



# **LANGUAGE!® Live**

Grades 5–12

I am more than a statistic.

There is more to a student  
than the ability to read.

Potential comes in all forms.

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

**Believe literacy is possible.**



**VOYAGER SOPRIS**  
LEARNING®



# THE PROBLEM

# 64%

of U.S. eighth graders are not proficient readers.\*

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

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

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

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

\*2017 NAEP report—[nationsreportcard.gov/reading\\_2017/nation/achievement?grade=8](https://nationsreportcard.gov/reading_2017/nation/achievement?grade=8)



# THE SOLUTION

## You can change that.

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



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

### No other program offers all of the following:

#### EFFECTIVE

- Research-based, structured literacy instruction
- Blended program: Online and teacher-led instruction
- Advanced and foundational skills in one program
- Comprehensive ELA

#### INNOVATIVE

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

#### FLEXIBLE

- Multiple implementation options
- Multiple student populations

# HOW IT WORKS

## Research-driven, Classroom-proven

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

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

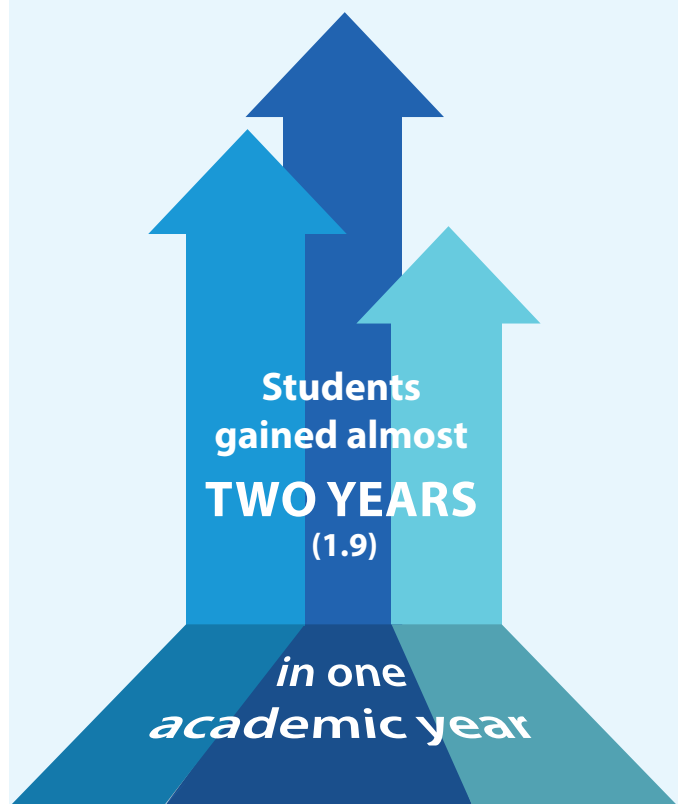


Dr. Louisa Moats

## ALMOST **2 YEARS'** GROWTH IN ONE YEAR!

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

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



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

—Walter, Student  
Bartlett High School, Anchorage, AK



## Blended Instruction

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

There are **two** major components:

1

### ONLINE WORD TRAINING

uses technology to strengthen foundational literacy skills.

- Vowels and Consonants
- Word Reading and Blending
- Syllabication
- Prefixes and Suffixes
- Greek and Latin Roots

2

### TEACHER-LED TEXT TRAINING

leverages teacher guidance for instruction in advanced literacy skills.

- Vocabulary/Morphology
- Grammar/Usage
- Reading Comprehension
- Writing
- Listening/Speaking



Through this blended learning model, students receive instruction in all literacy strands: Reading Foundational Skills, Reading Comprehension, Vocabulary, Grammar, and Writing.

# HOW IT WORKS

## 1 Online Word Training Fills the Gaps

How do you motivate students with a history of failure and get them to see their own potential? You provide them with relevance and success.

**Online Word Training** fills gaps students missed in earlier grades. It addresses foundational skills including phonics, spelling, sentence structure, and fluency. Mastering these skills lets students advance with more confidence and ease and receive the intrinsic motivation that comes with success.

Students get consistent, interactive online lessons they complete at their own pace. They can practice privately and independently.

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

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



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

—Jennifer McMillan  
Master Reading Teacher  
Burke Middle School, Charleston, SC



## 2 Text Training Connects Students to Text

Once they begin to read, their confidence boosts. Smiles return. The impossible becomes possible.

**Text Training** connects students to text through comprehensive, engaging, teacher-led lessons. Students build content knowledge, practice close reading, engage in classroom discussions and build vocabulary, and receive explicit writing instruction.

The instructional texts are rich and engaging and allow students to read and discuss topics they care about.

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

- Vocabulary
- Grammar
- Reading Comprehension
- Writing

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

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

—Kate Townsend  
Master Reading Teacher  
Morningside Middle School, Charleston, SC

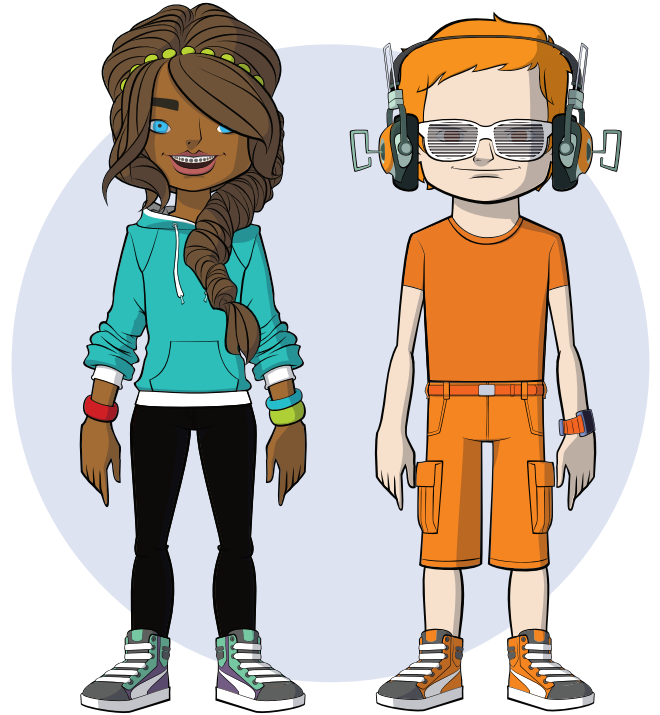


## 1

## Key Features of Online Word Training

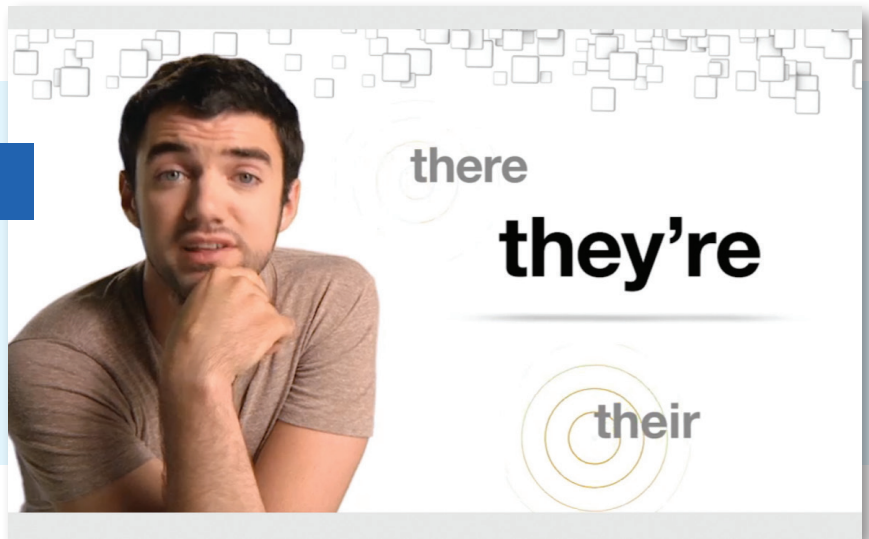
**Word Training** leverages the power of technology to provide precise and consistent instruction, flexible pacing, ample practice, and the ability for learners to privately and independently acquire skills they missed earlier in their school careers. Word Training engages students with foundational-skills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

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



### TUTORIALS

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

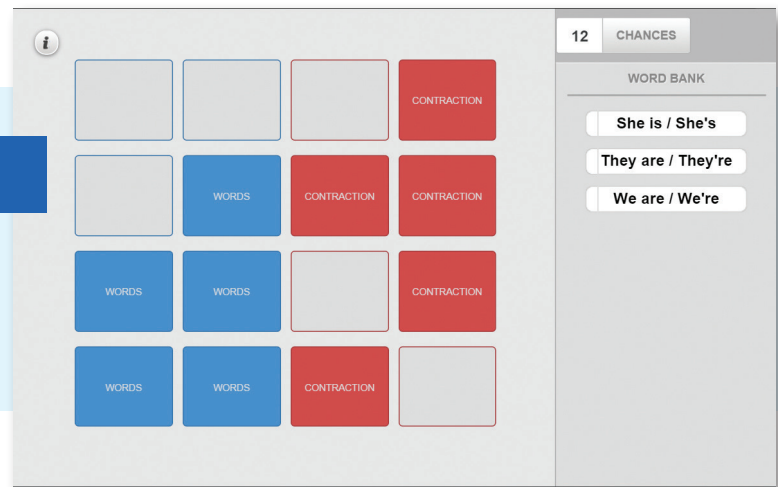




# WORD TRAINING

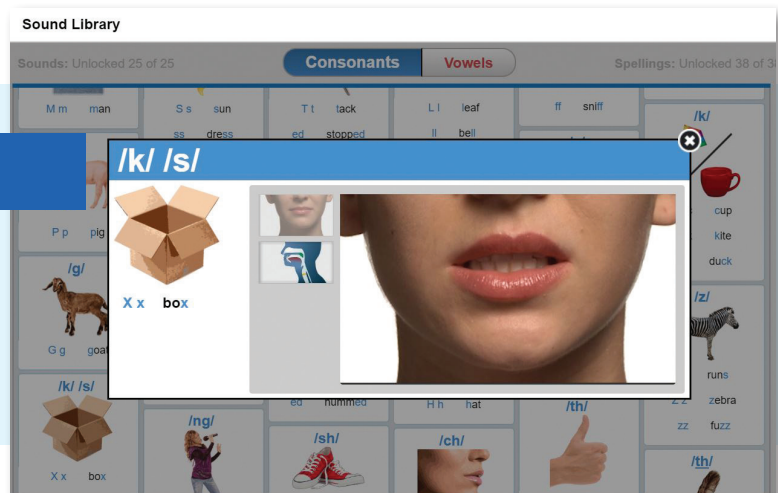
## CHECK FOR UNDERSTANDING

Interactive online activities provide practice and ongoing monitoring of progress.



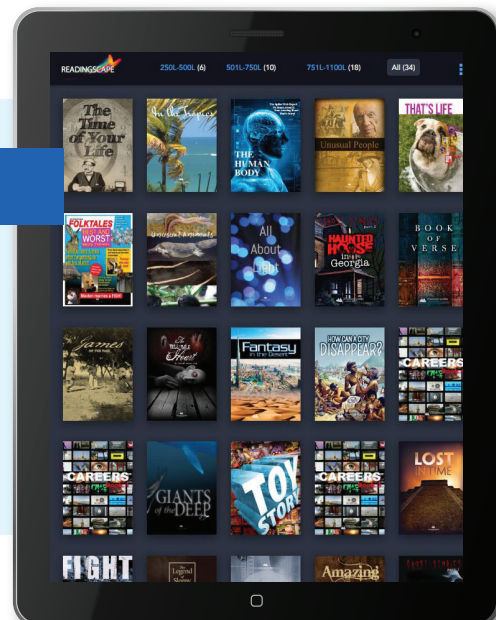
## SOUND LIBRARY

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



## READINGSCAPE

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



## 2 Key Features of Text Training

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

### TEACHER-LED LESSONS

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



Are there rules controlling what can be heard or seen on television and radio? When you listen to a song on the radio, does it ever sound different from the **version** on your MP3 player? Have you ever watched a movie on television and noticed that an actor's lips don't match the audio? Why do stations do this? Are there **specific** laws that tell stations what is **appropriate**, or okay?

Radio has been around for more than 100 years, and television has been in the homes of Americans for more than 70 years. Both are "broadcast" over the airwaves, and both are **regulated** by the federal government (unless you have cable or satellite). The FCC, the Federal Communications Commission, was established in the 1930s to protect the **interest** of the people. The government was granted the ability to censor what is heard and seen.

Since the 1950s, the FCC has prohibited, or restricted, the use of inappropriate material. In other words, it has censored what you see on TV and hear on the radio. This has not changed in 60 years. What has changed, however, is the interpretation of what is inappropriate. Is it inappropriate to talk about pregnancy? In the 1950s, the word *pregnant* was prohibited on the sitcom *I Love Lucy*. Is it inappropriate to show a woman's belly button? In the 1960s, *I Dream*

**version**  
a form or variety of something where details are different

**specific**  
relates to a particular thing

**appropriate**  
acceptable for a person, purpose, or occasion

**regulate**  
to control by a rule

**interest**  
anything that helps, or is good for someone or something; benefit

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### Reading

#### Objectives

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

#### Close Reading: Guided Highlighting of "Censorship"

We have been working diligently to become great readers. We preview the text. We reread text slowly and carefully to gain understanding. We practice metacognition. And we look for answers to Big Idea questions. In this unit, we are answering the questions Who or what determines what can be seen or heard on TV and radio? and How has television and radio content changed over time?

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

Let's do what skilled readers do and reread "Censorship."

Have students get out a colored pencil or highlighter.

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

- Draw a rectangle around the title, "Censorship."

Listen and mark each bold vocabulary word as I read it aloud. I'm going to pause after every word to give you time to process whether you know the word and its meaning. We will review your ratings from Lesson 1 after we finish.

- **version**—*Version* means "a form or variety of something where details are different." Say *version*. (version) Each radio station plays its favorite *version* of the song.
- **specific**—*Specific* means "relating to a particular thing." Say *specific*. (specific) Question words require *specific* information in the answer.

Lesson 7 | Reading

Close Reading: Guided Highlighting

Read the text and complete the tasks.

Censorship	Headings
Forbidden Content Becomes Commonplace	
FCC: Protector of the People	
FCC: Issues Fines	

Are there rules controlling what can be heard or seen on television and radio? When you listen to a song on the radio, does it ever sound different from the **version** on your MP3 player? Have you ever watched a movie on television and noticed that an actor's lips don't match the audio? Why do stations do this? Are there **specific** laws that tell stations what is **appropriate**, or okay?

**FCC: Protector of the People**

Radio has been around for more than 100 years, and television has been in the homes of Americans for more than 70 years. Both are "broadcast" over the airwaves, and both are **regulated** by the federal government (unless you have cable or satellite). The FCC, the Federal Communications Commission, was established in the 1930s to protect the **interest** of the people. The government was granted the ability to censor what is heard and seen.

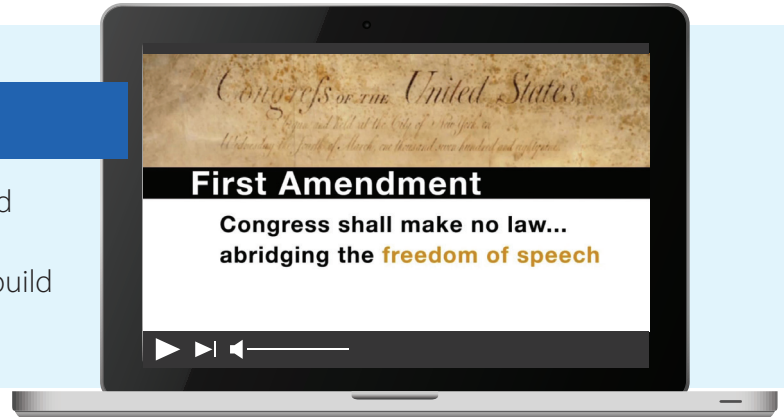
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246 Unit 6



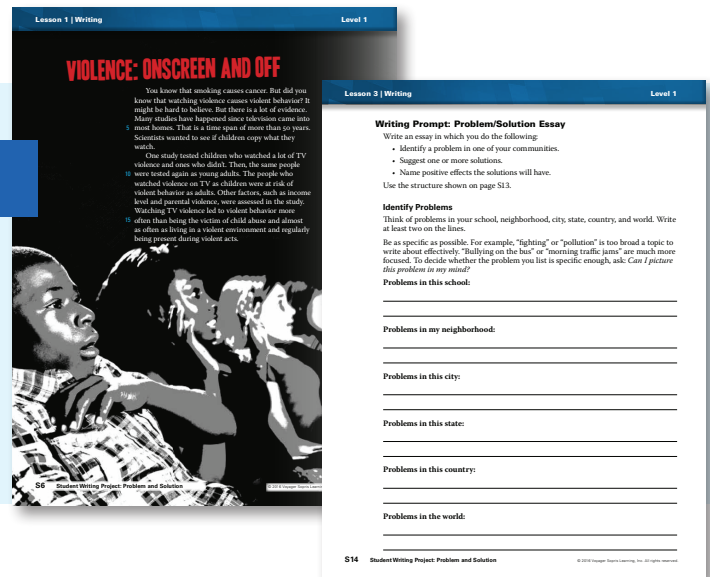
## UNIT OPENERS

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



## WRITING PROJECTS

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



## OPPORTUNITIES FOR READING

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



### I Am Prepared to Die

An abridged version of Nelson Mandela's speech "I Am Prepared to Die," April 20, 1964, from the opening of the Rivonia Trial

I am the first accused. I am a convicted prisoner serving five years for leaving the country without a permit and for inciting people to go on strike at the end of May 1961.

At the outset, I want to say that the suggestion that the struggle in South Africa is under the influence of foreigners or communists is wholly incorrect. I have done whatever I did because of my experience in South Africa and my own proudly felt African background.



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## Assessment

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

### Benchmarks Assessments

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

### Baseline/Summative Assessments

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

### End-of-Unit Progress Monitoring

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

#### Word Training

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

#### Text Training

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

### Ongoing Progress Monitoring

Ongoing progress monitoring can be done daily during the teacher-led Text Training lessons. There are many opportunities to maximize instruction by providing online support and reteaching as necessary, including:

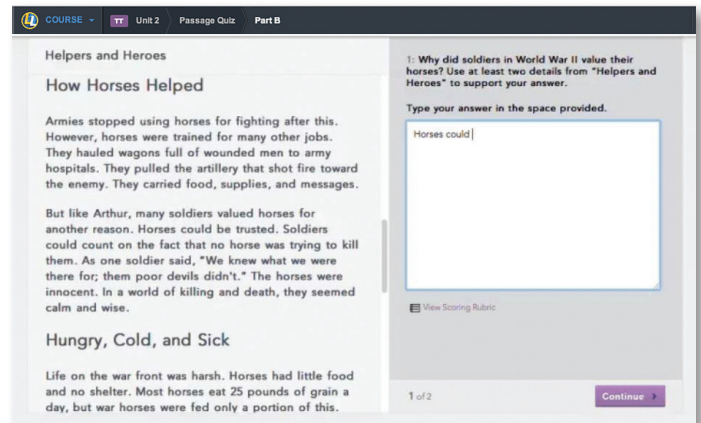
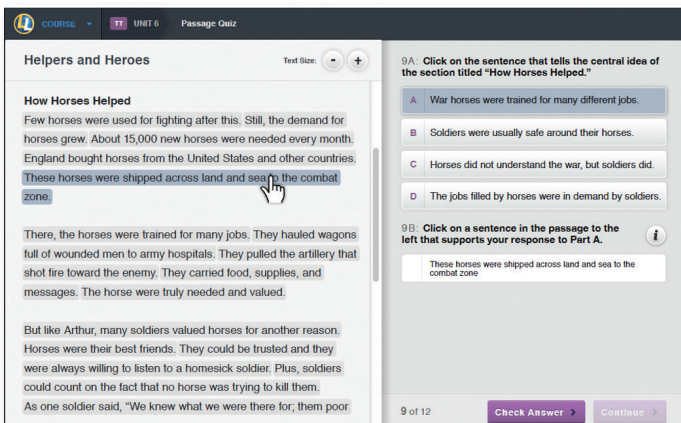
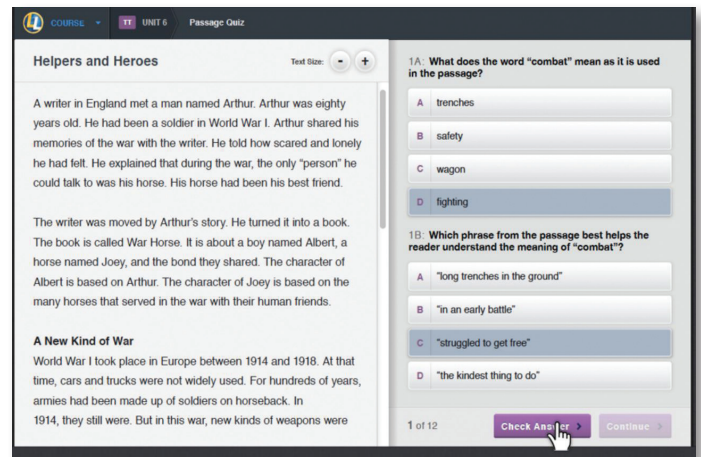
- Word and phrase fluency.
- Close reading opportunities.
- Writing projects.
- Vocabulary and grammar practice activities.
- Student writing samples.



## Power Pass

**Power Pass** is a test readiness component that provides the opportunity for students to apply the strategies they have learned in **LANGUAGE! Live** to a high-stakes assessment format.

**Power Pass** consists of informational and literary text passages and requires students to highlight text evidence, answer two-part multiple choice questions, and write short answer responses.



# FLEXIBLE

## Flexible support for teachers and versatile for all student populations

### **LANGUAGE! Live:**

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

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



*Also Available:*



*LANGUAGE! Live* embodies and applies the ideas and methods taught in **LETRS** (*Language Essentials for Teachers of Reading and Spelling*).

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

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

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



To learn more about this professional development program, visit [voyagersopris.com/letsr](http://voyagersopris.com/letsr).



# TESTIMONIALS

## What Educators Say About **LANGUAGE! Live**

*"This program is life changing, and it's generational. It affects that child, then their children, then their children's children. It's all about breaking that cycle ... so they can advance in their careers and have the lives that they deserve."*

**—Antavia Hamilton-Ochs, Teacher  
Bartlett High School, Anchorage, AK**



*"When they are prompted to write, it's very guided and it goes with the reading. We've been talking about the reading, we've been talking about the questions instead of just trying to get strategies from all over the place. **LANGUAGE! Live** has strategies for almost everything."*

**—Rebecca Lowry, Teacher  
Zucker Middle School, Charleston, SC**

*"When we went from negatives and now my kids are scoring in the five to six hundreds, it tells me the program works."*

**—Annette Shokes, Teacher  
Burke High School, Charleston, SC**

*"100% of the students who participated in the **LANGUAGE! Live** program have seen significant growth."*

**—Maurice D. Cannon Sr., Executive Principal  
Burke Middle High School, Charleston, SC**

*"It really helped me understand what a good reading lesson looks like and what a good lesson looks like for someone who's not on grade level."*

**—Andrea Ensor, Teacher  
Northwest Middle School, Knox County, TN**

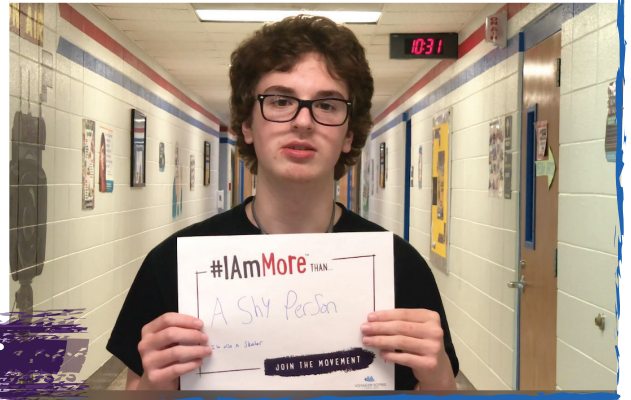
*"What I really enjoy about the computer piece is that the students are able to work at their own level. They feel like they have a bigger investment in their education."*

**—Meagan Dorman, Teacher  
Rio Vista Middle School, Fresno, CA**

# #IAmMore™

The #IAmMore™ movement is an opportunity for you and your students to have a voice and share their untapped potential. Get involved by sharing what inspires you and makes you MORE. Join the movement by posting or tweeting a photo or video on social media with #IAmMore.

Visit [believeliteracyispossible.com](http://believeliteracyispossible.com).

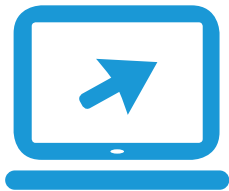


## JOIN THE MOVEMENT



## LANGUAGE!® Live

All-in-one solution. No costly add-ons.



Learn more. Download a sample or request a demo:  
[voyagersopris.com/languagelive](http://voyagersopris.com/languagelive)  
or call **800.956.2860**