



LANGUAGE! Live[®]
Intensive Reading Grades 6–8

FROM RESEARCH TO READING

Florida's **B.E.S.T.** Reading Intervention





From Research to Reading

Florida's B.E.S.T. Reading Intervention

LANGUAGE COMPREHENSION

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

WORD RECOGNITION

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondences

Sight Recognition

of familiar words

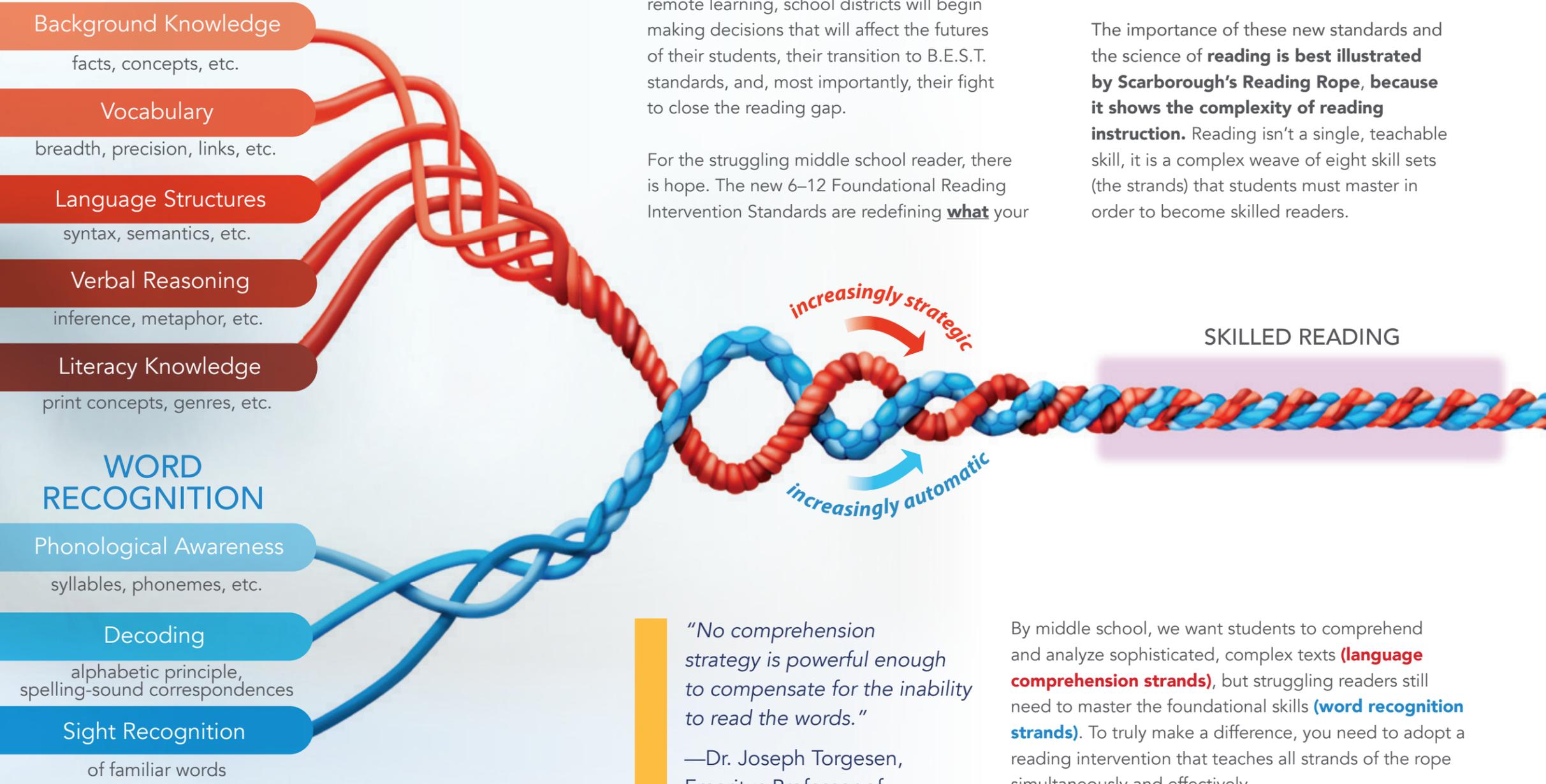
Florida education is at a turning point.

While schools recover from a semester of remote learning, school districts will begin making decisions that will affect the futures of their students, their transition to B.E.S.T. standards, and, most importantly, their fight to close the reading gap.

For the struggling middle school reader, there is hope. The new 6–12 Foundational Reading Intervention Standards are redefining **what** your

intensive students need in order to read—and the science of reading proves **why** it will work.

The importance of these new standards and the science of **reading is best illustrated by Scarborough's Reading Rope, because it shows the complexity of reading instruction.** Reading isn't a single, teachable skill, it is a complex weave of eight skill sets (the strands) that students must master in order to become skilled readers.



"No comprehension strategy is powerful enough to compensate for the inability to read the words."

—Dr. Joseph Torgesen, Emeritus Professor of Psychology and Education, Florida State University

By middle school, we want students to comprehend and analyze sophisticated, complex texts (**language comprehension strands**), but struggling readers still need to master the foundational skills (**word recognition strands**). To truly make a difference, you need to adopt a reading intervention that teaches all strands of the rope simultaneously and effectively.

LANGUAGE! Live is that intervention.

Scarborough's "Rope" Model from *Handbook Early Literacy Research*, ©2001. Reprinted with permission of Guilford Press.

Embodying *the Research*

LANGUAGE! Live's Blended Design

In the LANGUAGE! Live classroom, the science of reading comes to life in a positive and productive learning environment.

Developed by one of the nation's leading research experts in the science of reading, Dr. Louisa Moats drew upon her work as a teacher, trainer, researcher, professor, and author to create LANGUAGE! Live.

"This is the first time that I have put into practice what I have learned about reading instruction. We have studied what's going to work, and we have put into practice the best instruction." —Dr. Louisa Moats

LANGUAGE! Live embodies Scarborough's Reading Rope with two unique instructional experiences that blend online and teacher-led instruction to cover all strands of literacy.

Text Training is small-group, teacher-led instruction that focuses on teaching and reinforcing the **language comprehension strands** of the Reading Rope.

Word Training is individualized, online instruction that focuses on teaching and mastering the **word recognition strands** of the Reading Rope.



TEXT TRAINING

Bridging the Gap to Grade-level Standards

Text Training's teacher-led instruction accelerates student's toward higher-level reading skills with:

- Explicit and scaffolded instruction
- Rigorous and challenging content
- Standards-based intervention



WORD TRAINING

Mastering Foundational Reading Intervention Standards

Word Training's online instruction fills in foundational skill gaps with:

- Individualized learning
- Engaging videos and activities
- Simulated 1:1 instruction

Connecting with Instruction

PROBLEM

“After years of struggling, my intensive reading students feel defeated and disconnected. How can I gain their trust and engage them when my materials are either too difficult or too childish?”

SOLUTION

LANGUAGE! Live was built intentionally for your struggling secondary students with instructional content that is:

RELEVANT | Meets a range of student types and proficiency levels.

RELATABLE | Provides content that is engaging and age-appropriate.

RESPECTFUL | Understands the sensitivities of struggling secondary readers.

LEVEL 1, UNITS 1-6



LEVEL 1, UNITS 7-12



LEVEL 2, UNITS 1-6



LEVEL 2, UNITS 7-12



Intensive reading students have many faces, backgrounds and strengths, but they are all struggling to read. *LANGUAGE! Live* was built for them, and inside one of the four books and hundreds of hours of online content, there is a place for all of your students to get the instruction they need and the opportunity to change their lives.

Students of **LANGUAGE! Live**

No matter where your students are, *LANGUAGE! Live* connects them to the instruction that best suits their needs. Let's meet the range of students and instructional needs in *LANGUAGE! Live*.



PEDRO / LEVEL 1, UNITS 1-6

Pedro is an English Language Learner who recently arrived from Ecuador. He is progressing with his English acquisition comprehension, but he is reading at a pre-primer level. He needs instruction that focuses on oral language development, phonemes, and sound-spelling correspondences while he learns to decode and encode with culturally relevant, engaging text.



ELAINA / LEVEL 1, UNITS 7-12

Elaina has always scored below grade level on the FSA and reads at a third to fourth grade level. She does not like to read aloud or volunteer answers in class, and she is not motivated to complete assignments on her own. Elaina needs guided instruction in text structures, spelling patterns, and syllabification to increase her fluency rate and reading comprehension.



ANDRE / LEVEL 2, UNITS 1-6

Andre struggles to answer comprehension questions for complex texts. He is able to retell but cannot engage with texts to make inferences or draw conclusions independently. He reads slowly, struggles with multisyllabic words, or omits unknown words when reading aloud. Andre needs instruction in morphology and academic vocabulary to improve his reading comprehension and confidence.



KATRINA / LEVEL 2, UNITS 7-12

Katrina is approximately two years below grade level. As texts become increasingly complex or multimodal, Katrina struggles to meet grade-level expectations. She needs specific strategies for deeper understanding of paired texts and multistep tasks so she can develop grade-level reading independence.

Individualizing Intervention

The **Word Training** Experience

PROBLEM

"All my students have gaps in foundational skills, but they don't have the same gaps. Since I'm the only teacher in class, how can I give my students the 1:1 instruction that meets their individual needs?"

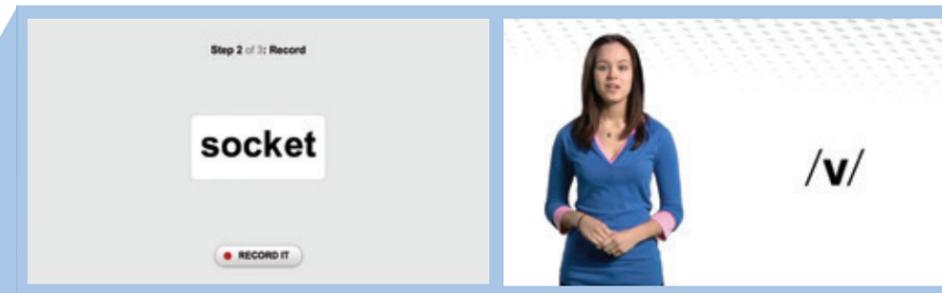
SOLUTION

Word Training—just like the Reading Rope's **word recognition strands**—focuses on the foundational skills of reading. Based on their initial assessment, students are placed exactly where they need to be to learn, practice, and master the 6–12 Foundational Reading Intervention Standards and the fundamentals of literacy.

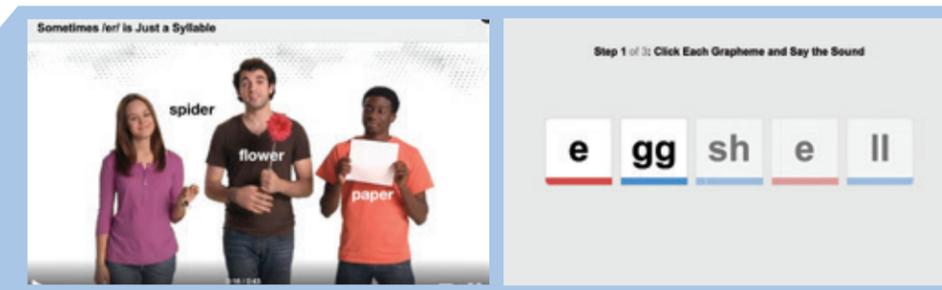
Nothing can replace the power of a great teacher, but when used effectively, technology can open a new world of possibilities to empower teachers and engage students.



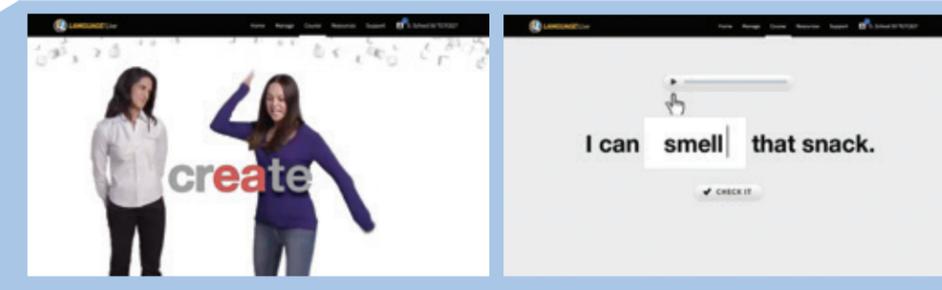
Students access instructional video lessons, teacher assignments, achievement awards, and all online content from their own personalized student dashboard.



Students learn about and record isolated sounds, blended letters, and segmented words
(Phonological Awareness - ELA.612.F.2.1)



Decoding single and multisyllabic words
(Phonics & Word Analysis - ELA.612.F.2.2)



Writing and spelling single and multisyllabic words
(Encoding - ELA.612.F.2.3)



Recorded fluency passages are automatically uploaded for teacher review
(Fluency - ELA.612.F.2.4)



Humorous skits reinforce instructional lessons while engaging students
(Greek/Latin Roots - ELA.6.V.1.2)

Closing the Proficiency Gap

The **Text Training** Experience

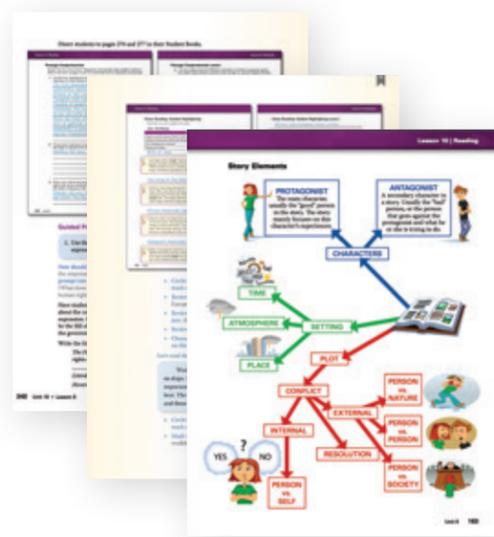
PROBLEM

"No matter what instructional level my students are at in the fall, they're tested on grade level in April. How can I start building the critical thinking and comprehension skills that students need to master the standards and become proficient readers?"

SOLUTION

Text Training—just like the Reading Rope's **language comprehension strands**—focuses on the advanced skills of reading. Teachers provide students with the explicit, scaffolded instruction they need in the small-group, supportive setting that fosters real growth.

With challenging, age-appropriate texts and lessons, students begin to develop the confidence and instructional momentum to close the reading gap for good.

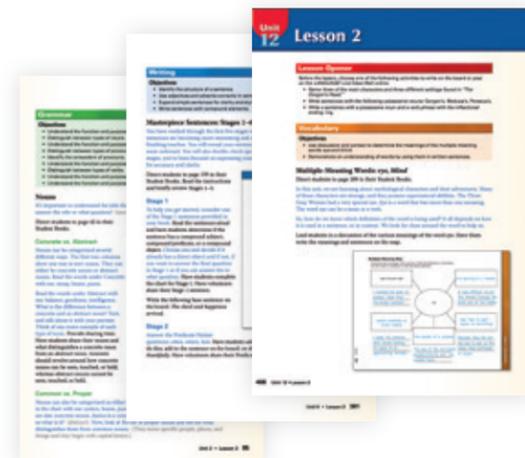


Close Reads and Comprehension lessons emphasize critical and analytical thinking to strengthen comprehension skills and ability.

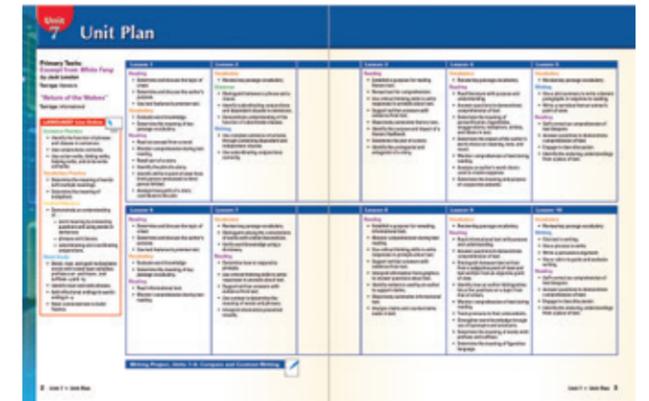


Engaging, multigenre **literary & informational texts**.

Writing, Grammar, and Vocabulary lessons establish background knowledge and language structures to unlock text comprehension.



Organized, explicit instruction with embedded professional development helps every teacher become an effective intensive reading teacher.



Each unit has a unique theme which is introduced to the group in the **Unit Opener Video**.

Critical Understanding Posters reinforce the academic vocabulary and advanced comprehension skills taught in the lesson.



Prompt	Model	How to Respond
Analyze	Explain the development of the text's central idea.	Read closely and evidence to show your understanding of the text's central idea.
Assess	Apply both self-assessment and peer assessment to determine when your work is ready.	Make use of feedback.
Classify	Assess the level of growth for an assigned reading.	Read on the value, impact, or relevance.
Compare	Categorize different types of texts.	Make groups and share information to show group knowledge of shared characteristics.
Collaborate	Class members can support your opinion.	Support your answer by providing an example from the text.
Clarify	Clarify the main idea up to the end of the text.	Engage in discussion to ensure understanding.
Compare	Compare content and ideas.	Use the evidence to show how the author's purpose is different.
Connect	Connect your work with the work of others.	Use the evidence to show how the author's purpose is different.

Meeting the Needs for All

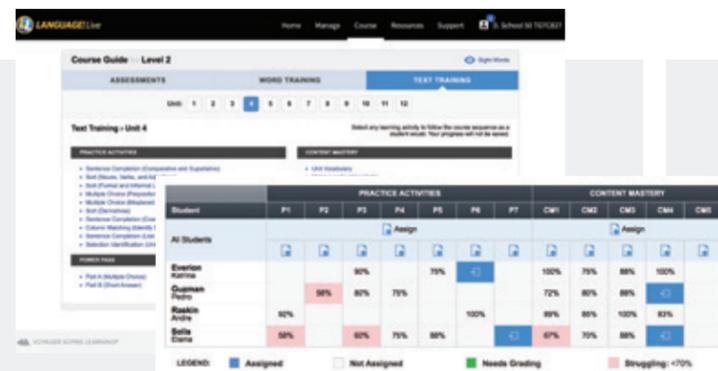
On-Demand Differentiation & Enrichment

PROBLEM

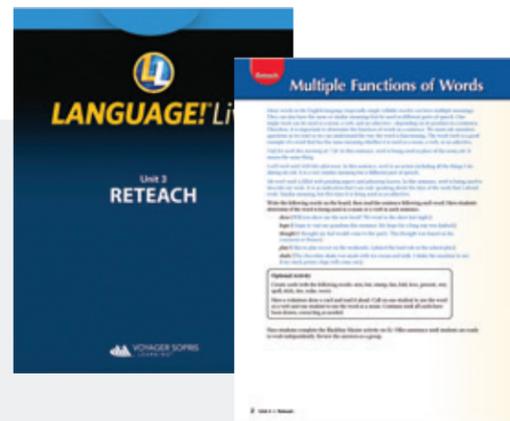
"At the end of each lesson, I can divide my students into three groups: need more instruction, need more practice, and need to move on. How can I differentiate without the instructional resources to meet each additional need?"

SOLUTION

LANGUAGE! Live includes a vast library of online and print resources that extend learning with purpose and precision. With differentiation days built into the calendar and a variety of engaging options, teachers have the time and resources to differentiate instruction for all students. When teachers can give each student what they need when they need it— every instructional moment is meaningful.

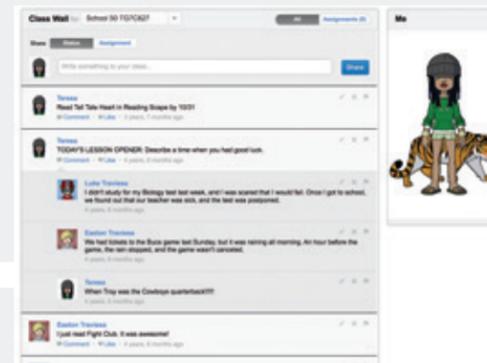


PRACTICE ACTIVITIES: teachers can assign online activities for students that need more practice to perfect the skills taught in Word Training and Text Training.

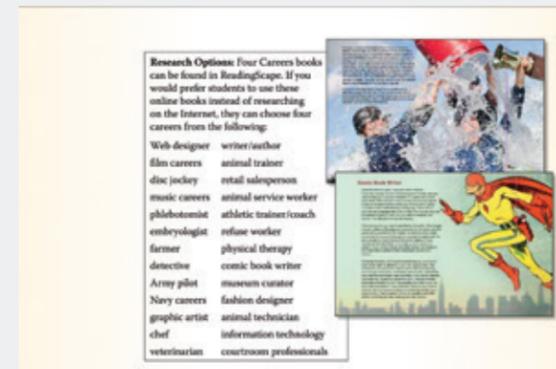


RETEACH LESSONS: every unit has an additional reteach unit for students that require more intensive, teacher-led instruction to master the skills of Text Training.

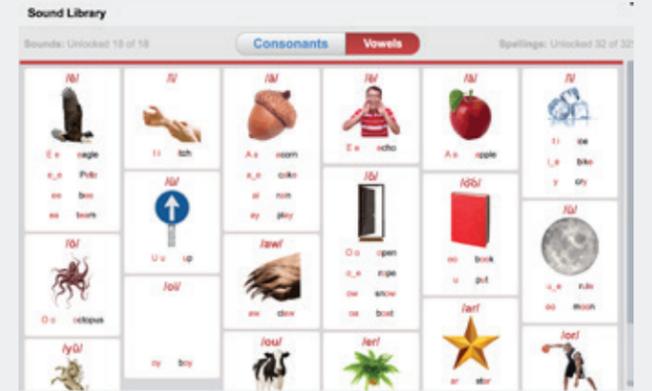
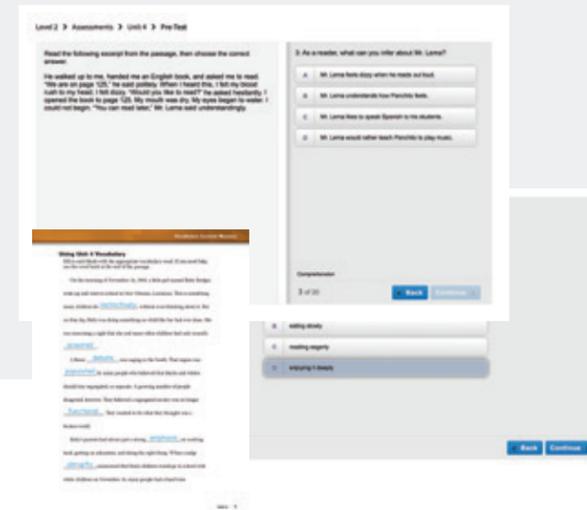
CLASS WALL: allows teachers and students to communicate with each other and/or initiate collaborative discussions online.



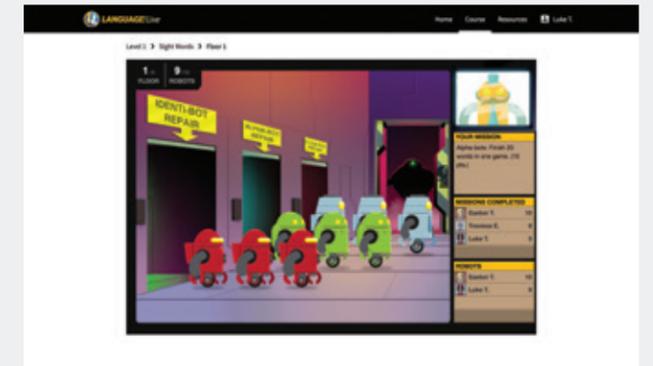
WRITING PROJECTS: collaborative and independent activities that focus on advanced writing concepts including research skills, oral presentation, and career-based documents.



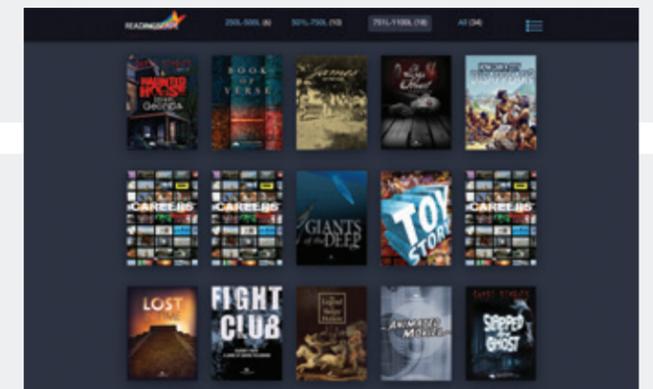
FORMATIVE ASSESSMENTS & CHECKPOINTS: allow teachers to monitor progress and determine data-driven differentiation needs.



SOUND LIBRARY & GLOSSARY: students in need of language support have access to a sound library and an 11-language glossary.



ONLINE GAMING: students can play games that provide intensive practice with sight words.



READINGSCAPE: an online, interactive library of diverse informational and literary texts.

Customized Path to Success

Planning, Preparing, Performing

Adopting a new curriculum is challenging, and Voyager Sopris Learning® understands that districts need a partner to effectively plan, launch, and nurture an implementation.

As a partner, we reinvest 10 percent of your total purchase into training and in-school support from the industry's best professional development team. Together, we customize a **LANGUAGE! Live implementation plan** that helps you meet your goals while providing your teachers with the training and support they deserve.

Our top priority is building an effective, flexible, and sustainable implementation with services including, but not limited to:

- Implementation Planning and Pacing Meetings
- Launch & Refresher Trainings for Teachers
- Administrative Training for District/School Leadership
- Single Sign-On Integrations
- Customized and Targeted Workshops (Live or Virtual)
- Intensive, Onsite Support for At-Risk Schools
- Ongoing, Implementation Support for all Schools
- In-Class Modeling and Consultations
- District Data and Progress Meetings
- And Much, Much More

"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

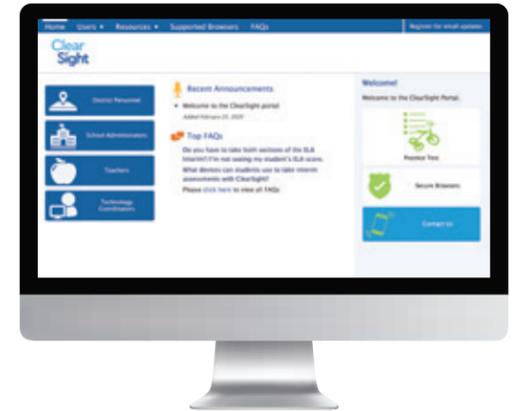
Getting your Students Prepared

Along with unparalleled professional development, your **LANGUAGE! Live** implementation includes access to **ClearSight**.

ClearSight is our new online assessment tool that measures student proficiency of grade-level standards. Developed by the same company and utilizing the same online platform as the FSA, **ClearSight** allows students to experience the functionality and expectations of the FSA while providing teachers with a good indicator for how students will perform.

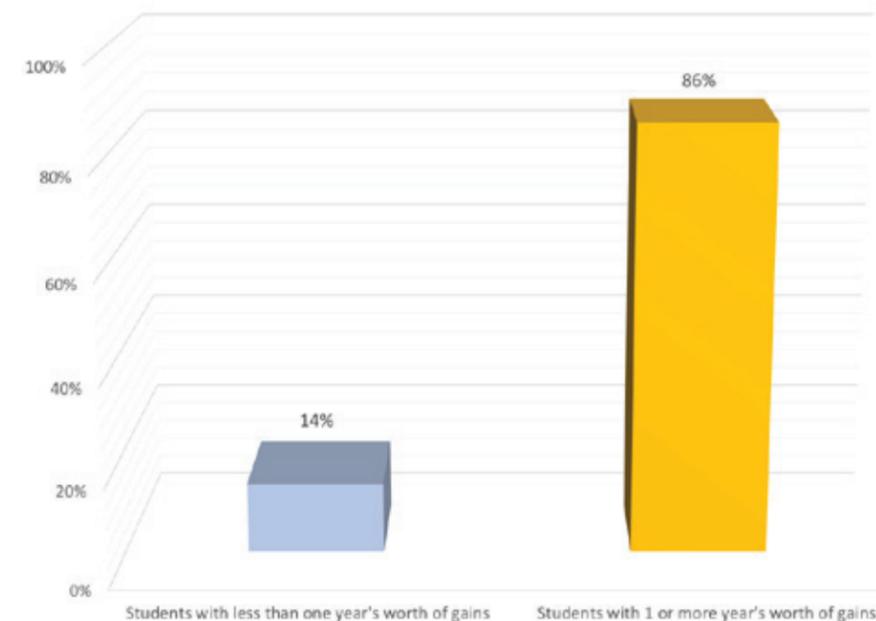
In addition, teachers have the ability to author their own assessments by creating their own content or choosing from our diverse bank of test items and formats.

ClearSight



Make Gains on the FSA

Teaching students to read is the ultimate goal of **LANGUAGE! Live**, but it is important to demonstrate how this will affect student gains on the FSA. In 2018, we analyzed 3,100+ middle school students who scored Level 1 on the previous year's FSA. **After one year using LANGUAGE! Live as their intensive reading curriculum, 86 percent of those students made at least one year's worth of learning gains.**



If those students making gains, 51 percent made two or more years' worth of learning gains in just one year. Such movement is not only attainable by utilizing **LANGUAGE! Live**, it is a necessity for students to lose the reading gap.

"Every year that I use this program, I see tremendous growth in each and every student. Their self-esteem and confidence regarding reading simply goes through the roof."

—Cassie Prater, Teacher

"*LANGUAGE! Live* is based on the science of reading and the science of learning. The program has particular appeal to adolescents, as they find it respectful and engaging."

—Karen Irwin, Literacy Coach

"*LANGUAGE! Live* taught me how to teach reading. I'm a better teacher because of it."

—Andrea Ensor, ELA Teacher



LANGUAGE! Live[®]
Grades 6-8

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