

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
READING SPECIFICATIONS 2007-2008**

SUBJECT: Reading
CATEGORY: K-5(6) Comprehensive Intervention Reading Program
SUBMISSION TITLE: LANGUAGE! 3rd Edition
PUBLISHER: Sopris West Educational Services
GRADE(S): 4-12

CATEGORY CODE NUMBER: RCI0001

TE= Teacher's Edition

IT= Interactive Text

CT= Challenge Text

CW= Challenge Writing

Committee Member Evaluation

(Committee Member Use Only)

GRADE	ID	COMPONENT	SPECIFICATION DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*	Committee Member Evaluation			
						Superior (Thoroughly/Highly)	Adequate	Minimal	Not At All
	O01	Overall Instructional Design	Clearly stated goals and objectives	In LANGUAGE! , the goals and objectives of each unit can be found in the Teacher Edition on the At a Glance for Teachers pages, the unit Lesson Planner pages, and under the heading of each activity. They can also be found at the beginning of each unit in the student's Interactive Text book and in the Teacher's Instructional Planning Tools CD. e.g. TE, Bk A, V1 pgs 2-3, 4-7, 10; TE, Bk C, V1 pgs 2-7, 27	I				

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	O02	Overall Instructional Design	Resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the intervention (e.g., articles, explanations in the teacher manuals, references, reliable websites)	As part of the LANGUAGE! training, each teacher is given a Teacher Resource Guide that not only includes a description of the organization of the program, the content of the curriculum, the assessment system, the lesson structure, the instructional activities and supports, but also includes the research the program is founded on and the rationale for the instructional approaches and strategies being used (Teacher Resource Guide pgs 37-57, 75-145). The rationale for the instructional approaches and strategies are titled "Why Do/How To". Starting in Book A and then again starting in Book C, the "Why Do/How To" sections can also be found in the Teacher Editions each time an approach is being use for the first time. They are repeated beginning in book C, because Books A and C are the two spots a teacher can begin teaching the program. e.g. TE, Bk A, V1 pgs 10-22, 59-61: TE, Bk B, V1 pgs 42, 47: TE, Bk C, V1 pgs 10-11, 15-16, 65-66: TE, Bk D, V1 pgs 320-321: TE, Bk E, V1 pgs 59-60: TE, Bk F V1 pg 105 During training, the teachers are also given a Course Syllabus; which contains ex supporting the instructional approach and strategies utilized in the LANGUAGE! curriculum.	I				

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	O03	Overall Instructional Design	Explicit and systematic instruction	<i>LANGUAGE!</i> is a comprehensive curriculum with cumulative, systematic and explicit instruction throughout each unit (Teacher Resource Guide pgs 13-16). e.g TE, Bk A, V1 pgs 14-22: TE, Bk C, V1 pgs 10-24	I				
				Lessons in <i>LANGUAGE!</i> are structured around the 6 Steps from sound to text: the five components of reading, writing, and listening and speaking skills. Each step has its own sequential and cumulative progression of concepts, content, and skills throughout the program to ensure comprehensive content development. The concepts and skills in the six steps are clearly linked to each other. For example, the words students learn to read and spell in a unit are also used during the vocabulary, grammar, and reading instruction. Once students can identify the words fluently, they can devote attention to learning complex vocabulary skills, mastering grammar and usage concepts, developing reading comprehension, and expanding their composition skills. Cumulative integration of the content across the steps provides reinforcement of key concepts over each unit; which, establishes a solid foundation for more complex concepts and skills in subsequent units (Teacher Resource Guide pg 14). For example, <u>bat</u> is the target word in unit 1 and is woven into many activities. It is used during the					

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	O04	Overall Instructional Design	A coherent instructional design (e.g., the five components of reading are clearly linked within as well as across each component)	phonemic awareness activities when blending and isolating sounds (TE, Bk A, V1 pgs 11-12). The students build the word <u>bat</u> with letter cards during the word recognition and spelling part of the lesson (pgs 15-16). During the Vocabulary and Morphology part of the lesson, students develop an understanding of the multiple meanings of the word bat. When discussing nouns, the word bat is one of the words that is sorted as a person, place, or thing (pg 18). During the Listening and Reading Comprehension and Speaking and Writing activities, the students read about bats and create sentences about what they have read (pgs 19, 21).	I				
	O05	Overall Instructional Design	All five components of reading addressed each day	All five components of reading, along with Speaking and Writing, are addressed in LANGUAGE! each day. The components are the 6 steps of lesson. This can be seen in the lesson plans within the Teacher Edition and in the lesson planners on the Instructional Planning Tools CD. e.g. TE, Bk A, V1 pgs 4-6, 10-22; TE, Bk C, V1 pgs 4-7	I				

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	O06	Overall Instructional Design	Instruction in spelling, writing, oral language, and listening comprehension	In LANGUAGE! , instruction in spelling, writing, oral language, and listening comprehension is taught during each lesson. Spelling is taught during Step 2 (e.g. TE, Bk A, V1 pgs 14-16, 29, 42-43; TE, Bk C, V1 pgs 13-14, 29-32, 45). Hand writing is taught during Step 2 (e.g. TE, Bk A, V1 pgs 30, 56; TE, Bk C, V1 pg 32), while written composition skills are taught during Step 6 (e.g. TE, Bk A, V1 pgs 59-61, 71, 185; V2 pgs 583, 713; TE, Bk B, V1 pgs 76, 348, 408; TE, Bk C, V1 pgs 79-80, 216-217). Oral language is taught during Step 6 where the students discuss and orally answer questions about the text (e.g. TE, Bk A V1 pgs 305-306, 320; CT: TE, Bk C, V1 pgs 22-23, 52-54). Oral language skills are also taught during the daily Developing Spoken Language lessons in the Speaking and Listening to the English Language book that corresponds to the lessons in the Teacher Edition and in the Focus on English Learning boxes that appear at the point of use throughout the units (e.g. TE, Bk A, V1 pgs 10, 14, 307, 372; TE, Bk C, V1 pgs 10, 19). Listening comprehension is instructed during Step 5 build skills learning new vocabulary, listening strategies, and identifying information (e.g. TE, Bk A, V1 pgs 170-171; TE, Bk C, V1 pgs 51-52).	I				

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	O07	Overall Instructional Design	Consistent 'teacher friendly' instructional routines, including teacher-led presentations, explanations, demonstrations, and correction procedures	The instructional routines in LANGUAGE! are very 'teacher friendly' with teacher-led presentations, explanations, demonstrations, and correction procedures. Each routine is described for the teacher in the Teacher Resource Guide and during the Why Do/ How To in the Teacher Edition. They begin with the teacher providing an explanation of what the students will be learning and move into the teacher demonstrating the activity. Next, there is guided practice where the teacher does part of the activity with the students, followed by independent practice with corrective feedback from the teacher. e.g. TE, Bk A, V1 pgs 59-61, 71, 119, 127, 250-251; V2 pg 513: TE, Bk B, V1 pgs 75-76, 347-348: TE, Bk C, V1 pgs 65-66, 79-80	I				

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	O08	Overall Instructional Design	Frequent interactions between teacher and students	In LANGUAGE! the teacher and students interact during each lesson in a variety of ways. Some of these opportunities include when the students and teacher manipulate objects while learning and practicing skills, the teacher is giving immediate corrective feedback during practice activities, and during each lesson the students read with the teacher. e.g. TE, Bk A, V1 pgs 140-147: TE, Bk C, V1 pgs 10-12, 16-17, 51-52 The teacher and student interaction is more intense in the beginning stages of the curriculum as the students are learning the basic literacy skills. As the students progress into the program, the student/teacher interactions lessen.	I				

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	O09	Overall Instructional Design	Lessons that are highly detailed to ensure implementation accuracy	In <i>LANGUAGE!</i> , each lesson follows the 6 Steps From Sound to Text representing the six content strands of the curriculum: Phonemic Awareness and Phonics, Word Recognition and Spelling, Vocabulary and Morphology, Grammar and Usage, Listening and Reading, and Speaking and Writing. The six-step approach systematically and cumulatively builds language knowledge in every lesson. They feature simple to complex content and skill development, repetition of key content within and across lessons, and practice of the critical skills for automaticity, reinforcement, and application. The steps are a predictable sequence of instruction. Each step includes five elements: research base that provides the "Why Do" for the step, content that is built on previous instruction, activities that teach and reinforce content, assessments to measure student mastery and progress, and differentiation of instruction tailored to specific learner needs (Teacher Resource Guide pg 36). e.g. TE, Bk A, V1 Step 4 pgs 18, 31-32, 44-45, 57-58, 69, 81-82, 94-95, 105, 125; TE, Bk C, V1 Step 4 pgs 17-18, 35-36, 48-49, 62-63, 77-78, 89-90, 101-102, 111-112, 124, 133-134 The lessons describe what the teacher is to do/say and what the students are to do.	I				

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	O10	Overall Instructional Design	Student materials that are aligned with instruction	In LANGUAGE! , the student materials consist of a Student Text, Interactive Text, and Assessment Booklets. The students work in all three components directed by instruction in the Teacher Edition. The Teacher Edition integrates the use of the student materials and contains annotated pages at the point of use (Teacher Resource Guide pg 11). e.g. TE, Bk A, V1 pgs 13, 16-17, 67; TE, Bk C, V1 pgs 10, 13, 71 A copy of the student text can be found in the Teacher Edition e.g. TE, Bk A, V1 pgs T1-T58; TE, Bk C, V1 pgs T1-T61	I
	O11	Overall Instructional Design	A logical organization to the materials	There are 6 books in the LANGUAGE! curriculum, books A-F. Each book contains 6 units. Each unit contains 10 lessons with each lesson containing 6 Steps From Sound To Text moving in a systematic, sequential, and cumulative manner. Each unit begins with information to aid the teacher in the planning of instruction. With the exception of the Developing Spoken Language lessons, each activity and annotated page is at a point of use. e.g. TE, Bk A, V1 pgs 1-24; TE, Bk C, V1 pgs 1-26	I
	O12	Overall Instructional Design	A consistent lesson format for each day	In LANGUAGE! , the lessons for each day are based on the 6 Steps From Sound To Text. e.g. TE, Bk A, V1 pgs 10-37; TE, Bk C, V1 pgs 10-26	I

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	O13	Overall Instructional Design	Ample student practice opportunities	In LANGUAGE! , the students practice during every lesson through oral activities, activities using manipulative, their Interactive Text and their Student Text. e.g. TE, Bk A, V1 pgs 276-278, 280, 282-283: TE, Bk C, V1 pgs 150-153, 155, 157-158, 160-162	I				
	O14	Overall Instructional Design	Activities (e.g., centers) that are reading related	In LANGUAGE! , all activities in Steps 1 and 3-5 are directly related to the development of reading skills. Step 2 has activities that are related to reading and spelling. Step 6 contains activities that are built upon the reading text, but are directed towards the development of writing and speaking skills. e.g. TE, Bk A, V1 pgs 10-22: TE, Bk C, V1 pgs 10-26	I				
	O15	Overall Instructional Design	Activities in the lessons that reflect their corresponding objectives	In LANGUAGE! , the objectives of each activity can be found in the Teacher Edition directly under the heading of the activity. e.g. TE, Bk A, V1 pgs 25-26: TE, Bk C, V1 pgs 27-28	I				
	O16	Overall Instructional Design	Prompts for teachers to provide immediate feedback	In LANGUAGE! , prompts are provided for the teachers to provide immediate feedback after many different types of activities. e.g. TE, Bk A, V1 pgs 58, 92, 93: TE, Bk C, V1 pgs 36, 62-63	I				

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	O17	Overall Instructional Design	Specific scaffolding instruction that is a prominent part of the lessons	In LANGUAGE! , scaffolding is present in strategies that are structured in a way that give the teacher and student the ability to break the expectations down into steps. There are ample opportunities for guided practice and examples to empower the students to be able to determine the correct answer to a question or activity. Some activities have cueing and color coding built into them. e.g. Diagram It Teacher Resource Guide pgs 92, 168-170, TE, Bk A, V1 pgs 82-83, 212-213, 235, 343; V2 pgs 491-492, 556: TE, Bk C, V1 pgs 111-112, 238-240, 249-251, 369	I				
	O18	Overall Instructional Design	Differentiated instruction that is prominent, with specific instructions for differentiating	In LANGUAGE! , there are activities for differentiation of three different needs: English Language Learners for students who are learning English (denoted by a green sun drawing), Special Instructional Support activities to provide individualized instruction (denoted by a check mark in a blue box), and Review and Acceleration to address weaknesses in student performance or accelerate instruction for students who are demonstrating strong growth, denoted by a red/orange star). These activities are throughout all 6 books and are located in the Instructional Planning Tools CD, at the beginning of each unit in the Teacher Edition, and at the point of use. e.g. TE, Bk A, V1 pgs 8-9, 16, 25: TE, Bk C, V1 pgs 8-9, 10, 13, 14	I				

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	O19	Overall Instructional Design	Guidelines and materials for flexible grouping	In LANGUAGE! , a placement test consisting of three tests is used to group students according to their current skills. The tests used are the Test of Silent Word Reading Fluency (TOSWRF) to measure speed and accuracy of word identification, the Degrees of Reading Power (DRP) for measuring a student's ability to construct meaning while reading a passage, and a Spelling Inventory of regular and irregular words. Based on the results of the placement tests, students are placed in groups depending on whether or not they have basic decoding skills. The two groups are then broken down into small groups based on their scores on the TOSWRF and DRP tests. Pages 23-25 of the Teacher Resource guide explains the placement tests and the decision process.	I				
	O20	Overall Instructional Design	Comprehensive intervention	LANGUAGE! is a comprehensive intervention curriculum. Its instruction is cumulative, systematic and explicit. It is teacher-directed, with scaffolding for student learning in all components of remedial education in every lesson of every unit: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and listening and speaking skills.	I				

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	O21	Overall Instructional Design	Intervention that is a sufficient stand alone program	The LANGUAGE! curriculum is a stand alone program. It is cumulative, systematic and explicit. It contains all the teacher and student materials needed to instruct the students in the program's objectives to mastery. The program addresses all of the "Big Ideas" in reading instruction, plus writing, listening comprehension, and speaking skills. With this program, teachers do not need to purchase supplemental materials to build literacy skills in their students.	I				
	O22	Overall Instructional Design	Intervention that specifies for whom it is appropriate	LANGUAGE! is for students in grades 3 through 12 who have not developed literacy skills despite participation in literacy instruction. These students fall into three specific groups: English Language Learners, students with language-based learning disabilities, and "curriculum casualties" or students who have not benefited from literacy instruction for a variety of reasons. These groups of students share a common need to acquire knowledge of the structure and function of the English language.	I				

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	O23	Overall Instructional Design	Instruction that provides for English Language Learners (ELL)	English Language Learners is one of the populations LANGUAGE! is designed to be used with. Some of the special features in the program for the ELL students are the Developing Spoken Language lessons in the Speaking and Listening to the English Language book that coincide with the lessons in the Teacher Edition and the Focus on English Learning lessons found within the Teacher Edition. e.g. TE, Bk A, V1 pg 14: TE, Bk C, V1 pg 10	I				
	O24	Overall Instructional Design	Intervention that can be taught by a reading specialist, special education teacher, or general education teacher	LANGUAGE! can be taught by a reading specialist, special education teacher or general education teacher. An educator with a literacy background who has attended a LANGUAGE! training will have the tools needed to teach the curriculum.	I				

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	PA01	Phonological Awareness	Instruction that progresses from easier phonological awareness activities to more difficult phonological awareness activities	In LANGUAGE! , phonological awareness skills are taught in Step 1. The activities progress from easy to more difficult. When the students are first introduced to specific sounds, they begin by producing the sound in isolation, to isolating the target sound in words, to segmenting words into their constituent sounds, to blending individual sounds to make words, to rhyming, to deleting the target sound from a spoken word, to manipulating the sounds in a word by omitting a sound and replacing it with a specific sound to create a new word, and then finally to reversing the order of sounds in a word. e.g. TE, Bk A, V1 pgs 11, 26, 39-40, 52-53, 65-66, 76-77, 88-90: TE, Bk C, V1 pgs 290-291, 302	I				
	PA02	Phonological Awareness	Phonological awareness that starts with larger units (words and syllables) and progresses to smaller units (phonemes)	In LANGUAGE! , students work at the sound and word levels in the beginning. Once they begin to learn about syllables, they work at the syllable level. e.g. TE, Bk A, V1 pgs 10-12, 25, 26-27, 38, 39-41: TE, Bk B, V1 pgs 256-257: TE, Bk C, V1 pgs 10, 11-12, 27-28	I				
	PA03	Phonological Awareness	Phonological awareness that starts with rhyming and progresses to phoneme isolation, blending, segmenting and manipulation	In LANGUAGE! , the students start with isolating, segmenting, and blending sounds prior to rhyming. The manipulation of sounds comes after the rhyming activities. e.g. TE, Bk A, V1 pgs 26, 39-40, 52-53, 65-66, 76-77, 88-90	I				

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	PA04	Phonological Awareness	Phonological awareness that starts with shorter words and progresses to longer words	In LANGUAGE! , phonological awareness starts with shorter words and progresses to longer words. e.g. TE, Bk A, V1 pgs 39-40, 113-114; V2 pgs 755-756:TE, Bk B, V1 pgs 256-257	I				
	PA05	Phonological Awareness	Phonological awareness that is taught explicitly every day	In LANGUAGE! , phonological awareness is taught explicitly every day. e.g. TE, Bk A, V1 pgs 10-12, 25-27, 38-41, 52-53, 65-66, 75-77, 88-90, 101-102, 113-114: TE, Bk C, V1 pgs 10-12, 27-28, 44, 58, 71, 85-86, 96-97, 107, 120-121, 131	I				
	PA06	Phonological Awareness	Phonological awareness that is only a small portion of the daily lesson (no more than 30 minutes a day)	In LANGUAGE! , phonological awareness activities take approximately 10 minutes each day (see pg F14, " LANGUAGE! Adjusts to fit your schedule." in the Teacher Edition).	I				
	PA07	Phonological Awareness	Activities that follow the continuum of word types (beginning with short words that contain 2 or 3 phonemes)	In LANGUAGE! , the words begin with a consonant-vowel-consonant pattern and then progress to short vowels with consonant blends, consonant clusters, and diagraphs, before moving into words with other vowel types. e.g. TE, Bk A, V1 pgs 39-40, 113-114; V2 pgs 755-756:TE, Bk B, V1 pgs 256-257	I				
	PA08	Phonological Awareness	Teacher modeling of phonological awareness as well as guided practice	In LANGUAGE! , the teacher models the phonological awareness activities as well as conducts guided practice. e.g. TE, Bk A, V1 pgs 10-13, 25, 26-27, 38-41, 52-53, 65-66, 75-77, 88-90	I				

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	PA09	Phonological Awareness	A sound pronunciation guide	A sound pronunciation guide can be found in the LANGUAGE! Teacher Resource Guide on pages 39-40 and 160-163 and at point of use in the Teacher Edition.	I				
	PA10	Phonological Awareness	Instructions to alert the teacher of student readiness pertaining to phonological awareness activities						
	PA11	Phonological Awareness	A description of what constitutes mastery	In LANGUAGE! , mastery is 80% accuracy on the Content Mastery tasks (Teacher Resource Guide pg 27).	I				
	PA12	Phonological Awareness	Intervention that begins instruction using auditory phonological awareness activities (without use of letters)	In LANGUAGE! , phonological awareness instruction begins with the use of auditory activities. e.g. TE, Bk A, V1 pgs 10-12, 25-27, 38-41, 52-53, 65-66, 75-77, 88-90, 101-102, 113-114: TE, Bk C, V1 pgs 11-12, 27-28, 44-45	I				
	PA13	Phonological Awareness	Phonological awareness activities that eventually include the use of letters (placing letters in Elkonin boxes for example) to help students make the connection between sounds and print (the alphabetic principle)	In LANGUAGE! , See and Say, Say and Write, and Listening for Sounds in Words (Teacher Resource Guide pgs 111, 128, 129) are all activities in which the students include the use of letters with phonological awareness activities to build the connection between sounds and print. e.g. TE, Bk A, V1 pgs 12-13, 40-41, 53-54: TE, Bk C, V1 pgs 28-29, 58, 107	I				
	PA14	Phonological Awareness	Instructions that make it clear that the teacher should not begin including letters with phonological awareness activities until the student has acquired phonological awareness	In LANGUAGE! , the instructions for the Phonemic Awareness Drills states, "...sounds only are used during phonemic awareness drills. Later, these sounds are connected to letters," page 10 the Book A Teacher Edition.	I				

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	PA15	Phonological Awareness	Auditory rhyming activities (recognition and production)	In LANGUAGE! , Auditory rhyming activities at the production level occur during Drill 5 of the Phonemic Awareness Drills (Teacher Resource Guide pg 123). Recognition of auditory rhyming is an assessment activity during the Summative Testing (Teacher Resource Guide, 28) e.g. TE, Bk A, V1 pgs 53, 65; V2 pg 764	I				
	PA16	Phonological Awareness	Auditory alliteration activities						
	PA17	Phonological Awareness	Prompts for students to count the number of words in spoken sentences						
	PA18	Phonological Awareness	Activities that involve counting the number of syllables in a word (blending first and then segmenting)	In LANGUAGE! , activities that involve counting syllables in a word occur during Step 1 of the lesson. e.g. TE, Bk C, V1 pgs 58, 71	I				
	PA19	Phonological Awareness	Activities for students to blend onsets and rimes	In LANGUAGE! , students learn to blend onsets and rimes through the Build It and Bank It activities in the Teacher Edition and the Sortegories CD (Teacher Resource Guide pgs 68, 78, 82) e.g. TE, Bk A, V1 pgs 15-16, 79, 91	I				
	PA20	Phonological Awareness	Phoneme isolation that is in the following order: initial, final and medial	In LANGUAGE! , phoneme isolation covers sounds in the initial, final, and medial position within the same activity. TE, Bk A, V1 pgs 12, 26	I				
	PA21	Phonological Awareness	Phoneme blending	In LANGUAGE! , phoneme blending occurs during Phonemic Awareness Drill 4 (Teacher Resource Guide pg 121). e.g. TE, Bk A, V1 pgs 39-40, 52-53	I				

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	PA22	Phonological Awareness	Phoneme segmentation	In LANGUAGE! , phoneme segmentation occurs during Phonemic Awareness Drill 3 (Teacher Resource Guide pg 124). e.g. TE, Bk A, V1 pgs 26-27, 39	I				
	PA23	Phonological Awareness	Phoneme manipulation	In LANGUAGE! , phoneme manipulation occurs Phonemic Awareness Drills 7-8 (Teacher Resource Guide pg 123, 124). e.g. TE, Bk A, V1 pgs 77, 88-90	I				
	PA24	Phonological Awareness	Activities using Elkonin boxes, counters, tiles, fingers, auditory cues	In LANGUAGE! , phonological awareness instruction is linked with phonics in Step 1 of the lessons (Teacher Resource Guide pg 121). e.g. TE, Bk A, V1 pgs 10-12, 26-27, 40-41; TE, Bk C, V1 pgs 27-28, 44-45, 96-97	I				
	PA25	Phonological Awareness	Phonological awareness instruction that is linked with phonics instruction	In LANGUAGE! , phonological awareness and phonics instruction are both found in Step 1 of each lesson. The phonics activities build upon the phonological activities (Teacher Resource Guide pgs 38-41). e.g. TE, Bk A, V1 pgs 10-13, 52-54, 65-66, 88-90; TE, Bk C, V1 pgs 28-29, 58, 150-151, 166	I				
	PA26	Phonological Awareness	Words that are used in phonological awareness activities are found in later word lists and text readings	In LANGUAGE! , words that are used in phonological awareness activities are also found in the text selections phonics, spelling, grammar, vocabulary, writing, and speaking activities. e.g. TE, Bk A, V1 "bat" pgs 10-12, 14-15, 17, 18, 19, 29, 33, 45-46; TE, Bk C, V1 "invent" pgs 12, 13, 15-16, 21, 23	I				

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	PA27	Phonological Awareness	Daily focus lesson focuses on only 1 or 2 phonological awareness skills	In LANGUAGE! , Each phonological awareness lesson only contains 1-2 kinds of drills or activities. For example, lesson 1 contains production/replication and isolation drills. Lesson 2 contains isolation and segmentation drills, etc. e.g. TE, Bk A, V1 pgs 11-12, 26-27: TE, Bk C, V1 12, 27-28, 44-45	I				
	PA28	Phonological Awareness	Helps for the teacher to determine when oral language phonological awareness activities should drop out of the curriculum	In LANGUAGE! , because the phonological awareness activities are at the point of use in the Teacher Edition for each lesson, they drop out of the curriculum for the teacher where appropriate, after Book C.	I				
	PA29	Phonological Awareness	Sound pronunciation, distortion of stop sounds, holding out continuous sounds	In LANGUAGE! , the students are taught which sounds contain distortions (closed) and which are continuous sounds (open) using the English Vowel Chart and the English Consonant Chart (Teacher Resource Guide pgs 39-40, Teacher Edition pgs A16-A17). e.g. TE, Bk A, V1 pgs 25, 38, 52: TE, Bk C, V1 pgs 10-11, 97	I				
	P01	Phonics	Letter-sounds introduced explicitly	In LANGUAGE! , the letter-sounds are explicitly introduced in Step 1 in the See and Say activity (Teacher Resource Guide pg 129). e.g. TE, Bk A, V1 pgs 12, 142, 278: TE, Bk C, V1 pgs 150-151	I				
	P02	Phonics	Letters that are auditorily and visually similar are separated	In LANGUAGE! , letters that are auditorily and visually similar are separated into different lessons. For instance, the letter <u>b</u> is explicitly taught in Unit 1 and the letter <u>d</u> in Unit 3. The vowel sound /o/ is taught in Unit 5 and the vowel sound /u/ is taught in Unit 9.	I				

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	P03	Phonics	Letter-sounds introduced systematically	To systematically teach letter-sounds in the LANGUAGE! program, first the sounds are taught in isolation with no letters present, then the target letter that represents the sound is introduced. To develop the visual-to auditory memory link for letter-sound associations, the students practice simultaneously seeing the letter and saying the corresponding sound while tracing the letter on the desktop or other surface (Teacher Resource Guide pg 129). To further develop the skill, the students repeat the sound as they write the letter (Teacher Resource Guide pg 128). e.g. TE, Bk A, V1 pgs 12, 13, 27, 66, 90	I				
	P04	Phonics	Letter-sound correspondences taught to mastery and reviewed frequently	In LANGUAGE! , the letter-sounds are reviewed frequently to mastery and fluency. e.g. TE, Bk A, V1 pgs 12-13, 27, 41, 54, 66	I				
	P05	Phonics	Procedures for immediate, constructive feedback	In LANGUAGE! , immediate and constructive feedback is given during the See and Say and Say and Write activities as the teacher corrects any miss spoken sounds during the activity and shows the letter after the students have written it.	I				
	P06	Phonics	Sequencing of letter-sound introduction that reduces confusion and emphasizes utility (e.g., auditorily and visually confusing letters and letter sounds are separated (b/d; f/v)	In LANGUAGE! , letters that are auditorily and visually similar are separated into different lessons. For instance, the letter <u>b</u> is explicitly taught in Unit 1 and the letter <u>d</u> in Unit 3. The vowel sound /o/ is taught in Unit 5 and the vowel sound /u/ is taught in Unit 9.	I				

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	P07	Phonics	Words that only include letters and sounds the students have already learned initially	In LANGUAGE! , the words used in phonics, spelling, vocabulary and grammar lessons are based on the letters and sound the students have already learned. The decodable text selections in books A-B and the Independent level Tests found in books C-F are 75% decodable. e.g. TE, Bk A, V1 pgs 144, 145-147, 158: TE, Bk C, V1 pg 21	I				
	P08	Phonics	Ample decodable text to provide students practice in applying their skills with phonic elements (word lists and connected text)	In LANGUAGE! , students have ample opportunities to read decodable words in isolation and in connected text. e.g. TE, Bk A, V1 pgs 17, 19-20, 32-33: TE, Bk C, V1 pgs 15, 20-21, 32, 38	I				
	P09	Phonics	The symbol to sound association (decoding) and the sound to symbol association (spelling) taught explicitly	In LANGUAGE! , the symbol to sound association and the sound to symbol association are taught in Step 2 of each lesson (Teacher Resource Guide pg 42). e.g. TE, Bk A, V1 pgs 15-16, 29, 42-43, 54-55, 68: TE, Bk C, V1 pgs 150-151, 165-166	I				
	P10	Phonics	Spelling instruction during word learning so students are able to make the connection of how sounds map onto print	In LANGUAGE! , spelling instruction occurs in Step 2 of each lesson using activities such as Build It, Chain It, Sort It, and Listening for Word Parts (Teachers Resource Guide pgs 42, 82, 83, 111, 112, 133). e.g. TE, Bk A, V1 pgs 15-16, 29, 40, 42, 54, 68: TE, Bk C, V1 pgs 30-31, 44-45, 98, 166-167, 179, 193, 245, 260	I				

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	P11	Phonics	Instruction that differentiates between the two different kinds of irregular words	In LANGUAGE! , there is instruction for the two kinds of irregular words: words containing phonic elements that do not follow the most common sound/spellings of English, and words that contain phonic elements that have not yet been introduced, but are high-frequency words, Essential Words (Teacher Resource Guide pgs 42-43, 158-159). e.g. TE, Bk A, V1 pgs 16, 30, 43, 56: TE, Bk C, V1 pgs 14, 32, 45, 60: TE, Bk D, V1 pgs 280, 304-305: TE, Bk E, V1 pgs 17-19, 30-32	I				
	P12	Phonics	Clarification that high frequency words can be both regular and irregular words	In LANGUAGE! , Essential words are high frequency English words. They are not decodable in the unit in which they are introduced; some become decodable in later units (Teacher Resource Guide pg 43).	I				
	P13	Phonics	Difficult, irregular and high frequency words reviewed often and cumulatively	In LANGUAGE! , irregular and high frequency words are review often through the following activities: Memorize It, Type It, Handwriting practice, Find It, and Word Fluency (Teacher Resource Guide pgs 42, 99, 116, 139) e.g. TE, Bk A, V1 pgs 16, 43, 55, 56, 68, 103-104: TE, Bk C, V1 pgs 14, 32-33, 60	I				

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	P14	Phonics	Direct instruction of high frequency irregular words and student encouragement to use decoding strategies for parts of irregular words that are decodable.	In LANGUAGE! , students are taught to memorize irregular high-frequency words until they have learned about syllable types and the Divide It activity. The Divide It activity involves a combination of strategies that include decoding and visual recognition (Teacher Resource Guide pgs 41, 94). e.g. TE, Bk A, V1 pgs 16, 30, 43, 56: TE, Bk C, V1 pgs 14, 32, 45, 60, 108-109, 194, 246	I				
	P15	Phonics	Irregular words kept to a minimum in beginning instruction, using only high utility irregular words at first to prevent the student from being confused or overwhelmed.	In LANGUAGE! , irregular words in the beginning of instruction consist of the high-frequency words in English because they comprise a high percentage of words we read and write (Teacher Resource Guide pg 43). Irregular words containing spelling patterns or phonic elements that are not common are not introduced until later in the program. e.g. TE, Bk A, V1 pgs 16, 30, 43, 56: TE, Bk C, V1 pgs 14, 32, 45, 60: TE, Bk D, V1 pgs 280, 304-305: TE, Bk E, V1 pgs 17-19, 30-32	I				
	P16	Phonics	Irregular words that look highly similar are separated (e.g., where-were; of-off)	In LANGUAGE! , students learn irregular words that look highly similar during different units. e.g. were-Unit 3, where-Unit 5; to-Unit 2, too-Unit 9	I				
	P17	Phonics	Pre-teaching irregular words prior to reading text	In LANGUAGE! , the high frequency words are taught prior to using them in spelling and reading them in text. e.g. TE, Bk A, V1 pgs 16, 19, 30, 33: TE, Bk C, V1 pgs 14, 32-33, 60	I				

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	P18	Phonics	Beginning passages that contain only irregular words that have been previously taught	In LANGUAGE! , the beginning decodable level texts only contain irregular words that have been previously taught. e.g. TE, Bk A, V1 pgs 16, 19, 30, 33, 45	I
	P19	Phonics	Text in which the irregular words being taught are evident	In LANGUAGE! , the irregular words being taught are within the different text readings of the unit. e.g. TE, Bk A, V1 pgs 16, 33, 45; TE, Bk C, V1 pgs 14, 160, 186, 228, 251-252	I

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				In LANGUAGE! , students learn to read multi-syllabic words with short vowel sounds in isolation (e.g. vocabulary lists, spelling words, Fluency Builders) and in context (decodable reading selections) within books A and B. Beginning in book C, the students learn how to read unfamiliar multi-syllabic words of varying different syllable types (Divide It). In books C-F, the students continue to read multi-syllabic words in isolation (e.g. vocabulary lists, spelling words, Fluency Builders) and in context (Independent reading selections). TE, Bk A, V1 pgs 293, 303, 344, 356, 366; V2 pgs 419, 482-483, 544, 557, 596, 608; TE, Bk B, V1 pgs 16, 17, 31, 44, 44, 47-48, 86, 89, 111-112, 130-131, 152, 90, 98 Word History, 102, 155, 227, 290, 349 CT, 360, 387; V2 pgs 428, 430, 455, 502, 572, 711, 714; TE, Bk C, V1 pgs 15, 21, 32, 59, 60-61, 59, 60-61, 100-101, 108-109, 110, 121-123, 194, 236-237, 260-261, 297, 304-305, 329-330, 358, 365, 366-368, 388-389, 399; V2 pgs 423, 426-427, 434, 447-448, 459-462, 631-633, 641, 652-654, 687, 690, 697, 720; TE, Bk D, V1 pgs 13, 28-29, 40-41, 53-54,	

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	P20	Phonics	Phonic and structural analysis (advanced phonics skills) taught explicitly, first in isolation and then in words and connected text	68-70, 84, 96-98, 118-119, 130, 148, 150, 155-156, 163-166, 176-177; V2 pgs 406, 411-412, 420-421, 432, 444-446, 460-461, 498, 521, 554-557, 568, 578-580, 592-593, 616, 629, 670, 675-676, 682-683, 684-685, 700-701: TE, Bk E, V1 pgs 19, 24-26, 32, 33-34, 47-48, 49, 62-64, 75, 100-102, 108, 181, 132, 153, 166-168, 194-196, 278-279, 300, 312, 313-315, 343-347, 394; V2 pgs 441, 446-447, 453, 454-455, 481-482, 520-521, 554-555, 589-591, 604-605, 606-607, 668, 727-729, 742, 780-781: TE, Bk F, V1 pgs 18, 31, 46-47, 72, 98-99, 183-184, 222-223, 286, 292-293, 297; V2 pgs 410, 416-418, 423	I				
	P21	Phonics	Explicit instruction on how to analyze and blend one syllable words and multisyllabic words with larger phonic elements such as prefixes, suffixes, syllables	In LANGUAGE! , explicit instruction on how to analyze and blend words with affixes and syllables is done during the Build It, Bank It, and Divide It activities (Teacher Resource Guide pgs 78, 82, 94). e.g. TE, Bk A, V1 pg 353, 354; V2 pgs 480, 593-594: TE, Bk C, V1 pgs 31, 34, 59, 108-109	I				
	P22	Phonics	An emphasis on reading multisyllabic words fluently	In LANGUAGE! , students learn to read multi-syllabic words fluently (Fluency Why do/How To: TE, Bk A, V1 pg 29). e.g. TE, Bk A, V1 pgs 344, 356; TE, Bk B, V1 pg 102	I				
	P23	Phonics	The introduction of harder affixes and longer multisyllabic words introduced as the students advance (late 2nd and 3rd grade)	In LANGUAGE! , harder affixes are introduced in Book C of the program. e.g. TE, Bk C, V1 pgs 59, 60-61, 121-123, 260-261	I				

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	P24	Phonics	Intervention that provides teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis	In LANGUAGE! , students analyze multisyllabic words using the Divide It activity (Teacher Resource Guide pg 94); which the teacher orally walks them through in the beginning. e.g. TE, Bk C, V1 pgs 108-109, 194, 329	I				
	P25	Phonics	The phases of word learning by Ehri	Given that LANGUAGE! begins at the third grade level of instruction, it includes activities of instruction that would be directed to Ehri's Partial Alphabetic Phase, Full Alphabetic Phase, and the Consolidated Alphabetic Phase. e.g. TE, Bk A, V1 pgs 12-16, 27-30	I				
	P26	Phonics	Instruction in the strategy of chunking when trying to decode multisyllabic words.	In LANGUAGE! , chunking at the multisyllabic level is done during the Build It activity (Teacher Resource Guide pg 82). e.g. TE, Bk C, V1 pgs 31, 45, 98, 121-122	I				
	F01	Fluency	Fluency practice that is introduced after students are proficient at reading words accurately (in word lists, sentences or passages)	In LANGUAGE! , students practice reading words fluently at the word, phrase, sentence, and passage level beginning in Unit 1. e.g. TE, Bk A, V1 pgs 19, 29-30, 32, 42-43, 103; V2 pgs 405, 419; TE, Bk B, V1 pgs 33-34, 102, 169; TE, Bk C, V1 pgs 32, 38, 59-60, 103, 109	I				
	F02	Fluency	Fluency instruction that is integrated into each day's lesson	In LANGUAGE! , fluency instruction in Book A is included in each lesson in one or more of the following areas: letter name, letter-sound, word, phrase, sentence, or passage. In Books B-F, fluency instruction is in approximately 7 of the 10 lessons in every unit. e.g. TE, Bk A, V1 pgs 19, 29-30, 42-43, 54, 103; TE, Bk C, V1 pgs 32, 38, 59-60, 103, 109	I				

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	F03	Fluency	All dimensions of fluency (speed, accuracy, expression)	In LANGUAGE! , students keep track of their speed and accuracy during fluency timings. The teacher notes the students fluency when reading the text selections and passage level fluency sheets (Teacher Resource Guide pgs 61, 120). e.g. TE, Bk A, V1 pgs 19, 29-30, 42-43, 54, 103; TE, Bk B, V1 pgs 33-34, 102, 169; TE, Bk C, V1 pgs 38, 91, 103	I				
	F04	Fluency	Research-based fluency strategies (e.g., repeated readings, peer reading)	In LANGUAGE! , during the fluency activities, students are reading a fluency page for one minute; during which time, a peer or teacher is recording their time and errors (Teacher Resource Guide pgs 120, 125, 130, 142). The students then repeat the activity to improve their timings. e.g. TE, Bk A, V1 pgs 19, 29-30, 42-43, 54, 103; TE, Bk B, V1 pgs 33-34, 102, 169; TE, Bk C, V1 pgs 32, 38, 59-60, 103, 109	I				
	F05	Fluency	Opportunities for the teacher to model prosody	In LANGUAGE! , the teacher is able to model prosody during text reading, fluency activities, and Sentence Morph activities (Teacher Resource Guide pg 131) e.g. TE, Bk A, V1 pgs 33, 95, 158; V2 pgs 405, 419, 469, 482-483; TE, Bk B, V1 pgs 33-34, 102, 169; TE, Bk C, V1 pgs 21, 91, 103,	I				

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	F06	Fluency	Fluency practice that involves the teacher giving feedback to students	In LANGUAGE! , the students receive feedback when they graph their timings on the Fluency Charts and when being evaluated for fluency (Teacher Resource Guide pgs 64, 120, 125, 130, 142). e.g. TE, Bk A, V1 pgs 19, 29-30; V2 pgs 683, 707, 746; TE, Bk C, V1 pg 38, 59-60, 103; V2 pg 767	I				
	F07	Fluency	Assessment of reading rates in words correct per minute	In LANGUAGE! , the student's reading rate is assessed in words correct per minute each time they complete a fluency activity at the word, phrase, sentence, or passage level (Teacher Resource Guide pgs 63-64, 120, 125, 130, 142). e.g. TE, Bk A, V1 pgs 19, 29-30, 32, 42-43, 103; V2 pgs 405, 419; TE, Bk B, V1 pgs 33-34, 102, 169; TE, Bk C, V1 pgs 32, 38, 59-60, 103, 109	I				
	F08	Fluency	An emphasis on a fluency goal of 41 words correct per minute by the end of first grade	NA--(Bid grades 4-12)					
	F09	Fluency	An emphasis on a fluency goal of 91 words correct per minute by the end of second grade	NA--(Bid grades 4-12)					
	F10	Fluency	An emphasis on a fluency goal of 111 words correct per minute by the end of third grade	NA--(Bid grades 4-12)					

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	F11	Fluency	Accurate description of how to determine independent, instructional, and frustrational reading levels for individual students	Prior to the beginning of the LANGUAGE! program and at the end of each of book, the students are administered the Degrees of Reading Power (DRP) Test; which measures text comprehension and is used to identify the student's independent and instructional reading levels (Teacher Resource Guide pgs 23, 53; Assessment: Teacher Edition Book A pgs 49-53). e.g. TE, Bk A, V2 pg 768; TE, Bk C, V2 pg 787	I				
	F12	Fluency	Opportunities for students to read text at their independent level or instructional level to help build fluency	In LANGUAGE! , each book contains decodable or independent level text and instructional level text to help the students build fluency (Teacher Resource Guide pg 52). e.g. TE, Bk A, V1 pgs 33, 45-46; V2 pgs 671, 683-684; TE, Bk C, V1 pgs 21, 51-52	I				
	F13	Fluency	Teaching letter-sounds to mastery and frequent practice to promote automaticity	In LANGUAGE! , letter-sounds are reviewed frequently to mastery and fluency. e.g. TE, Bk A, V1 pgs 12-13, 27, 41, 54, 66	I				
	F14	Fluency	Fluency-building passages that include a high percentage of regular words	In LANGUAGE! , the students practice fluency-building passages that contain 75% or more regular words (Teacher Resource Guide pg 120). TE, Bk C, V1 pgs 38, 103	I				

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	F15	Fluency	Explicit strategies taught as students transition from reading words in lists to reading connected text	In LANGUAGE! , to teach students how to read connected text fluently, they practice a strategy called Scoop It during text reading and Sentence Morphs activities (Teacher Resource Guide pgs 129, 131). e.g. TE, Bk A, V1 pgs 19-20, 33, 147; TE, Bk B, V1 pg 21; TE, Bk C, V1 pgs 21, 91	I				
	F16	Fluency	Fluency practice that involves text the students can read with 95% accuracy	In LANGUAGE! , because some of the passages are 100% decodable, students are able to read with them with 100% accuracy. e.g. TE, Bk A, V1 pgs 42-43, 55	I				
	F17	Fluency	Teaching decoding strategies until they becomes automatic	In LANGUAGE! , the symbol to sound association and the sound to symbol association are taught in Step 2 of each lesson and reviewed often until the skills are automatic (Teacher Resource Guide pg 42). e.g. TE, Bk A, V1 pgs 15-16, 29, 42-43, 54-55, 68; TE, Bk C, V1 pgs 167, 179, 193	I				
	F18	Fluency	Irregular words taught to be recognized by sight	In LANGUAGE! , students practice irregular words taught by sight, to fluency during the Word Fluency 4 activity of each unit. e.g. TE, Bk A, V1 pgs 103, 233, 363; TE, Bk C, V1 pgs 109, 247, 376	I				
	F19	Fluency	Asking students to reread a word list after an error correction	In LANGUAGE! , students reread word lists a second time after their partners have pointed out their errors and the number of words read correctly per minute (Teacher Resource Guide pg 142). e.g. TE, Bk A, V1 pgs 29, 55, 103-104; TE, Bk C, V1 pgs 46, 59-60, 109	I				

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	F20	Fluency	Asking students to reread the word and then reread the sentence after error correction during sentence reading						
	F21	Fluency	Opportunities during passage or story reading for the students to reread the story	In LANGUAGE! , students are asked to reread passages or stories for clarification, fluency, and to complete other activities. e.g. TE, Bk A, V1 pgs 33, 45, 46, 58-59, 62 CT, 70, 367; TE, Bk C, V1 pgs 21, 38, 91, 92, 103	I				
	F22	Fluency	Opportunities for students to read a story orally so teachers hear whether or not they apply the skills they are learning	In LANGUAGE! , students orally reading during activities using the decodable or independent level text. e.g. TE, Bk A, V1 pgs 33, 45-46; V2 pgs 671, 683-684; TE, Bk C, V1 pgs 21, 51-52	I				
	F23	Fluency	Guided oral reading instruction	In LANGUAGE! , the following activities are used for oral reading instruction, Word Fluency, Phrase Fluency, Sentence Morphs, Phrase It, Scoop It, Sentence Fluency and Passage Fluency (Teacher Resource Guide pgs 51, 120, 125, 126, 129, 130, 131, 142). e.g. TE, Bk A, V1 pgs 19-20, 29-30, 33, 55, 83; V2 pgs 419, 483; TE, Bk C, V1 pgs 20, 32, 38, 59-60, 90-91, 103	I				
	F24	Fluency	Timed readings as a method to increase speed and motivation.	In LANGUAGE! , students practice timed readings at the word, phrase, sentence, and passage level beginning in Unit 1. e.g. TE, Bk A, V1 pgs 19, 29-30, 32, 42-43, 103; V2 pgs 405, 419; TE, Bk B, V1 pgs 33-34, 102, 169; TE, Bk C, V1 pgs 32, 38, 59-60, 103, 109	I				

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	F25	Fluency	Assessment of reading fluency	In LANGUAGE! , reading fluency is assessed prior to beginning the program and at the end of each book (Teacher Resource Guide pgs 30, 64: Assessment: Teacher Edition Book A pgs 41-48). e.g. TE, Bk A, V2 pg 768: TE, Bk C, V2 pg 787	I				
	F26	Fluency	Fluency probes for progress monitoring	In LANGUAGE! , each unit contains several fluency sheets; in which, the students are timed for one minute and their correct words per minute are calculated and graphed. Teachers can use one of those activities during each unit for progress monitoring (Teachers Resource Guide pgs 120, 125, 130, 142). e.g. Te, Bk A, V1 pgs 19, 29-30, 42-43, 55, 80, 83, 94-95: TE, BK C, V1 pgs 32, 38, 59-60, 87, 103	I				
	V01	Vocabulary	Vocabulary instruction before, during, and after the story	In LANGUAGE! , there is vocabulary instruction that relates to the text prior to its reading in Step 3 of the program, in the before, during, and after sections of the Instructional text activities, and in the before, during and Extend Your Thinking parts of the Challenge Text activities. e.g. TE, Bk A, V1 pgs 17, 46-47, 62 CT, 171: TE, Bk C, V1 pgs 15-16, 51-52, 53-54, 67 CT	I				
	V02	Vocabulary	Listening, reading, and speaking vocabulary	In LANGUAGE! , the students learn vocabulary words that they will hear the teacher talk about, read in text, and will use in discussions when responding to the text. e.g. TE, Bk A, V1 pgs 17, 46-47: TE, Bk C, V1 pgs 15-16, 46-47, 51-52, 53-54	I				

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	V03	Vocabulary	Useful words, important words, and difficult words taught directly	In LANGUAGE! , students are taught unit vocabulary words which are 100% decodable, essential words that are high frequency English words that are not decodable at the time of introduction, bonus words which are 100% decodable and are used to accelerate vocabulary instruction, figurative language and expressions, transition words which signal the flow of ideas, and signal words that are organized through Bloom's taxonomy for comprehension, (Teacher Resource Guide pgs 43, 46, 171-172). e.g. TE, Bk A, V1 pgs 3, 17; TE, Bk B, V1 pgs 3, 16, 44-45, 46, 48-49, 74; TE, Bk C, V1 pgs 15-16, 35, 46-48, 52-54, 64	I				
	V04	Vocabulary	Multiple opportunities for students to work with new words in reading sentences, paragraphs, or longer text	In LANGUAGE! , the vocabulary words that are used for spelling, grammar and vocabulary development come from the reading texts that are in the unit; therefore, the students read the words in sentences, paragraphs, and in longer texts. e.g. TE, Bk A, V1 "bat" pgs 10-12, 14-15, 17, 18, 19, 29, 33, 45-46; TE, Bk C, V1 "invent" pgs 12, 13, 15-16, 21, 23	I				
	V05	Vocabulary	Opportunities for students to use new words in their writing	In LANGUAGE! , the students use their new vocabulary words in their writing. e.g. TE, Bk B, V1 pgs 75-76, 133; TE, Bk C, V1 pgs 80, 217	I				
	V06	Vocabulary	Previously introduced words cumulatively reviewed	In LANGUAGE! , there is a cumulative vocabulary test at the end of each book (Teacher Resource Guide pg 28-29). e.g. TE, Bk A, V2 pg 766; TE, Bk C, V2 pg 785	I				

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	V07	Vocabulary	Meanings of prefixes and suffixes taught before connecting them to words	In LANGUAGE! , the meanings of prefixes and suffixes are explicitly taught in isolation before connecting them to words. e.g. TE, Bk C, V1 pgs 60-61, 168-169	I				
	V08	Vocabulary	Instruction in strategies to determine word meanings based on prefixes and suffixes	In LANGUAGE! , students are taught how to determine the meaning of unknown words based on the meanings of their affixes and roots. e.g. TE, Bk A, V1 pgs 56-57, 181-182, 222, 315-316; V2 pgs 416-417, 542, 566-567; TE, Bk C, V1 pgs 60-61, 100-101, 110, 122, 168-170, 196-197, 237, 248, 367-368, 399; V2 pgs 435-436, 460-462, 499-500, 596, 632-633	I				
	V09	Vocabulary	Inclusion of various aspects of word study, either under vocabulary or word recognition (e.g., concepts and word meanings, multiple meanings, morphemic analysis, synonyms, antonyms, homonyms, etymologies, and figurative meanings)	In LANGUAGE! , the students work on multiple meanings, morphemic analysis, synonyms, antonyms, homonyms, etymologies, expressions, and figurative meanings in Step 3 of the program (Teacher Resource Guide pgs 44-46, 93, 94, 96, 98-99, 119, 143, 144). e.g. TE, Bk A, V1 pgs 17, 116; V2 pgs 403-404, 428, 509-510; TE, Bk C, V1 pgs 15-16, 73, 74, 88, 108-109, 194, 212, 348; TE, Bk D, V1 pgs 13-17, 28-30, 42-43, 63 CT, 84-86, 109, 151	I				
	V10	Vocabulary	Various word learning strategies directly taught to develop word knowledge (e.g., concept definition mapping, Frayer model, semantic feature analysis, and semantic mapping)	In LANGUAGE! , students use the activities Define It, Explore It, Classify It, and Multiple Meaning Maps to work with attributes and categories of words to develop word knowledge (Teacher Resource Guide pg. 91, 98, 119). e.g. TE, Bk A, V1 pgs 17, 43-44, 80-81; V2 pgs 554-555, 615, 747; Bk C V1 pgs 15-16, 293-294, 348	I				

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	V11	Vocabulary	Instruction in strategies to ensure understanding of the strategy process	In LANGUAGE! , both students and teachers are instructed in why they are doing the strategy and how they are to perform it (Teacher Resource Guide pg 75). e.g. TE, Bk A, V1 pgs 17, 31, 43-44: TE, Bk C, V1 pgs 15-16, 46-47	I				
	C01	Comprehension	Specifically addressed comprehension instruction	specifically addressed on pages 51-54 of the Teacher Resource Guide. Comprehension instruction is located in Step 5 of each lesson. The content emphasis is on fluency development, context-based vocabulary development, text structure analysis, strategies such as predicting, self-questioning, and summarizing, interpretation of signal words (Bloom's taxonomy), and note taking using graphic organizers (Teacher Resource Guide pg 51). e.g. TE, Bk A, V1 pgs 59-61, 197-198: TE, Bk B, V1 pgs 33-34, 46-47, 132-133; V2 pgs 472-474, 600-602: TE, Bk C, V1 pgs 38, 39-40, 51-54, 64, 67 CT, 114: TE, Bk D, V1 pgs 320-321; V2 pgs 436, 493, 571	I				

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	C02	Comprehension	Comprehension that is monitored	In LANGUAGE! , besides monitoring comprehension during daily discussions and assignments, comprehension is formally monitored in the 3rd and 6th units of each of book. In the 3rd unit of the book, comprehension is assessed during a Content Mastery assessment. In the 6th unit of each book, the students are administered the Degrees of Reading Power test, a standardized reading comprehension test. e.g. TE, Bk A, V1 pg 385; V2 pg 768; TE, Bk C, V1 pg 402-403; V2 pg 787	I				
	C03	Comprehension	Both narrative and expository texts (informational texts)	In LANGUAGE! , comprehension is assessed in narrative and expository texts in steps 5 and 6 and using the Challenge Text of the curriculum. e.g. TE, Bk A, V1 pgs 45-47, 62 CT: TE, Bk C, V1 pgs 51-54, 67 CT, 114-116; TE, Bk D, V1 pgs 46-48, 90-92	I				
	C04	Comprehension	Texts that contain familiar concepts and vocabulary, with simple sentences at an appropriate readability level	In LANGUAGE! , the decodable text passages begin at the primer level and progress as the students' skills increase. The sentence structure starts out simple with appropriate vocabulary around concepts the students are familiar with. e.g. TE, Bk A, V1 pgs 33, 45-46; TE, Bk C, V1 pgs 21, 91	I				

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	C05	Comprehension	Main ideas and story grammar elements that are apparent initially in student text and gradually become more complex and inferential	In <i>LANGUAGE!</i> , the curriculum begins with expository and narrative text that is explicitly structured so that students are able to determine the main idea and details of the passages through the use of reading strategies and graphic organizers (Teacher Resource Guide pg 78-80). As the complexity of the text selections increases, the students use different graphic organizers to determine the elements (Teacher Resource Guide pg 113). e.g. TE, Bk A, V1 pgs 59-61, 119, 185; V2 pgs 628-630; TE, Bk B, V1 pgs 59-62; TE, Bk C, V1 pgs 65-66, 79334-335; TE, Bk D, V1 pgs 73, 221-224; V2 pgs 452-453, 714-715, 726-728; TE, Bk E, V1 pg 376; V2 pg 621	I				
	C06	Comprehension	Comprehension instruction that is explicit (modeling, guided practice, multiple examples)	In <i>LANGUAGE!</i> , comprehension strategies are modeled, practiced with the teacher, and use on many examples. e.g. TE Bk A, V1 pgs 45-47, 58-61, 70-71, 106-107, 117-118, 126; TE, Bk C, V1 pgs 51-54, 114-116	I				
	C07	Comprehension	A strategy taught over time to ensure understanding of the strategy process	In <i>LANGUAGE!</i> , comprehension strategies are taught in chunks and practice over time using many examples to ensure understanding of the process. e.g. TE Bk A, V1 pgs 45-47, 58-61, 70-71, 106-107, 117-118, 126, 304-306, 317-319; V2 pgs 628-630, 739-740, 749-750; TE, Bk B V1 pgs 61-62, 74-75, 132-133, 347; V2 pg 552; TE, Bk C, V1 pgs 65-66, 135-136, 216-217:	I				

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PUBLISHER: Sopris West Educational Services
GRADE(S): 4-12

CATEGORY CODE NUMBER: RCI0001

TE= Teacher's Edition

IT= Interactive Text

CT= Challenge Text

CW= Challenge Writing

Committee Member Evaluation
(Committee Member Use Only)

GRADE	ID	COMPONENT	SPECIFICATION DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*	Committee Member Evaluation (Committee Member Use Only)			
						Superior (Thoroughly/Highly)	Adequate	Minimal	Not At All
	C08	Comprehension	Frequent application of strategy so students understand its usefulness	In LANGUAGE! , students apply the strategies they are taught multiple times to ensure understanding of the process and its usefulness. e.g. TE Bk A, V1 pgs 45-47, 58-61, 70-71, 106-107, 117-118, 126, 304-306, 317-319; V2 pgs 628-630, 739-740, 749-750; TE, Bk B V1 pgs 61-62, 74-75, 132-133, 347; V2 pg 552: TE, Bk C, V1 pgs 65-66, 135-136, 216-217:	I				
	C09	Comprehension	Instruction that allows students to monitor their own thinking processes	In LANGUAGE! , students engage in self-questioning about their level of understanding while reading. (Teacher Resource Guide pg 88). e.g. TE, Bk D, V1 pgs 320-321; V2 pg 436	I				
	C10	Comprehension	Students taught when, where and why to use a strategy	In LANGUAGE! , students apply the strategies they are taught multiple times to ensure understanding of the process and its usefulness. e.g. TE Bk A, V1 pgs 45-47, 58-61, 70-71, 106-107, 117-118, 126, 304-306, 317-319; V2 pgs 628-630, 739-740, 749-750; TE, Bk B V1 pgs 61-62, 74-75, 132-133, 347; V2 pg 552: TE, Bk C, V1 pgs 65-66, 135-136, 216-217:	I				

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	C11	Comprehension	During reading strategies (paired reading, main idea-paragraph shrinking, think alouds)	In LANGUAGE! , students read independently, with partners, and chorally with the teacher. They use a variety of strategies to enhance comprehension during reading: discuss the meanings of vocabulary words and how the word is used within the context of the passage, apply the Use the Clues strategy to develop context-based vocabulary and comprehension, conduct the scooping technique to enhance prosody and fluency, discuss questions posed to them, and share with partners what they have learned, to name a few (Teacher Resource Guide pgs 129, 140). e.g. TE, Bk A, V1 pgs 33, 45-46, 58, 72 CT, TE, Bk C, V1 pgs 21, 39-40, 51-52, 114	I				
	C12	Comprehension	After reading strategies (story retell, story grammar, summarization)	In LANGUAGE! , students learn comprehension strategies to be used after they have read the text. For instance, using graphic organizers they learn to map out the information they have read about or the elements of story grammar (Teacher Resource Guide pgs 78-80, 113). e.g. TE, Bk A, V1 pgs 59-61, 119, 185; V2 pgs 628-630: TE, Bk B, V1 pgs 59-62: TE, Bk C, V1 pgs 63-64, 78: TE, Bk D, V1 pgs 73, 221-224; V2 pgs 452-453, 714-715, 726-728: TE, Bk E, V1 pg 376; V2 pg 621	I				

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	C13	Comprehension	Modeling and systematic review of main idea, retell, and summarization	In LANGUAGE! , examples of modeling and systematic review of main idea, retell, and summarization can be found on the following pages: TE, Bk A, V1 pgs 59-61, 119, 185, 197-198; V2 pgs 628-630: TE, Bk B, V1 pgs 61-62, 262, 270; V2 pg 552, 602: E, Bk C, V1 pgs 63-64, 78: TE, Bk D, V1 pgs 47-48, 73, 221-224; V2 pgs 714-716, 726-728: TE, Bk E, V2 pgs 620-621	I				
	C14	Comprehension	Effective questioning techniques to guide and monitor students' comprehension (e.g., Bloom's taxonomy)	In LANGUAGE! , the teachers use signal words (based on Bloom's taxonomy) while questioning to monitor student comprehension during the Answer It activities (Teacher Resource Guide pgs 54, 77, 171-172). e.g. TE, Bk A pgs 47, 107-108, 305-306, 318-319; V2 pgs 431-432, 444, 494, 558: TE, Bk B V1 pgs 48-49, 112-113, 123-124: TE, Bk C V1 pgs 52-54, 115-116, TE, Bk C, V1 pgs 51-52, 54, 187-188, 404:	I				
	C15	Comprehension	Instruction that includes students generating questions to improve engagement with and processing of text	In LANGUAGE! , the students use the Comprehend It strategy to improve their engagement with the text (Teacher Resource Guide pg 88, 108). e.g. TE, Bk D, V1 pgs 256, 320-321; V2 pg 436	I				

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	C16	Comprehension	Students taught to use graphic organizers to illustrate interrelationships among concepts, ideas, and events in text (semantic maps, concept maps)	In LANGUAGE! , students use graphic organizers to illustrate interrelationships among concepts, ideas, and events in text (Teacher Resource Guide pgs 79-81, 113, 134). e.g. TE, Bk A, V1 pgs 59-61, 185; TE, Bk B, V2 pgs 473-474, 616-617; TE, Bk C, V1 pgs 65-66, 202-203; TE, Bk D, V1 pgs 61-62, 73-74, 92, 196, 224; V2 pgs 453, 465-466, 635, 715-716, 726-727	I				
	C17	Comprehension	Students taught how to locate and interpret graphs, maps, charts, diagrams in informational text	In LANGUAGE! , students are taught how to locate and interpret graphs, maps, charts, and diagrams in informational text. e.g. TE, Bk D, V1 pgs 33-34; V2 pgs 559-560; TE, Bk E, V1 pgs 39-40,	I				
	C18	Comprehension	Narrative and informational text in which students are taught to compare and contrast, locate facts and details, identify titles, chapter headings, etc.	In LANGUAGE! , students are taught to compare and contrast, locate facts and details, identify titles, and chapter headings, etc. e.g. TE, Bk A, V1 pgs 59-61, 71; TE, Bk C, V1 pgs 63-66, 201-203; TE, Bk D, V1 pgs 61-62, 73-74, 92; V2 pgs 453, 465-466, 635, 715-716	I				