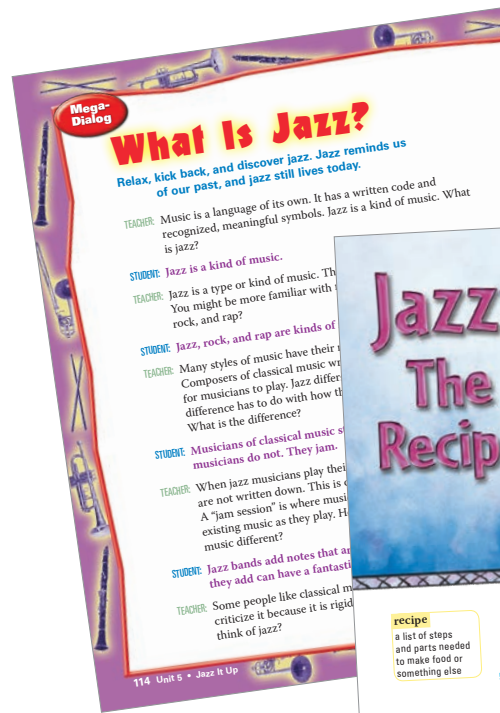
Book A, Student Text

In Unit 5, Lessons 1, 2, and 3, students apply knowledge of sound-spelling correspondences to read Decodable Text. Then they read the Instructional Text selection and answer comprehension questions based on that text.

Speaking and Writing

In Step 6, students use ideas and content from the text selections as the basis for writing.

Identify three "ingredients," or types of music, in the jazz recipe. Tell about them in a paragraph.

Topic: ingredients in jazz

☆ dance music | —combination of African and European music
| —played by slaves at plantation dances

☆ church music | —new way of writing

☆ the blues |

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. Dance music, church music, and the blues all helped create jazz.

In Unit 5, Lessons 4 and 5, students write a paragraph after selecting and organizing information based on the Instructional Text selection in response to a prompt.

Book A, Interactive Text

Develops communication skills through speaking and writing:

Explicit instruction in—

- Structure of writing
- Simple summaries
- Expanded summaries
- Sentence structure
- Paragraph structure
- Topic sentences
- Concluding sentences
- Paragraph writing
- Report structure
- Introductory paragraphs
- Concluding paragraphs
- Report writing
- Responding to a prompt
- Answering questions
- Personal narratives
- Compare and contrast
- Narrative writing
- Persuasive writing
- The writing process

Assessment based on—

- Six Traits of Effective Writing

LANGUAGE!
The Comprehensive Literacy Curriculum

Continues to build higher-order comprehension skills:

Develops listening strategies

- Ask questions for clarification and understanding
- Compare what is heard to prior knowledge and experiences
- Identify fact and opinion in visual media
- Create a map or informal outline while listening
- Determine the purpose for listening (e.g., enjoyment, information, persuasion)

Expands vocabulary development

- Gain exposure to written and oral language beyond student's skill level
- Interpret and respond to higher-order thinking skills questions through oral discussion
- Develop listening and speaking comprehension
- Build background with more complex text selections
- Develop literary terminology

Enriches background knowledge

- High-quality text selections
- Motivational content
- Multicultural perspectives
- Age-appropriate reading selections

Challenge Text *for Extended Learning*

Challenge Text selections expand vocabulary and critical thinking skills and further the development and application of the Step 5 content and skills.

Growing Up With Jazz

"When I was a kid, I would rather do without food than without music." Who said that? The person who dominated the jazz world for half a century. Louis Armstrong. Satchmo. The most beloved jazzman who ever lived.

Louis Armstrong was the revered statesman of jazz because he altered the landscape of American music. Benefiting from the example of other musicians and the encouragement of his wife, he emerged victorious despite hardship.

On August 4, 1901, Louis was born in New Orleans. There, people said that Louis and jazz were born together. Louis said it himself. "Jazz and I grew up

124 Unit 5 • Jazz It Up

...o the second verse, he sang, ...dobby-oh-doe-dah, leep-a-la-da-

...he had dropped the sheet ...member the words. He did not ... (The master was the wax ...cordings.) To compensate, ...along with the music! ...ent this kind of singing, ...of the first to record it. ...g. It sold 40,000 copies ...as more than many ...etimes.) His records ...ed in popularity. ...d in the fascinating ...ound with words and ...ted him, and Louis' ...r an element of jazz.

...om "Scat and Improvisation" by Virginia A. Spatz

...ity was the home of Louis Armstrong?

2. What two ways did he earn money as a child in New Orleans?

3. What might have happened to his life if he had not been sent to reform school?

4. After Louis Armstrong became famous, he returned to New Orleans, his hometown. Why do you think he returned? Do you think you will visit the place where you grew up when you are an adult? Why or why not?

5. What accident helped to make Louis Armstrong famous?

6. When Louis Armstrong forgot the words to the song he was singing, he chose to continue by singing nonsensical words. Why do you think he chose to continue rather than quit?
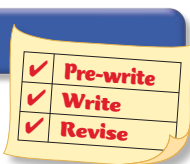
Growing Up With Jazz 127

Book A, Student Text

In Unit 5, Lesson 5, students listen to the more complex Challenge Text selections and answer critical-thinking questions through group discussions.

Writing *Using the* Challenge Text

☑ Pre-write
☑ Write
☑ Revise

Writing Using the Challenge Text provides additional opportunities for applying skills and strategies learned in Step 6 through writing and oral presentations based on the Challenge Text selections.

After listening to an excerpt of a jazz recording, identify three things you like or dislike about the piece of music. Write a paragraph explaining three reasons why you like or dislike the music.

Book A Writer's Checklist

Trait	Did I...?	Unit
Ideas and Content	❏ Focus all sentences on the topic	1
	❏ Provide supporting details for my topic sentence	1
	❏ Include examples, evidence, and/or explanations to develop the supporting detail sentences	5
Organization	❏ Write a topic sentence	1
	❏ Tell things in an order that makes sense	1
	❏ Use transition words and/or phrases	4
	❏ Write a concluding sentence	5
Voice and Audience Awareness	❏ Think about my audience and purpose for writing	6
	❏ Write in a clear and engaging way that makes my audience want to read my work; can my reader "hear" me speaking	6
Word Choice	❏ Try to find my own way to say things	2
	❏ Use words that are lively and specific to the content	2
Sentence Fluency	❏ Write complete sentences	1
	❏ Expand some of my sentences by painting the subject and/or predicate	3, 6
Conventions	Capitalize words correctly:	
	❏ Capitalize the first word of each sentence	1
	❏ Capitalize proper nouns, including people's names	3
	Punctuate correctly:	
	❏ Put a period or question mark at the end of each sentence	1
	❏ Put an apostrophe before the **s** for a singular possessive noun	2
	❏ Use a comma after a long adverb phrase at the beginning of a sentence	5
	Use grammar correctly:	
	❏ Use the correct verb tense	4
	❏ Make sure the verb agrees with the subject in number	4
	Spell correctly:	
	❏ Spell all **Essential Words** correctly	1
	Apply spelling rules	
	❏ The doubling rule (1-1-1)	6

LANGUAGE!
The Comprehensive Literacy Curriculum
Interactive Text
Book A

Reading
Writing
Spelling
Vocabulary
Grammar
Speaking

Jane Fell Greene, Ed.D.
Sopris West®

Book A, Interactive Text

In Unit 5, Lesson 5, students write a paragraph in response to a prompt and apply the writing process—pre-write, write, and revise—using the *LANGUAGE!* Writer's Checklist.

Develops communication skills through speaking and writing:

Explicit instruction in—

- Oral language priming
- Structure of writing
- Simple summaries
- Expanded summaries
- Sentence structure
- Paragraph structure
- Topic sentences
- Concluding sentences
- Paragraph writing
- Report structure
- Introductory paragraphs
- Concluding paragraphs
- Report writing
- Responding to a prompt
- Answering questions
- Personal narratives
- Compare and contrast
- Narrative writing
- Persuasive writing
- The writing process

Assessment based on—

- Six Traits of Effective Writing

LANGUAGE!®
The Comprehensive Literacy Curriculum

How is daily instruction supported?

The lesson pages in the *LANGUAGE!* Teacher Editions bring the objectives, content, activities, and instructional directions together to guide and support teachers.

The **Transition Statement** identifies the focus for the step and provides links from step to step and from lesson to lesson within a unit.

The ⭐ icon indicates that this activity is part of the **Review & Acceleration** path through the lesson.

Materials for each activity are listed at point of use.

The **level of scaffolding** is signaled by icons.

Explicit guidance is provided to deliver content.

When a new activity appears, a **Why Do/How To** introductory explanation is provided.

The **activity purpose** is stated in a "use" statement at the beginning of the activity.
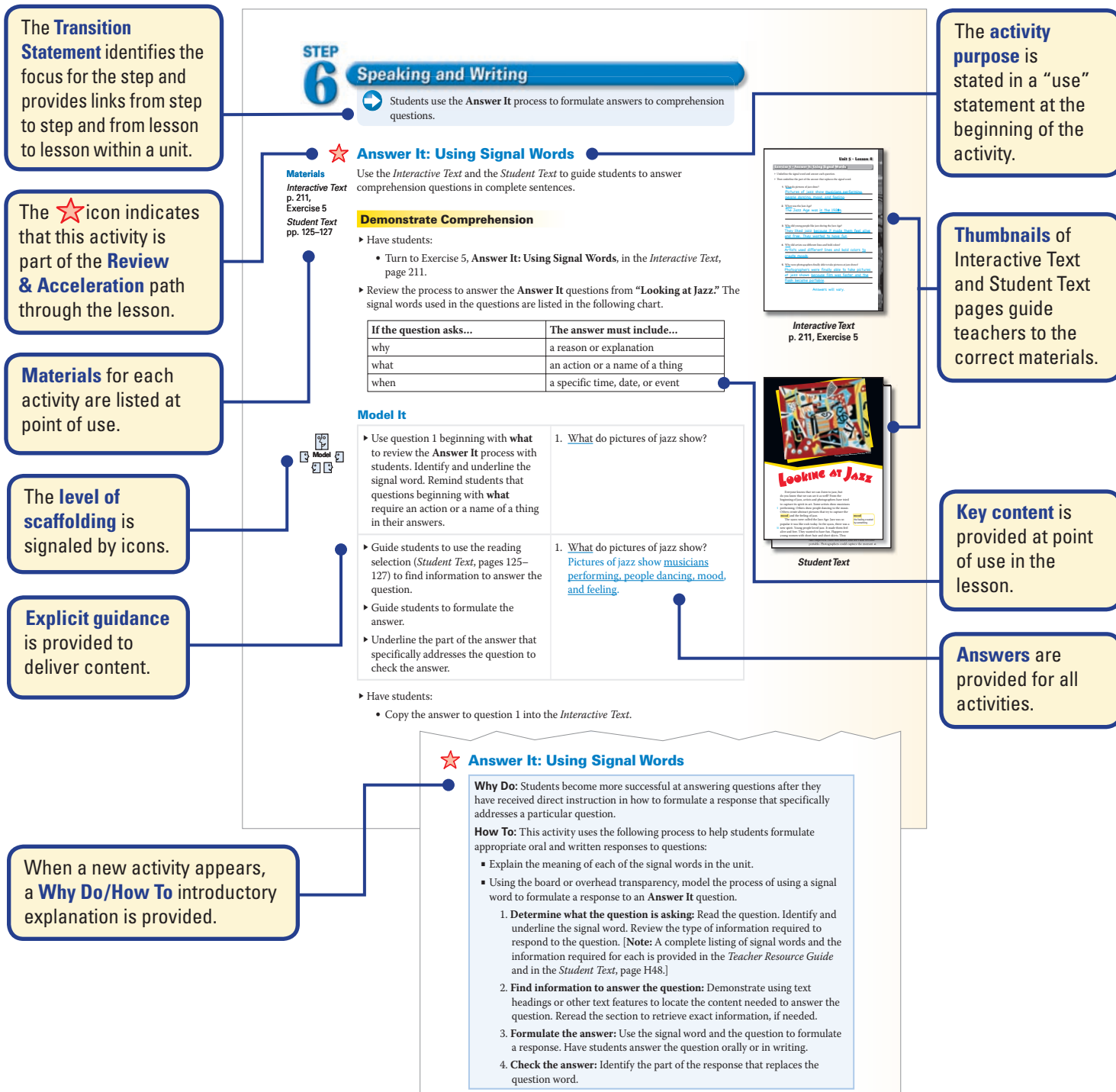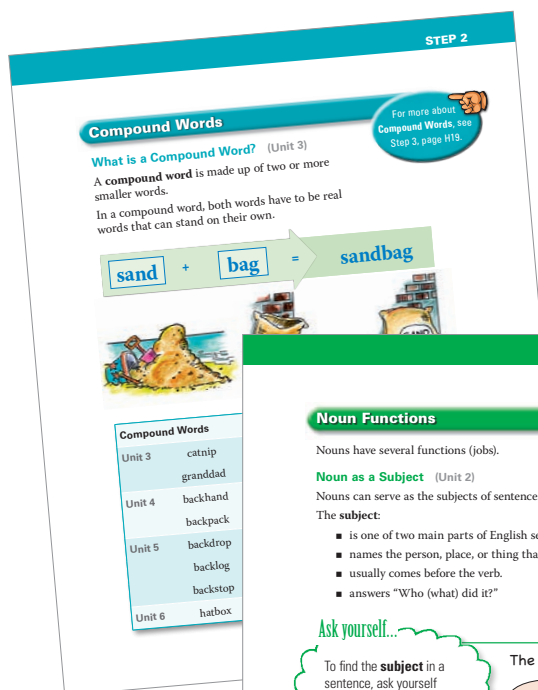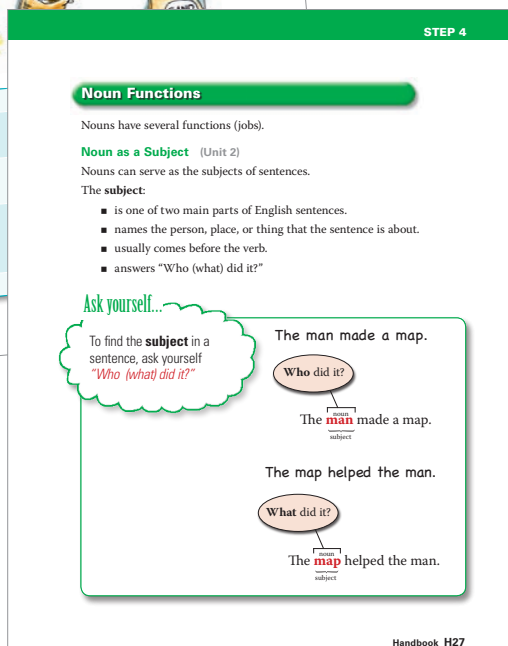
Thumbnails of Interactive Text and Student Text pages guide teachers to the correct materials.

Key content is provided at point of use in the lesson.

Answers are provided for all activities.

STEP 6 — Speaking and Writing

Students use the **Answer It** process to formulate answers to comprehension questions.

⭐ Answer It: Using Signal Words

Materials
Interactive Text p. 211, Exercise 5
Student Text pp. 125–127

Use the *Interactive Text* and the *Student Text* to guide students to answer comprehension questions in complete sentences.

Demonstrate Comprehension

▸ Have students:
- Turn to Exercise 5, **Answer It: Using Signal Words**, in the *Interactive Text*, page 211.
▸ Review the process to answer the **Answer It** questions from **"Looking at Jazz."** The signal words used in the questions are listed in the following chart.

If the question asks…	The answer must include…
why	a reason or explanation
what	an action or a name of a thing
when	a specific time, date, or event

Model It

▸ Use question 1 beginning with **what** to review the **Answer It** process with students. Identify and underline the signal word. Remind students that questions beginning with **what** require an action or a name of a thing in their answers.	1. <u>What</u> do pictures of jazz show?
▸ Guide students to use the reading selection (*Student Text*, pages 125–127) to find information to answer the question. ▸ Guide students to formulate the answer. ▸ Underline the part of the answer that specifically addresses the question to check the answer.	1. <u>What</u> do pictures of jazz show? Pictures of jazz show <u>musicians performing, people dancing, mood, and feeling</u>.

▸ Have students:
- Copy the answer to question 1 into the *Interactive Text*.

Interactive Text p. 211, Exercise 5

Student Text

⭐ Answer It: Using Signal Words

Why Do: Students become more successful at answering questions after they have received direct instruction in how to formulate a response that specifically addresses a particular question.

How To: This activity uses the following process to help students formulate appropriate oral and written responses to questions:
- Explain the meaning of each of the signal words in the unit.
- Using the board or overhead transparency, model the process of using a signal word to formulate a response to an **Answer It** question.
  1. **Determine what the question is asking:** Read the question. Identify and underline the signal word. Review the type of information required to respond to the question. [**Note:** A complete listing of signal words and the information required for each is provided in the *Teacher Resource Guide* and in the *Student Text*, page H48.]
  2. **Find information to answer the question:** Demonstrate using text headings or other text features to locate the content needed to answer the question. Reread the section to retrieve exact information, if needed.
  3. **Formulate the answer:** Use the signal word and the question to formulate a response. Have students answer the question orally or in writing.
  4. **Check the answer:** Identify the part of the response that replaces the question word.

The Student Text provides two built-in reference tools.
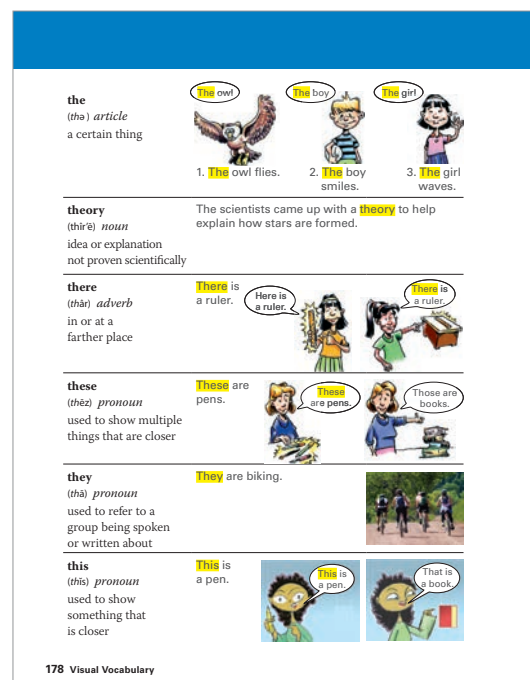
Visual Vocabulary—A Vocabulary Reference Tool

- Uses visual images to facilitate English learners' transfer of vocabulary knowledge from their first language

- Supplies student-friendly definitions and context sentences with each vocabulary word, making word meanings accessible to all learners

- Provides visual images for highlighted Instructional Text, Challenge Text, and Essential Words in Books A and B

Book A, Student Text

Book A, Student Text

Book A, Student Text

Student Handbook— A Content Reference Tool

- Uses examples and illustrations to make abstract concepts concrete

- Provides a reference tool for the step-by-step cumulative content in the curriculum

- Used as a content reference during instruction

LANGUAGE!®
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Focus on Academic Language

The *LANGUAGE!* Contrastive Analysis Charts assist teachers in understanding the difficulties students may encounter when learning English. These charts highlight major differences in phonology, orthography, morphology, and syntax between a student's first language and Academic English.

Contrastive Analyses: Students' First Languages With English

Each chart identifies predictable areas of difficulty for native speakers of a particular language who are learning English:

- Chinese
- Haitian Creole
- Hmong
- Khmer
- Korean
- Pilipino (Tagalog)
- Portuguese
- Russian
- Spanish
- Vietnamese

Contrastive Analyses: American English Variations

These charts examine contrasts between Academic English and:

- African American Vernacular English (AAVE)
- Appalachian English
- Hispanic American English
- Native American English
- Southern American English

Contrastive Analyses: American English Variations with Academic English

Contrastive Analysis of African American Vernacular English

Phonological Variations	Morphological Variations	Syntactic Variations
Vowels Merge of / ĭ / and / ĕ / before / m / and / n /: *pin* ("pen"); *him* ("hem"). U7.L3.S1 **Consonants** *Stops* Voiced stops in stressed syllables become voiceless: *bak* ("bag"). U2.L1.S1; U3.L1.S1; U4.L2.S1; U6.L3.S1 *Fricatives* / d / replaces / *th* / in word-initial position: *dis* ("this"); *dat* ("that"). U8.L4.S1; U12.L3.S1 / v / replaces / *th* / in word-medial and word-final position: *mover* ("mother"); *bave* ("bathe"). U8.L6.S1; U12.L5.S1 / f / replaces / *th* / in word-medial and word-final position: *anyfing* ("anything"); *baff* ("bath"). U8.L5.S1; U12.L5.S1 *Nasals* Reduction of / ng / to / n / in word-final position: *runnin'* ("running"). U5.L3.S6; U8.L9.S1 -ing replaced by -*ang* in single-syllable words: *thang* ("thing"); *rang* ("ring"). U10.L1.S1 *Lateral* / l / may be produced as a separate syllable at the end of words like *cool/ coal*. U11.L8.S1 / l / may be reduced or deleted in word-medial or word-final position: *he'p* ("help"); *fea* ("feel"); *metuh* ("metal"). U11.L8.S1	**Plural -s** Nouns endi... are made pl... deleting the... or *des'* ("des... U7.L5.S1 Deletion of ... *Tha' cos' five... dollars."). U... **Third Pers...** -s in third p... deleted from regular verbs or added to irregular verbs: *He run.* ("He runs."); *We goes there* ("We go there."). U4.L4.S3 **Possession** Possessive *'s* is deleted in nouns. The possessive relies more on position than inflection: *The man car* ("The man's car."). U3.L8.S3; U6.L5.S3; U7.L2.S4; U7.L7.S4 Possessive *'s* may be added to *mine*: *This is mine's* ("This is mine.") The possessive form *whose* replaced by *who*: *I don't know who car that is* ("I don't know whose car that is.").	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 *Been* used to mark action that took place earlier in time yet is still pertinent (present perfect): *I been know you forever* ("I have known you forever."). Variations of the verb *Be* used to indicate habitual action. *He always be doing this* ("He is always doing this."). U9.L7.S4 Use of *had* to indicate past tense: *He had told me that* ("He told me that."). Variations in subject-verb agreement using *do* and *have*. *She do that.* ("She does that."); *You has to go* ("You have to go."). U15.L5.S4; U17.L9.S4 Use of nonstandard irregular verbs in past and past perfect tenses: *We seen that* ("We saw that.").

Contrastive Analysis: American English Variations with Academic English **A45**

African American Vernacular

> 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

Area of difficulty keyed to the lessons

Focus on Academic Language lessons are identified on the Planning and Pacing Guide at the beginning of each unit.

Focus on Academic Language lessons provide instruction and practice in areas of potential difficulties identified in the Contrastive Analyses.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Step 4: Using *a* and *an* with Nouns	**Step 6:** Listening for *-ing* in Rapid Connected Speech	**Step 1:** Phonemic Production of / r / and / l /	**Step 4:** Using *there is* and *there are* in Sentences
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 8**	**Lesson 10**
Step 1: Pronouncing Words Ending in a Consonant Sound	**Step 1:** Phonemic Production of / z /	**Step 3:** Practice Using the Verb *Be* with Progressive Verbs	**Step 3:** Practice Using the Verb *Be* with Progressive Verbs	

☀ 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 sente[...] informal conversation is different than the way [...] the same sentences in Academic English, the E[...] spoken in school.

▸ Explain that in Academic English, it is important [...] to say the appropriate **be** verb before the main ver[...] in the sentence.

[...]ead the phrases displayed in the pocket chart and [...]mind students that **am**, **is**, and **are** are all present [...]nse forms of the same verb, the verb **be**.

[...]llow the procedure below to give students practice using **be** verbs in sentences.

▸ Select one of the picture cards depicting and 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 word[...] **I am driving**. Have students:

• Listen and repeat.

Example: I am driving. Response *I* [...]

▸ Move the picture card down to the [...] repeat the process.

▸ Continue with all forms of **be**.

▸ Call on a student to:

• Select an action from the picture car[...]

• Place the card next to a phrase.

• Say the sentence created by the phras[...] picture card.

[...]all on another student to continue th[...] [...]h a different action verb.

[...]do[...] port w[...]

Picture cards provide visual support for word meaning.

emptying

eating

looking

running

standing

reading

sleeping

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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**	• Phoneme and syllable awareness
	• Sound-spelling conventions for common phoneme/grapheme relationships:
	  • Short vowels / ă /, / ĭ /, / ŏ /
	  • Stable consonants
	• Closed syllables
	• Fluency: Letter-sound; letter-name
		• Phoneme and syllable awareness
		• Sound-spelling conventions for common phoneme/grapheme relationships:
		  • Short vowels / ĕ /, / ŭ /
		  • Long vowels—final silent **e** pattern
		  • Consonant digraphs, blends, clusters
		• Syllable types: closed; final silent **e**
			• Phonemes for **y**, (/ ĕ /, / ĭ /, / ī /, 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**	• Read/spell: new sound-spelling correspondences • Read/spell: 36 new high frequency words • Fluency: word recognition • Spelling: **Doubling Rule** • Syllabication patterns	• 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	• 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**	• 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	• 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	• 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**	• 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	• 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	• 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**	• 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: *who, what, when, where, why, how*; multiple choice questions	• 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	• 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**	• Oral and written responses to *who, what, when, where, why,* and *how* 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	• 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	• 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

The Scope and Sequence for *LANGUAGE!*

Book D (Units 19–24)	Book E (Units 25–30)	Book F (Units 31–36)
• 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	• Sentence patterns for **c** and **g** • Alternate spellings for consonant sounds: / *j* / = **j**, **g**, **dge**; / *f* / = **ph**, **gh**; / *s* / = **sc**; / *k* / = **ch** • Common phonograms • English loan words, Romance languages: **i** = / *ĕ* /, **a** = / *ŏ* /, **e** = / *ā* /; African; Asian; Native American	• Common phonograms • r-controlled vowel sounds • Spelling patterns for / *air* /, / *zh* /, / *sh …r* /, / *sh* / • Silent letters: **mb**, **kn**, **wr**, **mn**, **gn**, **lm**, **rh**, **ps**
• Read/spell: words based on new syllable patterns • Read/spell new high frequency words • Fluency: word recognition • Spelling: **Advanced Doubling Rule**	• 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	• 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
• 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	• 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	• 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
• 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	• 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	• 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
• Fluency: passages • Vocabulary: content-based strategies • Interpet 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	• Fluency passages • Vocabulary: context-based strategies • Interpet 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	• Fluency: passages • Vocabulary: context-based strategies • Interpet 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
• 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	• 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	• 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

**LANGUAGE!®**
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
Unit Objectives

The [icon] icon designates lessons in which Content Mastery assessments occur.

Unit 5 — At a Glance for Teachers

Unit Objectives	1	2	3	4	5	6	7	8	9	10
STEP 1 — Phonemic Awareness and Phonics										
Write the letters for the consonant sounds /l/, /f/, /z/, /s/, and the short vowel o (/ŏ/) or /aw/).	•	•	•	•	↗			•	•	•
Say the sounds for consonants l, f, z, s, and short vowel o (/ŏ/) or /aw/).	•	•	•	F	•	•	•	•	•	
Say the names for consonants l, f, z, s, and short vowel o (/ŏ/ or /aw/).							•	F	F	
STEP 2 — Word Recognition and Spelling										
Read and spell words with double final consonants from this unit (-ff, -ll, -ss, -zz).									•	
Spell words with sound-spelling correspondences from this and previous units.	Pretest	•	•	•	↗	Pretest		•	•	↗
Spell the Essential Words: here, there, these, those, where, why.			•	•						
Read fluently words composed of sound-spelling correspondences from this and previous units.		F	F	F		F				
Read fluently the Essential Words: here, there, these, those, where, why.	•	•	•	•				F		
STEP 3 — Vocabulary and Morphology										
Identify categories to build word meanings.	•		•		•	•	↗	•	•	
Use verb endings -s and -ing to identify present/present progressive verb forms.		•		•			•	↗		
STEP 4 — Grammar and Usage										
Identify adverbs and prepositional phrases that act as adverbs.			•	•	•	•		•		↗
Identify present tense verb forms.	•	•					•		•	
STEP 5 — Listening and Reading Comprehension										
Read fluently phrases and sentences.	F	F	•			F	F	•		
Preview reading selection using text features.	•		•					•		
Make predictions about a reading selection.			•					•		
Define vocabulary using a reference source or context-based strategies.			•							
Identify factual information by listening to and reading informational text.	•	•	•	•		•	•	•		
Summarize key points from a nonfiction selection.		•								
Prepare to write an expository (explanatory) paragraph.				•	•					•
Answer multiple-choice comprehension questions.			•						Ⓒ	
STEP 6 — Speaking and Writing										
Answer comprehension questions beginning with where, why, what, and when in complete sentences based on text.		•						•		
Write sentences using a six-stage process.	•					•				
Record information in an informal (two-column) outline.				•					•	
Choose E's (examples, evidence, and explanations) to develop supporting detail sentences.		•		•	•		•			•
Write a concluding sentence by restating the topic sentence of the paragraph.							•			•
Write an expository (explanatory) paragraph on a nonfiction selection.						•			•	•

Legend: • Instruction | Ⓒ Comprehension Proficiency | F Fluency | ✓ Benchmark Paper | ↗ Content Mastery | ↗ Progress Indicator | ↗ End-of-Book Content Mastery

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Timed fluency tasks are designated with an "F."

Instruction related to an objective is designated with a "•." This includes introductory, reinforcement, and assessment activities.

Ⓒ **Comprehension Proficiency** indicates when comprehension is assessed during the unit.

At a Glance for Teachers provides the unit objectives that identify the content and skills covered in the unit. The objectives are closely aligned with areas monitored by assessment and fluency tasks. The grid shows the lesson-by-lesson designation of instruction for each objective.

The **Unit Concepts** column provides teachers with a **brief overview of content** covered in the unit.

Unit Concepts

Unit 5 has a new letter represent vowel sounds.
The letter **o** represents two different vowel sounds: short / ŏ / and / aw /.
The sounds / f /, / l /, / s /, and / z / are usually represented by double letters **-ff**, **ll**, **-ss**, **-zz**.

Some two-syllable words have a VC/V pattern. The first syllable is closed; the vowel is short.
At the end of one-syllable words, after a short vowel, the sounds / s /, / f /, / l /, and / z / are usually represented by double letters **-ss**, **-ff**, **-ll**, and **-zz**.

Adding **-ing** to a verb means ongoing action and, when used with **am**, **is**, and **are**, ongoing action in the present.
Words have **attributes** such as size, parts, color, and function. Attributes refine meaning and build associations.

The **-s** at the end of verbs and the **-ing** at the end of verbs used with **am**, **is**, and **are** signal present tense.
Words or phrases (adverbs) that answer the questions *how*, *when*, and *where* can be moved within the sentence.
Different present tense forms of **be** are used with different subject pronouns.

When we listen to and read informational text, we pay attention to the main ideas and supporting details. In order to gather information to use in our writing, we can reread the text and make note of important ideas and facts.

Questions begin with words that signal the kind of information required in the answer. Answers for questions beginning with **where** require a general location or specific place; **why** requires a reason or explanation.
An **expository (explanatory) paragraph** explains something. To plan this type of paragraph, writers can create an informal outline. To write an expository paragraph, writers include a topic sentence, supporting details, E's (examples, evidence, and explanations), and a concluding sentence.

Essential Words are **high-frequency words** needed to read and spell approximately 85 percent of words found in print.

Unit Words are **composed of the sound-spelling correspondences** from the current and previous units.

Unit Word List

Essential Words

here, there, these, those, where, why

Unit Words

l, f, z, s, o for short / ŏ /

bill	drill	hop	nod	sniff
block	drop	hot	not	sock
blond	fill	ill	odd	spill
blot	fizz	jazz	on	spot
bond	flock	job	pass	stiff
cannot	font	kill	pill	still
class	gill	kiss	pop	stock
clock	glass	lock	pot	stop
cost	golf	lot	rob	top
crop	got	mill	rock	will
dock	grass	miss	rot	
doll	grill	mob	sill	
dot	hill	mop	smog	

o for / aw /

boss	frog	lost
cost	frost	off
cross	log	on
dog		soft

Spelling Lists

Lessons 1–5		Lessons 6–10	
cross	*those*	boss	jazz
here	top	cabin	off
lock	*where*	cannot	profit
there	*why*	classic	rock
these	will	critic	visit

Two **Spelling Lists** per unit assess students' knowledge of the unit's sound-spelling correspondences, **Essential Words**, and spelling rules.

Bonus Words can be found in the *Student Text*, page H76. These are additional words based on the same sound-spelling correspondences from this and previous units. Use these words for expanded reading, spelling, and vocabulary development.

Bonus Words provide additional words based on cumulative sound-spelling correspondences. These words are used for additional practice.

Unit 5 • At a Glance for Teachers **527**

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What You Teach in Each Lesson

> The Content Map provides the **specific content** covered in each step of the lesson.

> A **pattern of reading and writing activities** is signaled through the use of icons. The progression of activities is predictable across the ten-lesson sequence.

> **Icons** signal when content is assessed throughout the unit.

Unit 5 Content Map

Step	Lesson 1 (TE page 535)	Lesson 2 (TE page 544)	Lesson 3 (TE page 556)	Lesson 4 (TE page 570)	Lesson 5 (TE page 585)
STEP 1 — Phonemic Awareness and Phonics	• Sound-spelling correspondences: Consonant sounds /l/, /f/, /z/, /s/ represented by -ll, -ff, -zz, -ss Short vowel o (/ ŏ /)	• Sound-spelling correspondences: Consonant sounds /l/, /f/, /z/, /s/ represented by -ll, -ff, -zz, -ss Short vowel o (/ ŏ /)	• Sound-spelling correspondences: Consonants l, f, z, s • The letter o represents two sounds: / ŏ / and / aw /	• Sound-spelling correspondences: Consonants l, f, z, s • The letter o represents two sounds: / ŏ / and / aw / • Letter-Sound *Fluency*	↗ Content Mastery: Sound-spelling correspondences from this and previous units
STEP 2 — Word Recognition and Spelling	• Words composed of sound-spelling correspondences from this and previous units • Essential Words: here, there, these why, those, where • Use of double letters s, f, l, z	• Words composed of sound-spelling correspondences from this and previous units • Essential Words: here, there, these why, those, where • Word *Fluency*	• Word parts from multisyllable words • Essential Words: here, there, these why, those, where • Word *Fluency*	• Words composed of sound-spelling correspondences from this and previous units • Essential Words: here, there, these why, those, where • Word *Fluency*	↗ Content Mastery: Unit 5 Spelling Words (Lessons 1–5)
STEP 3 — Vocabulary and Morphology	ⓥ Multiple meanings of word: **jazz**	• Present progressive verb form	• Objects have attributes such as size, parts, color, and function • Idioms	• Present progressive verb forms	ⓥ Multiple meanings of word: **rock**
STEP 4 — Grammar and Usage	• Verbs	• -s means plural noun or singular present tense verb	• Predicate expansion using adverbs or prepositional phrases that act as adverbs • Sentence diagrams: Subject/Verb/Direct Object	• Predicate expanders and their movement to vary sentence structure	• Predicate expansion and punctuation to vary sentence structure
STEP 5 — Listening and Reading Comprehension	📖 Decodable Text: "What is Jazz?" Mega-Dialog • Phrase *Fluency*	📖 Decodable Text: "What is Jazz?" Mega-Dialog • Summaries tell the most important information in a reading selection • Sentence *Fluency*	📖 Instructional Text: "Jazz: The Recipe" ⓥ Context-based vocabulary Ⓒ Factual information	Ⓒ Multiple-choice comprehension questions based on "Jazz: The Recipe" ✏ Topic sentence (Turn Prompt) for a summary of "Jazz: The Recipe"	✏ Writer's Checklist: Expository (explanatory) paragraph
STEP 6 — Speaking and Writing	• Sentences: Subjects, predicates (verbs), direct objects, and adverbial phrases based on "What is Jazz?" Mega-Dialog	✏ E's (examples, explanations, or evidence) make supporting details clearer	Ⓒ Comprehension questions based on "Jazz: The Recipe" (Signal words: where, why, what, when)	✏ Graphic organizer: Informal (two-column) outline for the topic, supporting details, and E's based on "Jazz: The Recipe"	✏ Expository (explanatory) paragraph based on "Jazz: The Recipe"

Challenge Text for Extended Learning: "Growing Up with Jazz"
Ⓒ Factual information and higher-order thinking questions
ⓥ Context-based vocabulary

Writing Using the Challenge Text
✏ Expository (Explanatory) Paragraph based on "Growing Up with Jazz"

ⓥ Vocabulary Ⓒ Comprehension 📖 Reading ✏ Prewrite ✏ Write ✅ Benchmark Paper Ⓖ Comprehension Proficiency

528 Unit 5 • Content Map: Lessons 1–5

The **Content Map** provides an overview of the specific content addressed throughout the unit. This map identifies the content focus of each lesson.

> **Fluency** is emphasized throughout the curriculum. The type of *fluency* is related to the content of the step.

Lesson 6 (TE page 599)	Lesson 7 (TE page 611)	Lesson 8 (TE page 622)	Lesson 9 (TE page 635)	Lesson 10 (TE page 646)
• Sound-spelling correspondences for initial and final blends **sp-**, **gl-**, **bl-**, **-st** • Sound-spelling correspondences from this and previous units	• Sound-spelling correspondences from this and previous units • Syllable awareness	• Sound-spelling correspondences from this and previous units • Syllable awareness • Letter-Name *Fluency*	• Sound-spelling correspondences from this and previous units • Syllable awareness • Letter-Name *Fluency*	• Sound-spelling correspondences from this and previous units
• Words parts from multisyllable words • Word *Fluency*	• Two-syllable words	• Syllables • Short vowel sounds / ă /, / ĭ /, / ŏ /, and / aw / for **o** • Word *Fluency*	• Words composed of sound-spelling correspondences from this and previous units	↗ Content Mastery: Unit 5 Spelling Words (Lessons 6–10)
ⓥ Compound Words: structure and meaning	• Subject-verb agreement • Present progressive verb forms	• Present tense forms of *be* ↗ Content Mastery: Word Meanings and Present Tense Verbs	ⓥ Multiple meanings of word: **spot**	• Idioms ⓥ Word definition process
• Predicate expansion and punctuation to vary sentence structure	• Present tense forms of *be* • Subject-verb agreement	• Predicate expansion	• Tense Timeline: Present tense	↗ Content Mastery: Adverbs and Present Tense Verb Forms
🔲 Decodable Text: "What is Jazz?" Mega-Dialog • Phrase *Fluency*	🔲 Decodable Text: "What is Jazz?" Mega-Dialog • Sentence *Fluency*	🔲 Instructional Text: "Looking at Jazz" ⓥ Context-based vocabulary ⓒ Factual information	ⓒ Multiple-choice comprehension questions based on "Looking at Jazz"	✏ Graphic Organizer: Informal (two-column) outline ✏ Topic sentence for expository (explanatory) paragraph based on "Looking at Jazz"
• Sentences: Expanding the predicate and moving predicate expanders varies sentence structure	✏ Concluding sentences for a paragraph	ⓒ Comprehension questions based on "Looking at Jazz" (Signal words: why, what, when)	🔲 Graphic Organizer: Informal (two-column) outline based on "Looking at Jazz"	✏ Expository (explanatory) paragraph based on "Looking at Jazz"

Challenge Text for Extended Learning: "The Duke Jazzes Newport"
ⓒ Factual information and higher-order thinking questions
ⓥ Context-based vocabulary

Writing Using the Challenge Text
✏ Expository (Explanatory) Paragraph based on **"The Duke Jazzes Newport"**

↗ Content Mastery   ⇒ End-of-Book Content Mastery   ⬈ Progress Indicator

> The ⓥ icon highlights locations across the lessons and steps focusing specifically on vocabulary development.

> **Comprehension proficiency** is checked periodically across the units. The ⓒ icon indicates when these checks occur.

Unit 5 • Content Map: Lessons 6–10 **529**

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How You Teach It

The sequence of **instruction**, **activities**, and **assessment** is outlined in each lesson.

Introduce: Identifies when **new content** is introduced.

The ☆ icon identifies a path for **review or acceleration**. These activities, which are part of the comprehensive curriculum, are essential to address the unit objectives.

Unit 5 — Lesson Planner

Step	Lesson 1 (TE page 534)	Lesson 2 (TE page 544)	Lesson 3 (TE page 556)	Lesson 4 (TE page 570)	Lesson 5 (TE page 585)
STEP 1 Phonemic Awareness and Phonics	☆ Move it and Mark It • Phonemic Awareness Drills ☆ See and Say ☆ Exercise 1: Say and Write • Handwriting Practice: Timed	☆ Vowel Chart • Phonemic Awareness Drills ☆ See and Say ☆ Say and Write	• Review: Consonants and Vowels • Phonemic Awareness Drills ☆ Exercise 1: Listening for Sounds in Words	• Review: Vowels and Consonants • Phonemic Awareness Drills ☆ Exercise 1: Listening for Sounds in Words ☆ Letter-Sound Fluency ☀ Phonemic Production of / r / and / l /	• Phonemic Awareness Drills ☆ Content Mastery: Learning the Code
STEP 2 Word Recognition and Spelling	☆ Exercise 2: Spelling Pretest 1 ☆ Introduce: Double Consonants ☆ Build It ☆ Memorize It	☆ Build It, Bank It ☆ Word Fluency 1 ☆ Memorize It • Handwriting Practice	• Exercise 2: Listening for Word Parts ☆ Word Fluency 1 • Exercise 3: Find It: Essential Words	• Chain It ☆ Word Fluency 2 • Type It	☆ Content Mastery: Spelling Posttest 1 • Exercise 1: Sort It: Sounds for **o**
STEP 3 Vocabulary and Morphology	☆ Multiple Meaning Map	☆ Introduce: Present Progressive Verbs ☆ Exercise 1: Find It: Present Progressive Verbs ☆ Exercise 2: Rewrite It: Present Progressive Verbs	☆ Exercise 4: Introduce: Word Relationships: Attributes • Draw It: Idioms	☆ More Present Progressive Verbs • Exercise 2: Rewrite It: Present Progressive	☆ Multiple Meaning Map
STEP 4 Grammar and Usage	☆ Review: Verbs • Exercise 3: Code It: Verbs	☆ Review: Functions of **-s** ☆ Exercise 3: Identify It: Noun or Verb ☀ Using *a* and *an* with Nouns	☆ Review: Predicate Expansion ☆ Exercise 5: Diagram It: Subject/Verb/ Direct Object	☆ More About Adverbs ☆ Masterpiece Sentences: Stage 3	☆ Exercise 2: Masterpiece Sentences: Stage 3 ☀ Using *there is* and *there are* in Sentences
STEP 5 Listening and Reading Comprehension	☆ Phrase Fluency 1 • Exercise 4: Sentence Morphs ☆ Decodable Text: **"What is Jazz?"** Mega-Dialog	☆ Decodable Text: **"What is Jazz?"** Mega-Dialog ☆ Sentence Fluency 1 ☆ Summarize It	☆ Instructional Text: **"Jazz: The Recipe"**	☆ Exercise 3: Answering Multiple-Choice Comprehension Questions ☆ Exercise 4: Prepare to Write: Expository (Explanatory) Paragraph	☆ Prepare to Write: Expository (Explanatory) Paragraph
STEP 6 Speaking and Writing	☆ Masterpiece Sentences: Stages 1 and 2	☆ Exercise 4: Paragraph Structure	☆ Exercise 6: Answer It: Using Signal Words for **"Jazz: The Recipe"** ☀ Listening for *-ing* in Rapid Connected Speech	☆ Introduce: Informal (Two-Column) Outline	☆ Write It: Expository (Explanatory) Paragraph

Challenge Text for Extended Learning: "Growing Up with Jazz," page 594

Writing Using the Challenge Text: "Growing Up with Jazz," page 596

Homework (Lessons 1–5): See page 533 for Homework Options.

Differentiated Instruction ☆ Review & Acceleration ☀ English Learners

530 Unit 5 • Lesson Planner: Lessons 1–5

The **Lesson Planner** maps out instruction, activities, and assessment necessary to develop the concepts and skills within and across steps.

The ☀ icon identifies where the **Focus on Academic Language** activities occur. These activities target content often difficult for English learners and provide additional instruction and practice.

The **Instructional Planning Tools** online make it possible for teachers to tailor and print the Lesson Planner. They allow teachers to incorporate parts of the Planning and Pacing Guides into their Lesson Planner, according to their students' needs.

Lesson 6 (TE page 599)	**Lesson 7** (TE page 611)	**Lesson 8** (TE page 622)	**Lesson 9** (TE page 635)	**Lesson 10** (TE page 646)
• Phonemic Awareness Drills • Move It and Mark It ☀ Pronouncing Words Ending in a Consonant Sound	• Phonemic Awareness Drills ☆ See and Name ☆ Name and Write ☆ Syllable Awareness ☀ Phonemic Production of / z /	• Phonemic Awareness Drills ☆ Letter-Name Fluency • Exercise 1: Syllable Awareness	• Phonemic Awareness Drills ☆ Letter-Name Fluency • Exercise 1: Syllable Awareness	• Exercise 1: Listening for Sounds in Words
☆ Exercise 1: Spelling Pretest 2 • Exercise 2: Listening for Word Parts ☆ Word Fluency 3	• Build It	• Review: Syllables • Exercise 2: Sort It: Vowel Sounds ☆ Word Fluency 4	• Chain It	☆ Content Mastery: Spelling Posttest 2
• More About Compound Words ☆ Exercise 3: Sort It: Meaning Categories	• Exercise 1: Rewrite It: From Plural to Singular • Exercise 2: Find It: Present Progressive	☆ Exercise 3: Rewrite It: Forms of the Verb *Be* ☆ Content Mastery: Word Meanings and Present Tense Verbs ☀ Practice Using the Verb *Be* with Progressive Verbs	• Multiple Meaning Map	• Draw It: Idioms • Define It
☆ Review: Moving the Predicate Painters ☆ Exercise 4: Masterpiece Sentences: Stage 3	☆ Introduce: The Verb *Be* ☆ Exercise 3: Identify It: Forms of the Verb *Be* • Exercise 4: Choose It and Use It	• Exercise 4: Sentence Dictation	☆ Tense Timeline • Exercise 2: Masterpiece Sentences: Stage 3	☆ Content Mastery: Adverbs and Present Tense Verb Forms
☆ Phrase Fluency 2 • Exercise 5: Sentence Morphs ☆ Decodable Text: **"What is Jazz?"** Mega-Dialog	☆ Decodable Text: **"What is Jazz?"** Mega-Dialog ☆ Sentence Fluency 2	☆ Instructional Text: **"Looking at Jazz"**	☆ Exercise 3: Answering Multiple-Choice and Open-Ended Comprehension Questions	☆ Prepare to Write: Expository (Explanatory) Paragraph
☆ Masterpiece Sentences: Stages 1, 2, and 3	☆ Exercise 5: Concluding Sentences	☆ Exercise 5: Answer It: Using Signal Words from **"Looking at Jazz"**	☆ Prepare to Write: Expository (Explanatory) Paragraph	☆ Write It: Expository (Explanatory) Paragraph
Challenge Text for Extended Learning: "The Duke Jazzes Newport" page 654				
Writing Using the Challenge Text: "The Duke Jazzes Newport" page 656				
Homework (Lessons 6–10): See page 533 for Homework Options.				

Assessment Materials: Content Mastery tasks, Summative Tests, and Progress Indicators are distributed throughout the units.

Unit 5 • Lesson Planner: Lessons 6–10   531

Review: Indicates when to review content.

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How You Can Differentiate Instruction

The ⭐ icon identifies activities for **Review & Acceleration** in the curriculum. Use of these **preselected activities** depends on student performance.

The **Focus on Academic Language** activities are based on the content of the unit. They provide instruction and practice in areas identified in the **Contrastive Analyses** that can be of difficulty when learning Academic English. This chart displays all of the Academic Language lessons in the unit at a glance.

Unit 5 — Planning and Pacing Guides
Differentiated Instruction

⭐ **Review & Acceleration** activities designated with a ⭐ in this Teacher Edition include new concepts, fluency and assessment tasks, and activities related to the Instructional Text in Steps 5 and 6. These activities form the core of this program's comprehensive curriculum. In the following two scenarios, use *only* the starred activities. Data from the assessment measures will help you determine whether students fit one of these scenarios.

1. **To address weaknesses in student performance.** Students whose performance falls below the cutoff test scores can repeat these activities to practice basic skills that need strengthening.

2. **To accelerate instruction for students who are demonstrating strong growth.** Students demonstrating strong performance can accelerate progress by focusing on the designated activities.

☀ **Focus on Academic Language** activities expand on and enhance unit-specific content. These activities appear at the point of use throughout the unit.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Step 4: Using *a* and *an* with Nouns	**Step 6:** Listening for *-ing* in Rapid Connected Speech	**Step 1:** Phonemic Production of / r / and / l /	**Step 4:** Using *there is* and *there are* in Sentences
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
Step 1: Pronouncing Words Ending in a Consonant Sound	**Step 1:** Phonemic Production of / z /	**Step 3:** Practice Using the Verb *Be* with Progressive Verbs		

✔ **Special Instructional Support** activities customize teaching materials and provide opportunities for individualized instruction.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Step 1: *Sortegories* CD: Sound Count **Step 2:** *Words for Teachers* CD: Word Card Generator *Words for Teachers* CD: Word Study Guide	**Step 1:** Folder Activity: Phoneme Discrimination—Short / a / vs. / o / **Step 2:** *Sortegories* CD: Sort It *Words for Teachers* CD: Fluency Builder Grid	**Step 2:** Folder Activity: Alphabetize Essential Words Units 3–5 *Sortegories* CD: Build It **Step 5:** *LANGUAGE! eReader* CD: "Jazz: The Recipe"	**Step 2:** Folder Activity: Tic-Tac-Toe with Essential Words **Step 3:** *Sortegories* CD: Morph It	**Step 2:** *Words for Teachers* CD: Word Card Generator—Sort Present and Present Progressive Verb Forms **Step 3:** *Sortegories* CD: Categorize It
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
Step 2: *Words for Teachers* CD: Word Unscramble **Step 3:** *Sortegories* CD: Relate It **Step 4:** *Sortegories* CD: Phrase Building	**Step 2:** *Words for Teachers* CD: Word Search **Step 4:** *Sortegories* CD: Grammar Sort	**Step 4:** *Words for Teachers* CD: Word Card Generator—Build Sentences, Move Adverbial Information **Step 5:** *LANGUAGE! eReader* CD: "Looking at Jazz"	**Step 3:** *Sortegories* CD: Analogy Building **Step 4:** Folder Activity: Sentence Unscramble with Adverbs	

The activities for **Special Instructional Support** feature the use of technology to provide reinforcement. The technology allows students to practice content and skills in a variety of formats, with teacher support or independently.

- *VocabJourney*
- *Sortegories*
- *eReader*
- *Words for Teachers*

532 Unit 5 • Planning and Pacing Guides

Three **Planning and Pacing Guides** provide ways to tailor the curriculum to address specific instructional needs.

> **Printable homework pages** make it possible for teachers to tailor additional reinforcement for students beyond the *LANGUAGE!* classroom.

Homework Options

At the end of each lesson, select from the following Homework Options and assign to students as homework. The student worksheets, including directions, can be found on the *Instructional Planning Tools* CD and can be printed out for students.

> **Homework Options** are designed to provide practice and application of content and skills from the unit lessons.

Lesson 1	**Step 3: Multiple Meaning Map** Students think of multiple definitions for the words **glass** and **rap** and write sentences to show understanding of each meaning.	**Step 6: Masterpiece Sentences: Stages 1 and 2** Students write sentences to reinforce Stages 1 and 2 of the **Masterpiece Sentences** process.
Lesson 2	**Step 4: Write It: Noun or Verb** Students write sentences using the noun and verb forms of words to show comprehension of the forms' usage.	**Step 6: The E's: Examples, Explanations, and Evidence** Students write examples for supporting details to practice providing the E's for a topic.
Lesson 3	**Step 3: More Word Relationships: Attributes** Students fill in a chart for selected words to practice identifying attributes.	**Step 5: Instructional Text: "Jazz: The Recipe"** Students write sentences to show recall of **"Jazz: The Recipe."**
Lesson 4	**Step 3: Identify It: Present or Present Progressive** Students identify whether words are the present or present progressive form.	**Step 5: Write It: Jazz Ingredient** To practice writing sentences, students pick a jazz ingredient and write why it interests them.
Lesson 5	Encourage students to continue reading in their independent reading selections.	
Lesson 6	**Step 4: Masterpiece Sentences: Stage 3** Students write sentences to reinforce Stage 3 of the **Masterpiece Sentences** process.	**Step 6: Masterpiece Sentences: Stages 1, 2, and 3** Students write sentences to reinforce Stages 1, 2, and 3 of the **Masterpiece Sentences** process.
Lesson 7	**Step 3: Rewrite It: From Present to Present Progressive** Students rewrite sentences in the present progressive form to show understanding of the difference between present tense and present progressive.	**Step 6: More Concluding Sentences** To practice generating concluding sentences, students write concluding sentences based upon topic sentences.
Lesson 8	**Step 3: Write It: Forms of the Verb *Be*** Students complete sentence frames with present progressive verbs to practice correct usage of forms of **be**.	**Step 6: Making Connections: Instructional Text: "Looking at Jazz"** To build connections with **"Looking at Jazz,"** students draw a picture to represent a favorite song or type of music, and write a sentence about their picture.
Lesson 9	**Step 3: Multiple Meaning Map** Students think of multiple definitions for the words **drop** and **lot** and write sentences to show understanding of each meaning.	**Step 6: Write It: Jazz Art** To show recall of what they have learned about jazz art, students write sentences.
Lesson 10	Encourage students to continue reading in their independent reading selections.	

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LANGUAGE! implementations throughout the country have been shown to close the reading achievement gap for at-risk students from diverse backgrounds, those in special education, and English language learners (ELLs). The positive results span elementary, middle, and high school grade levels, making *LANGUAGE!* the right curriculum for any school or district striving to increase literacy performance. On the following pages is a sample of two districts' successes.

District 1

At-Risk Students

In an implementation of *LANGUAGE!* with students in grades 6–8 across three middle schools, students demonstrated statistically and educationally significant grade equivalent increases in word reading fluency, as measured by the Test of Silent Word Reading Fluency (TOSWRF). After eight months of *LANGUAGE!* instruction, middle school students in grades 6, 7, and 8 showed grade equivalent gains of 1.3, 1.7, and 1.5, respectively, on the TOSWRF, indicating accelerated growth in word reading fluency.

KEY DETAILS

Total Participants: 775

Grade Levels: 6–8

Demographics:

- 93% Free/Reduced Lunch (FRL)
- 90% Nonwhite
- 42% English language learner (ELL)

Instructional Period:

- 2006–2007 school year
- 8 months of implementation

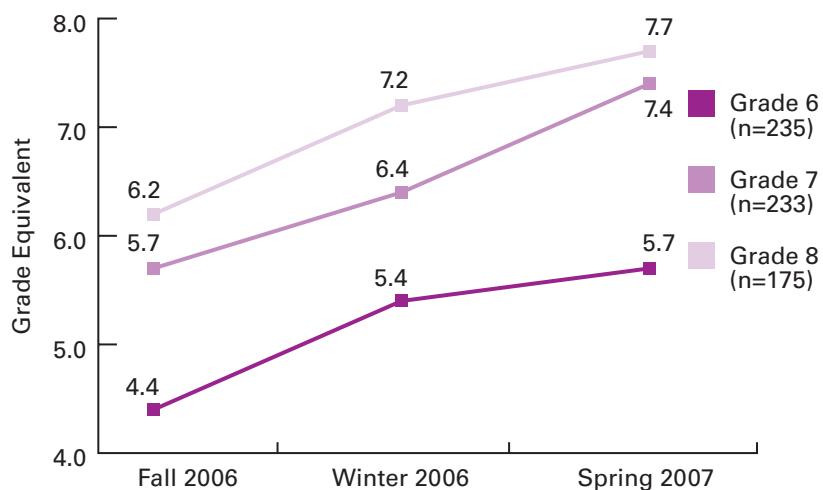**English Language Learners and Special Education:**

- 59% of sample designated ELLs
- 25% of sample eligible for special education services

Measures:

- California Standards Test for English/Language Arts (CST-ELA)
- Test of Silent Word Reading Fluency

n = number of students

TOSWRF Growth After Eight Months of *LANGUAGE!* Instruction


Grade 6 (n=235)

Grade 7 (n=233)

Grade 8 (n=175)

English Language Learners

In the same implementation, 44 percent of English language learners (ELLs) at Levels 1 and 2 and 33 percent of ELLs at Levels 3–5* gained one or more achievement levels on the California Standards Test for English/ Language Arts (CST-ELA).

The percentage of ELLs in grades 6–8 performing at or above Basic on the CST-ELA increased considerably from spring 2006 (prior to *LANGUAGE!*) to spring 2007 (after *LANGUAGE!*). Of these ELLs, 18 percent received special education services. During the same time period, the percentage of ELLs statewide performing at or above Basic increased by only 1 percent.

CST-ELA Achievement Level Gains of *LANGUAGE!* Students by ELL, Ethnic, and Special Education Status Spring 2006–Spring 2007
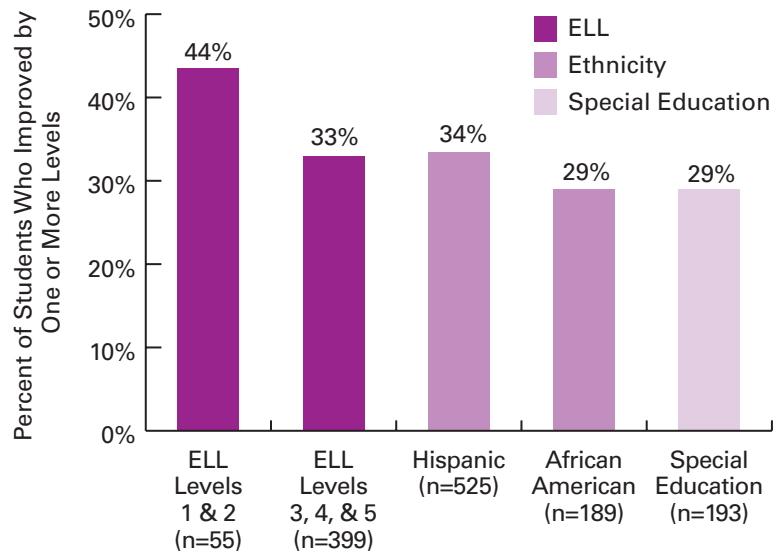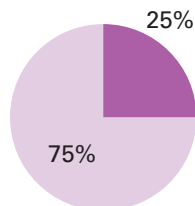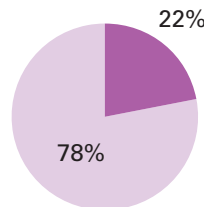

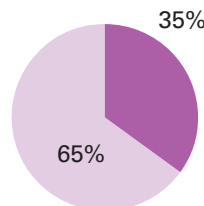**CST-ELA Proficiency Levels Before *LANGUAGE!* (Spring 2006)**

CST-ELA Proficiency Levels After Eight Months of *LANGUAGE!* (Spring 2007)
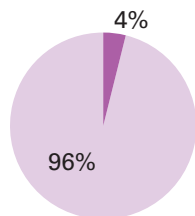
English Language Learner (Levels 1, 2)* (n=55)

18% more students At or Above Basic

English Language Learner (Levels 3, 4, 5)* (n=399)

10% more students At or Above Basic

Below Basic

At or Above Basic

* These levels refer to the English language learners: Level 1 = non-English speaking; Level 2 = beginning; Level 3 = intermediate; Level 4 = basic; and Level 5 = proficient. Source: California English Language Development Test: Technical Report for the California English Language Development Test (CELDT). (2005). Monterey, CA: CTB/McGraw-Hill.®

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District 2

English Language Learners

In an implementation of *LANGUAGE!* with students in grades 6–8, annual reading gains on the Florida Comprehensive Assessment Test (FCAT) were greater for ELLs at all grade levels than gains seen districtwide and statewide.*

* Statewide gains represent all students tested in the state; districtwide gains represent all students tested in the district.

KEY DETAILS

Total Participants: 4,985

Grade Levels: 6–8

Instructional Period:
- 6.5 months of implementation

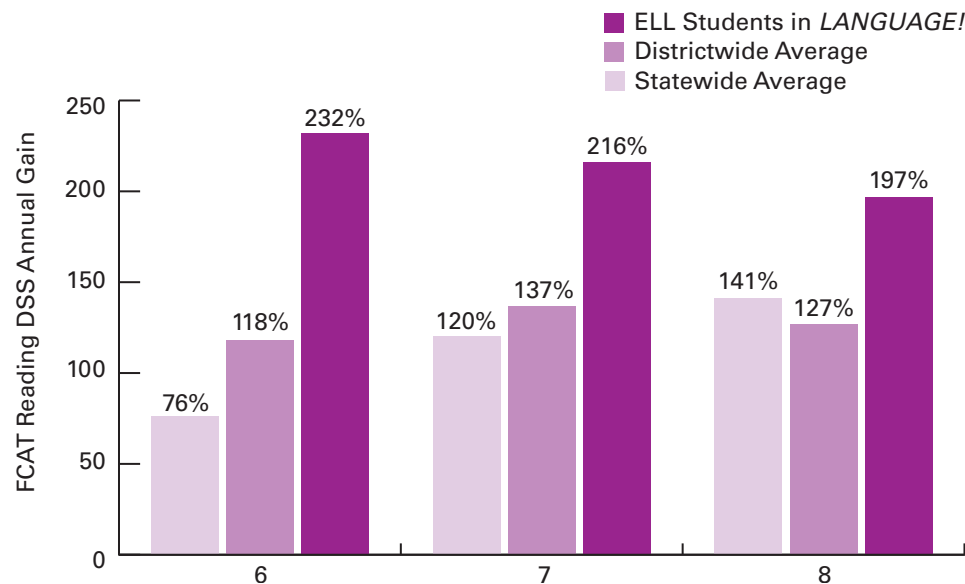**Instructional Time:**
- 45–90 minutes

Demographics:
- 62% Free/Reduced Lunch
- 56% Nonwhite
- 29% English language learner
- 24% Special Education

Measure: Florida Comprehensive Assessment Test, Reading

n = number of students

FCAT Reading Developmental Scale Score (DSS) Annual Gains for *LANGUAGE!* ELLs in Grades 6–8

Legend:
- ELL Students in *LANGUAGE!*
- Districtwide Average
- Statewide Average

Y-axis: FCAT Reading DSS Annual Gain (0–250)

Grade 6: 76%, 118%, 232%
Grade 7: 120%, 137%, 216%
Grade 8: 141%, 127%, 197%

National Recognition

As a research-based, data-driven curriculum, *LANGUAGE!* has earned praise from leading literacy scholars and research centers such as the Florida Center for Reading Research (FCRR), whose reviews are widely followed in the industry because of the high standards the center sets for educational products. *LANGUAGE!* has also been endorsed by researchers and organizations in the field of special education for its ability to differentiate instruction and empower students with special needs to achieve literacy success.

Endorsed by Special Education Professionals

The Council of Administrators of Special Education (CASE) is "an international professional educational organization, which is affiliated with the Council for Exceptional Children, whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual in society."

LANGUAGE! received an overall score from CASE of 3.53 on a 4-point scale in the following categories:

- Product Marketability and Feasability
- Company Longevity and Reputation
- Address Member Identified Needs
- Evidence Documentation of Customer Satisfaction
- Enhance Professional Practice
- Field Tested
- Research Base

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According to the FCRR Report:

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.

Cited by Researchers:

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 CompleteScience-Based Program for Reading Problems at Any Level (2003)

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