

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

SUBJECT: Reading
CATEGORY: 6-12 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)			
Superior (Thoroughly/Highly)	Adequate	Minimal	Not At All

GRADE	ID	COMPONENT	SPECIFICATION DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
	O01	Overall Instructional Design	A clear 'road map' or 'blueprint' for teachers to get an overall picture of the program (i.e., scope and sequence)	In the LANGUAGE! curriculum, a scope and sequence for the entire program can be found in the Teacher Resource Guide on pages 151-159, 171-172 and in the Teacher Edition on pages F6-F7.	I
	O02	Overall Instructional Design	Goals and objectives that are clearly stated	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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	O03	Overall Instructional Design	Resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, references, and 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 repeating starting in Book C, the "Why Do/How To" sections can be found in the Teacher Edition each time an approach is being use for the first time. The repetition beginning in book C is 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 C, V1 pgs 10-11, 15-16, 65-66: During training, the teachers are also given a Course Syllabus; which contains explanations and articles supporting the instructional approach and strategies utilized in the LANGUAGE! curriculum.	I
	O04	Overall Instructional Design	Consistently explicit instruction	LANGUAGE! 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

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	O05	Overall Instructional Design	Consistently 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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	O06	Overall Instructional Design	A coherent instructional design (i.e., the components of reading 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 <u>bat</u> . When discussing nouns, the word <u>bat</u> 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 <u>bats</u> and create sentences about what they have read (pgs 19, 21).	I

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	O07	Overall Instructional Design	Consistent 'teacher friendly' instructional routines which include direct instruction, modeling, guided practice, student practice and application with feedback, and generalization	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 sections 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				
	O08	Overall Instructional Design	Aligned student materials	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				

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	O09	Overall Instructional Design	Text whose level of difficulty increases as students' skills are strengthened	In LANGUAGE! , the text level of difficulty increases as the students' skills are strengthened. In Book A, the decodable text ranges from the primer level to the third grade level. The decodable/Independent level texts increase by one grade level with each new book: Book B is 3rd grade, Book C is 4th grade, Book E is 5th grade, and book F contains decodable text at the 5th -6th grade level. The Instructional and Challenge level texts also increase as student skills increase (Teacher Resource Guide pg 53). e.g. TE, Bk A, V1 pgs 45, 303; V2 pgs 418-419: TE, Bk C, V1 pgs 21, 297	I
	O10	Overall Instructional Design	Ample guided student practice opportunities (15 or more), including multiple opportunities for explicit teaching and teacher directed feedback needed for struggling readers	LANGUAGE! is a comprehensive curriculum with cumulative, systematic and explicit instruction throughout each unit with guided practice and corrective feedback (Teacher Resource Guide pgs 13-16). e.g TE, Bk A, V1 pgs 14-22, 59-61, 71, 119, 127, 250-251; V2 pg 513: TE, Bk B, V1 pgs 75-76, 347-348: TE, Bk C, V1 pgs 10-24, 65-66, 79-80 Each unit has specific activities that can be assigned to struggling learners to provide individualized instruction (Special Instructional Support boxes denoted by a check mark in a blue box), e.g. TE Bk A, V1 pgs 8, 13, 16: TE, Bk C, V1 pgs 8, 12, 14	I

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	O11	Overall Instructional Design	Reading-related activities (e.g., workstations on word-building, fluency practice)	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
	O12	Overall Instructional Design	Teacher encouragement to give immediate constructive 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
	O13	Overall Instructional Design	Scaffolding as 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. 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

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	O14	Overall Instructional Design	Specific instructions for scaffolding	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. 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
	O15	Overall Instructional Design	Differentiated instruction that is prominent	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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	O16	Overall Instructional Design	Instruction that is individualized based on assessment	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 into instructional 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. Instruction is also individualized based on the content mastery assessments the students take during each unit (Teacher Resource Guide pgs 26-27). e.g. TE, Bk A, V1 pgs 66-68: TE, Bk C, V1 pgs 71, 72,	I

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	O17	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				
	O18	Overall Instructional Design	Small group instruction with small teacher-pupil ratio as part of daily instruction	LANGUAGE! can be delivered to small groups or large groups of students.	M				

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	O19	Overall Instructional Design	Movement from group to group based on student progress	Based on the content mastery, summative test, and progress indicator test results in <i>LANGUAGE!</i> , teachers are able to move students from one group to another depending on their progress. If students are not making adequate growth or are not performing to mastery on tasks, teachers can regroup the students and add instructional activities to help students reach mastery and make meaningful growth (Teacher Resource Guide pgs 26-30 and Teacher Assessment pgs 56-64).	I					
	O20	Overall Instructional Design	Enrichment activities included for advancing/proceeding students	In <i>LANGUAGE!</i> , there are challenge reading and writing activities that are used to develop higher level comprehension and composition skills for students that are performing well. e.g. TE, Bk A, V1 pgs 62 CT, 72 CT: TE, Bk C, V1 pgs 67 CT, 81 CT: TE, Bk D, V1 pgs 63 CT, 76 CT, 77 CW	I					
	O21	Overall Instructional Design	The dimensions of spelling, writing, oral language, motivation/engagement, critical thinking and listening comprehension	In <i>LANGUAGE!</i> , spelling is addressed in Step 2 of each lesson, writing and oral language are addressed in Step 6, critical thinking and listening comprehension skills are focused on in Step 5 and during the Challenge Text activities. Students are motivated and engaged in the program because of its structure, pace, and the opportunities provided to see that they are learning. e.g. TE, Bk A, V1 pgs 14-16, 19-22, 70-72: TE, Bk C, V1 pgs 13-14, 20-24, 59-60, 67	I					

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	O22	Overall Instructional Design	Procedures and activities for re-teaching skills that have not been mastered	In LANGUAGE! , mastery of unit objectives is evaluated during the Content Mastery tasks. There are If... Then... boxes in the Teacher Edition after each Content Mastery and Summative test administration to direct the teacher on what activities the students should participate in if they did not score in the mastery range on the task (Teacher Resource Guide pgs 26-29). e.g. TE, Bk A, V1 pgs 66-68: V2 pgs 764-767: TE, Bk C, V2 pgs 665-666, 783-786	I				
	O23	Overall Instructional Design	Instruction 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				

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	WA01	Word Analysis	Instruction that progresses from easier word analysis activities to more difficult	In LANGUAGE! , word analysis begins at the individual letter and sound level, progresses to letter combinations and their sounds, to compound words, simple affixes, to syllables, to more complex affixes and letter sound combinations. e.g. TE, Bk A, V1 pgs 12-13, 16, 29-30, 42-43, 56-57, 66, 180, 301-302, 353, 363; V2 pgs 414, 464, 489, 530-531, 542; TE, Bk C, V1 pgs 14, 32-33, 45, 59, 108-109, 316, 329-330, 366; V2 pgs 447-448, 767	I
	WA02	Word Analysis	Word analysis that is only a small portion of each lesson (10 to 20 minutes)	In LANGUAGE! , word analysis is one portion of the activities that occur in Step 2 of the program. Step 2 typically takes 10 minutes to complete (see LANGUAGE! Adjusts to fit your schedule on page F14 of the TE).	I
	WA03	Word Analysis	Emphasis on the use of grade appropriate dictionaries and student-friendly explanations	In LANGUAGE! , the students learn how to develop their own student-friendly explanations of what words mean by determining the category the word fits into and its attributes using the Define It strategy and graphic organizers (Teacher Resource Guide pg 91). At times they use the dictionary to verify that they have arrived at the correct definition. e.g. TE, Bk A, V1 pgs 43-44, 104, 124-125; TE, Bk C, V1 pgs 46-47, 123, 182	I

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	WA04	Word Analysis	Explicit instruction in the use and weaknesses of context clues to determine word meaning	In LANGUAGE! , explicit instruction in using context clues to determine word meanings is taught in Step 2 of the program. Students are taught the strategy Use The Clues based on the available contextual information. This strategy has students identifying cues to the meaning of words, renaming nouns, identifying words that signal that a word is being defined, how to use pronouns to identify unknown words, and using visual information to determine the meaning of unfamiliar words in context (Teacher Resource Guide pg 140). TE, Bk B, V1 pgs 46-47: TE, Bk C, V1 pgs 39-40, 91, 104	I					
	WA05	Word Analysis	Explicit instruction in the meanings of roots and affixes and activities for students to manipulate common roots and affixes to analyze the relationship of spelling to meaning of complex words	In LANGUAGE! , the spelling of roots and affixes is concentrated on in step 2, while the meanings are explicitly taught in Step 3 of the program. e.g. TE, Bk A, V1 pgs 56-57, 181-182: TE, Bk C, V1 pgs 59-61, 100, 108-109	I					
	WA06	Word Analysis	Word parts that occur with high frequency (such as un, re, and in) introduced over those that occur only in a few words	In LANGUAGE! , high frequency word parts are introduced through out the program. In comparison, very little time is spent on word parts that are infrequently used in the English language. e.g. TE, Bk C, V1 pgs 59, 246	I					
	WA07	Word Analysis	Limitations of structural analysis	In LANGUAGE! , students are taught that structural analysis strategies work most of the time, but that there are exceptions to the rules.	M					

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	WA08	Word Analysis	Activities for distinguishing and interpreting words with multiple meanings	In <i>LANGUAGE!</i> , the students are explicitly taught multiple meanings of words and then asked to determine which meaning is being used within the text (Teacher Resource Guide pgs 119). e.g. TE, Bk A, V1 pgs 17, 116, 120 CT: TE, Bk C, V1 pg 67 CT; V2 pgs 733	I
	WA09	Word Analysis	Inclusion of word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of words and phrases	In <i>LANGUAGE!</i> , instruction of word origins, derivations, synonyms, antonyms, idioms, and phrases is included (Teacher Resource Guide pgs 44-46, 96, 98-99, 143, 144). e.g. TE, Bk A, V2 pgs 404, 428, 509-510: TE, Bk C, V1 pgs 15-16, 73-75, 88, 212, 348: TE, Bk D, V1 pgs 13-17, 30, 63 CT, 84-86, 109	I
	WA10	Word Analysis	Words used in word analysis activities found in the student text	In <i>LANGUAGE!</i> , many of the words used in word analysis activities can be found in the text sections that the students are reading. 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
	WA11	Word Analysis	Immediate application of word analysis strategies to reading and interpreting familiar decodable connected text once they have been mastered	In <i>LANGUAGE!</i> , 1-2 decodable/independent level texts along with other activities, are provided in each unit to give the students opportunities to apply the word analysis skills they are learning. e.g. TE, Bk A, V1 pgs 19-20, 29, 33: TE, Bk C, V1 pgs 21, 32, 38	I

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	WA12	Word Analysis	Ample unfamiliar decodable text to provide practice with word analysis strategies	In LANGUAGE! , there are eleven decodable level texts in Book A and Book B. Books C-D each have 11 independent level texts which are also used to practice word analysis strategies. e.g. TE, Bk A, V1 pgs 45, 106; V2 pgs 419, 430, 482-483, 493; TE, Bk C, V1 pgs 21, 91	I					
	WA13	Word Analysis	Ample opportunities to read multisyllabic words daily	In LANGUAGE! , multisyllabic words are included in reading texts and vocabulary lists beginning in Book A. e.g. TE, Bk A, V1 pgs 145, 158, 169-170, 186 CT, 281; TE, Bk C, V1 pgs 15, 21, 51-52, 67 CT	I					
	WA14	Word Analysis	A section of the program devoted to word study	In LANGUAGE! , Step 2 Word Recognition and Spelling is devoted to word study (Teacher Resource Guide pgs 42-43).	I					
	WA15	Word Analysis	Spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)	In LANGUAGE! , spelling is addressed in Step 2 of the program through activities such as Add It, Contract It, Double It, Drop It, Listening for Word Parts, Memorize It and spelling pretests (Teacher Resource Guide pgs 42-43, 76, 90, 95, 97, 112, 116, 134). The students also participate in word building and sorting activities. e.g. TE, Bk A, V1 pgs 14-16, 29, 30, 42, 43, 54-55, 55-56, 103; TE, Bk C, V1 pgs 13-14, 30-31, 32, 45, 60, 98-99, 180-181; V2 pgs 458-459	I					

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	F01	Fluency	Fluency building as a part of 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 each 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					
	F02	Fluency	Fluency-based instruction focusing on developing accuracy, rate, and prosody	In LANGUAGE! , students keep track of their speed and accuracy during fluency timings. The teacher notes the students fluency and prosody 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					
	F03	Fluency	Fluency building routines including goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage reading rate, teacher or peer feedback, and timed readings	In LANGUAGE! , students have a fluency building routine in which they practice timed readings at the word, phrase, sentence, and passage levels (Teacher Resource Guide pgs 61-64, 120, 130, 142). They record their time and errors made. They chart their correct words per minute and practice repeated times with a peer or adult in order to reach a determined goal. 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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	F04	Fluency	Ongoing fluency assessment	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	Fluency goals for each set of grade levels (e.g., 4-5 [113-127 wpm], 6-8 [140-142 wpm]) based on Hasbrouk and Tindal's end of the year oral reading fluency scores at the 40 th ile.	In LANGUAGE! , the fluency goals for grades 3-8 are as follows: 3rd grade 120 wpm, 4th grade 130 wpm, 5th grade 140-145 wpm, 6th-8th grades 150-180 wpm (Teacher Resource Guide pg 63; Assessment: Teacher Edition Book A pg 19). The student goals are based on the grade level of their reading instruction, not the grade level they are presently in.	I					
	F06	Fluency	Ample practice materials and opportunities at appropriate reading levels (independent and/or instructional)	In LANGUAGE! , students practice using appropriately leveled, timed reading activities at the word, phrase, sentence, and passage level. Each unit has a minimum of 5 fluency building activities. 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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	F07	Fluency	Opportunities to read narrative and expository text aloud	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 using narrative and expository text (Teacher Resource Guide pgs 51, 120, 125, 126, 129, 130, 131, 142). e.g. TE, Bk A, V1 pgs 19-20, 29-30, 33, 45-46, 55, 83; V2 pgs 419, 483, 671, 683-684: TE, Bk C, V1 pgs 20, 21, 32, 38, 51-52, 59-60, 90-91, 103	I					
	F08	Fluency	Inclusion of research-based fluency strategies (e.g., repeated readings, peer reading, tape-assisted reading, choral reading, student-adult 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. They also participate in peer and choral readings. e.g. TE, Bk A, V1 pgs 19, 29-30, 33, 42-43, 45-46, 54, 72 CT, 103: TE, Bk B, V1 pgs 33-34, 102, 169: TE, Bk C, V1 pgs 21, 32, 38, 39-40, 51-52, 59-60, 103, 109, 114	I					
	V01	Vocabulary	A component that incorporates reading and writing vocabulary	In LANGUAGE! , Step 3: Vocabulary and Morphology incorporates vocabulary that the students will be reading in their texts and words they will using in their writing. e.g. TE, Bk A, V1 pgs 17, 43-44: TE, Bk C, V1 pgs 15-16, 46-47	I					

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	V02	Vocabulary	Systematic and explicit instruction in morphemic analysis to support building word meaning through knowledge of root words, prefixes, and suffixes	In LANGUAGE! , one strategy 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					
	V03	Vocabulary	Opportunities to bring rich oral and written language to the classroom	In LANGUAGE! , rich oral and written language is used in Steps 5 and 6 and the Challenge Texts in the program. e.g. TE, Bk A, V1 pgs 58-59, 62 CT, 70, 72 CT, 106-108; TE, Bk C, V1 pgs 51-54, 67 CT, 81 CT	I					
	V04	Vocabulary	Ample activities to practice speaking and writing vocabulary in context	In LANGUAGE! , students practice using their speaking and writing vocabulary in each lesson in Steps 5 and 6 and the Challenge Texts. e.g. TE, Bk A, V1 pgs 58-59, 62 CT, 70, 72 CT, 106-108; TE, Bk C, V1 pgs 51-54, 67 CT, 79-80, 81 CT	I					

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	V05	Vocabulary	Opportunities for wide independent reading with student accountability procedures	In LANGUAGE! , students are provided with independent level text selections for each unit; in which, they complete activities based on them. e.g. TE, Bk A, V1 pgs 33, 45: TE, Bk C, V1 pgs 21, 160 In Books E and F, they complete independent reading to prepare for multi-media presentations. e.g. TE, Bk E, V1 pgs 10-15 During initial training, teachers are instructed in how to use the student's score on the Degree of Reading Power test and the DRP-Booklink to choose independent level text for the students to read outside of class (Teacher Resource Guide pg 66).	I
	V06	Vocabulary	Repeated exposure to vocabulary in many contexts	In LANGUAGE! , the vocabulary words are used in many different contexts. They are used in spelling, grammar and vocabulary development activities and in the different level of texts the students read or are exposed to: decodable/independent, instructional, and challenge level. e.g. TE, Bk A, V1 pgs 10-12, 14-15, 17, 18, 19, 29, 33, 45-46, 62CT: TE, Bk C, V1 pgs 12, 13, 15-16, 21, 23, 51-54, 67 CT	I

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	V07	Vocabulary	Frequent use of teacher read aloud using engaging books with embedded explanation and instruction	In LANGUAGE! , the teacher can read the instructional level text and the challenge level texts to the students. For both types of readings, the texts are engaging with vocabulary instruction and explanations built into them. e.g. TE, Bk A, V1 pgs 45-46, 58-59, 62 CT: TE, Bk C, V1 pgs 51-52, 67 CT	I				
	V08	Vocabulary	Diverse vocabulary through listening and reading stories and informational text	In LANGUAGE! , the students are exposed to a wide genre of texts, both expository and narrative, which exposes them to a diverse range of vocabulary. e.g. TE, Bk A, V1 pgs 33, 46, 120 CT; V2 pgs 505 CT, 698: TE, Bk C, V1 pgs 67 CT, 128 CT, 380; V2 pgs 451, 514: TE, Bk D, V1 pgs 46, 90-92, 125 CT, 182, 324 CT; V2 pgs 482-483, 701-702	I				

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	V09	Vocabulary	A limited number of words selected for robust, explicit vocabulary instruction	In LANGUAGE! , the unit vocabulary words chosen are decodable based on the scope and sequence of phonology, and are high frequency. These words have the greatest utility, especially as vocabulary to build academic language. A group of these words are selected to be used in developing an understanding of concepts, multiple meanings, idioms, expressions, and definitions (e.g. Unit 1, bat; Unit 13, invent). Another set of words are selected to enhance comprehension of the current reading selection, but have applicability in other selections. These words are found in yellow along side the text readings. e.g. TE, Bk A, V1 pgs 17, 45-46, 58-59, 106-107: TE, Bk C, V1 pgs 15-16, 46-47, 51-52, 67 CT	I
	V10	Vocabulary	Sources of vocabulary instruction that include words from read aloud stories, words from core language arts programs, and words from content area instruction	The vocabulary words used in LANGUAGE! are based on the phonology scope and sequence of the program and the text selections. Teachers are able to select and use words from content area instruction that follow the phonology scope and sequence of the unit they are on using the Instructional Planning tools and Words for Teachers software. e.g. TE, Bk A, V1 pgs 17, 45-46, 58-59, 106-107: TE, Bk C, V1 pgs 15-16, 46-47, 51-52, 67 CT	I

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	V11	Vocabulary	Inclusion of only important (words needed to know to understand a concept or text), useful (words that may be encountered many times), and difficult words (multiple meanings, idioms) being taught	In LANGUAGE! , the unit vocabulary words chosen are decodable based on the scope and sequence of phonology and are high frequency. These words have the greatest utility, especially as vocabulary to build academic language. A group of these words are selected to be used in developing an understanding of concepts, multiple meanings, idioms, expressions, and definitions (e.g. Unit 1, bat; Unit 13, invent). Another set of words are selected to enhance comprehension of the current reading selection, but have applicability in other selections. These words are found in yellow along side the text readings. e.g. TE, Bk A, V1 pgs 17, 45-46, 58-59, 106-107: TE, Bk C, V1 pgs 15-16, 46-47, 51-52, 67 CT	I				
	V12	Vocabulary	Cumulative review of vocabulary words (e.g., words are selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future)	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				
	V13	Vocabulary	Ample opportunities to engage in oral vocabulary activities	In Steps 3 and 5-6 of the LANGUAGE! program, students are engaged in vocabulary activities orally, through text reading or listening, and/or writing during every lesson. e.g. TE, Bk A, V1 pgs 17, 21, 31, 43-44, 45-47, 58-59, 62 CT, 80-81, 106-107: TE, Bk C, V1 pgs 15-16, 23, 33-35, 46-48, 51-52, 67 CT	I				

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	V14	Vocabulary	Student-friendly explanations as well as dictionary definitions	In LANGUAGE! , the students develop student-friendly definitions use the Define It strategy to create definitions by assigning the word to a category and determining the words attributes, or through the use of the text surrounding the word (Teacher Resource Guide pgs 91, 140). e.g. TE, Bk A, V1 pgs 43-44, 104, 124-125, 168; TE, Bk C, V1 pgs 46-47, 123, 182	I				
	V15	Vocabulary	Teaching of word-learning strategies	In LANGUAGE! , students are taught how to determine the meaning of unknown words through the Use the Clues strategy and by defining the words based on the meanings of their affixes and roots (Teacher Resource Guide pg 140). 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 39-40, 60-61, 91, 100-101, 110, 122, 168-170, 173, 196-197, 229, 237, 248, 367-368, 399; V2 pgs 435-436, 441, 460-462, 499-500, 576-577, 596, 632-633	I				

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	V16	Vocabulary	Explicit teaching of vocabulary that includes: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding	In <i>LANGUAGE!</i> , the activities in Step 3 emphasize explicit attention to the meaning of words. They also develop a variety of strategies to determine, define, and use word meanings correctly: Multiple Meaning Map, Define It, Classify It, Word Networks, Explore It, Word Line-Degrees of Meaning, Choose It and Use It, Text Connection, and Use the Clues (Teacher Resource Guide pgs 86, 91, 98, 119, 138, 140, 143, 144). The words are introduced in Step 3 of Lesson 1 for each unit. The students help develop student friendly explanations in Step 3 or 5 while working with examples of their meanings. Formal checking of the students' understanding is completed during the Content and Summative assessments. e.g TE, Bk A, V1 pgs 17, 43-44, 46, 58-59, 68-69, 80-81, 104, 116, 210-211, 302-303, 318, 364; V2 pgs 427-428, 766: TE, Bk C, V1 pgs 15-16, 39-40, 46-47, 51-52, 67 CT, 73-74, 123, 229, 261, 293-294; V2 pgs 511-512, 733, 785: TE, Bk D, V1 pgs 13, 14-15, 42-43, 63 CT, 85-86, 102-103	I

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	V17	Vocabulary	Ample opportunities to use word-learning strategies	In LANGUAGE! , students have many opportunities during each unit to practice their word-learning strategies in isolation and in context. 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 39-40, 60-61, 91, 100-101, 110, 122, 168-170, 173, 196-197, 229, 237, 248, 367-368, 399; V2 pgs 435-436, 441, 460-462, 499-500, 576-577, 596, 632-633	I
	V18	Vocabulary	Word awareness introduced through the use of word walls, vocabulary logs, and practice activities which are engaging, provide multiple exposures, encourage deep processing and connect word meaning to prior knowledge	In LANGUAGE! , Step 3 of each lesson focuses on developing meaning of the vocabulary words. This is done through prefixes, suffixes, root words, defining words, categorizing words, multiple meanings, antonyms, synonyms, and word relationships. This is accomplished through specific activities that are repeated throughout the curriculum (see Teacher Resource Guide pgs 86, 91, 96, 98, 100-105, 119, 133, 137, 140, 143, 144). e.g. TE, Bk A, V1 pgs 17, 43-44, 62, 68-69, 104, 116, 124, 234, 302-303, 364-365; TE, Bk C, V1 pgs 15, 46-47, 60-61, 73-75, 88, 110, 123, 168-170, 196-197, 211, 237, 266 CT, 271	I

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	V19	Vocabulary	Vocabulary taught both directly and indirectly before, during, and after reading	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				
	V20	Vocabulary	Rich contexts for vocabulary learning	In LANGUAGE! , the students study the vocabulary words using various types of text. They read and listen to: comics (Mini and Mega Dialogs), expository, informational, narrative, poetry, eyewitness accounts, folktales, articles, short stories, fiction, science fiction, historical fiction, biographies, dramas, fables, mysteries, reports, journals, persuasive text, and screenplays. e.g. TE, Bk A, V1 pgs 33, 46, 120 CT; V2 pgs 505 CT, 698: TE, Bk B, V1 pgs 125 CT, 263 CT, 400 CT; V2 pgs 543 CT, 618 CT, 758 CT: TE, Bk C, V1 pgs 67 CT, 128 CT, 380; V2 pgs 451, 514: TE, Bk D, V1 pgs 46, 90-92, 125 CT, 182, 324 CT; V2 pgs 482-483, 701-702: TE, Bk E, V1 pgs 51-53, 97, 159-160, 185-187; V2 pgs 597-598, 609: TE, Bk F, V1 pgs 52, 91-92, 225-227, 313-315, 352-353	I				

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	V21	Vocabulary	Activities that provide for meaningful repetition and multiple exposures to vocabulary	In LANGUAGE! , there is meaningful repetition and multiple exposures to vocabulary words in the text selections and other 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
	V22	Vocabulary	Vocabulary tasks that are restructured when necessary	In LANGUAGE! , vocabulary tasks are restructured based on student results on the Content Mastery Tasks and Summative Tests (Teacher Resource Guide pgs 27, 29) e.g. TE, Bk A, V2 pgs 615-616, 766: TE, Bk C, V2 pgs 642-643, 785	I
	V23	Vocabulary	Computer technology used to help teach vocabulary	In LANGUAGE! , students are also engaged in vocabulary development activities when using the LANGUAGE! eReader and Sortegories software programs (Teacher Resource Guide pgs 68-69). e.g. TE, Bk A, V1 pgs 47, 59: TE, Bk C, V1 pgs 52, 62	I
	C01	Comprehension	Teaching of comprehension monitoring	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

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	C02	Comprehension	Instruction in the use of multiple strategies	In <i>LANGUAGE!</i> , reading comprehension is taught using multiple strategies: Blueprint for Reading, Answer It (oral/written), Use the Clues, Spotlight on Characters, Map It, and Comprehend It (Teacher Resource Guide pgs 51, 77, 78, 113, 88, 134, 140). e.g. TE, Bk A, V1 pgs 47, 107-108, 305, 368; TE, Bk C, V1 pgs 39-40, 52-54, 91, 115-116, 125, 391-393	I
	C03	Comprehension	Cooperative learning groups	In <i>LANGUAGE!</i> , the students work cooperatively in learning groups to complete multi-presentations, create and present mnemonic devices, practice working on rereadings e.g. TE, Bk A, V1 pg 80, 332 CT; V2 pg 684: TE, Bk C, V1 pgs 128 CT, 137 CT, 391-392: TE, Bk E, V1 pgs 14-15, 62, 70 CT, 360; V2 559 CT, 697, 739-740, 751, 763	I
	C04	Comprehension	Frequent opportunities to answer and generate questions	In <i>LANGUAGE!</i> , the students have frequent opportunities to answer and generate questions using the Answer It, Comprehend It, and SQ3R activities (Teacher Resource Guide pgs 77, 88) e.g. TE, Bk A, V1 pgs 47, 107-108: TE, Bk C, V1 pgs 52-54, 115-116: TE, Bk D, V1 pgs 256, 320-321	I

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	C05	Comprehension	Use of graphic and semantic organizers, including story maps	In <i>LANGUAGE!</i> , students use 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
	C06	Comprehension	Ample opportunities to engage in discussions relating to the meanings of text	In <i>LANGUAGE!</i> , students engage in discussions relating to the meanings of text during most lessons of each unit. e.g. TE, Bk A, V1 pg 332 CT: TE, Bk C, V1 pg 137 CT: TE, Bk D, V1 pg 77 CW	I
	C07	Comprehension	Ample opportunities to read narrative and expository text on independent and instructional levels	In <i>LANGUAGE!</i> , students have ample opportunities to read narrative and expository text on independent and instructional levels. The students have 1-2 independent level text and 1-2 instructional level texts that they read during each unit. e.g. TE, Bk A, V1 pgs 33, 46: TE, Bk C, V1 pgs 21, 51-52	I

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	C08	Comprehension	Explicit instruction in different text structures	In <i>LANGUAGE!</i> , the students receive explicit instruction in reading comprehension within various types of text: comics (Mini and Mega Dialogs), expository, informational, narrative, poetry, eyewitness accounts, folktales, articles, short stories, fiction, science fiction, historical fiction, biographies, dramas, fables, mysteries, reports, journals, persuasive text, and screenplays. e.g. TE, Bk A, V1 pgs 33, 46, 120 CT; V2 pgs 505 CT, 698: TE, Bk B, V1 pgs 125 CT, 263 CT, 400 CT; V2 pgs 543 CT, 618 CT, 758 CT: TE, Bk C, V1 pgs 67 CT, 128 CT, 380; V2 pgs 451, 514: TE, Bk D, V1 pgs 46, 90-92, 125 CT, 182, 324 CT; V2 pgs 482-483, 701-702: TE, Bk E, V1 pgs 51-53, 97, 159-160, 185-187; V2 pgs 597-598, 609: TE, Bk F, V1 pgs 52, 91-92, 225-227, 313-315, 352-353	I

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	C09	Comprehension	Instruction in before, during and after reading comprehension strategies	In <i>LANGUAGE!</i> , before students read a text, their background knowledge is activated through making predictions, sharing what they already know about a topic, sharing their personal experiences, and through vocabulary strategies. e.g. TE, Bk A, V1 pgs 1758, 120 CT, 237, 304, 367; TE, Bk C, V1 pgs 15-16, 218 CT, 380-381; V2 pgs 529 CT, 670 CT To develop comprehension during reading students 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 They use graphic organizers to map out the information they have read about or the elements of story grammar and answer comprehension questions that contain signal words based on Bloom's Taxonomy. (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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	C10	Comprehension	Activation of prior knowledge before reading	In <i>LANGUAGE!</i> , before students read a text, their background knowledge is activated through making predictions, sharing what they already know about a topic, and by sharing their personal experiences. e.g. TE, Bk A, V1 pgs 58, 120 CT, 237, 304, 367: TE, Bk C, V1 pgs 218 CT, 380-381; V2 pgs 529 CT, 670 CT	I					
	C11	Comprehension	Ample opportunities to generate questions during reading to improve engagement with and processing of text	In <i>LANGUAGE!</i> , 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					
	C12	Comprehension	Ample opportunities to employ a conceptual understanding of beginning, middle, and end in narrative text	In <i>LANGUAGE!</i> , students are taught the structure of narrative text in Book E. e.g. TE, Bk E, V1 pg 376	I					
	C13	Comprehension	Instruction in learning to determine which strategy to use and why (metacognition)	In <i>LANGUAGE!</i> , 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					
	C14	Comprehension	Connections between previously learned strategies and new text	In <i>LANGUAGE!</i> , students are taught various comprehension skills that are applied to each new text they encounter. e.g. TE, Bk A, V1 pgs 47, 107-108, 305-306, 318-319, 368: TE, Bk C, V1 pgs 52-54, 115-116, 125, 187-188	I					

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	C15	Comprehension	Strategies applied for authentic purposes using appropriate text	In <i>LANGUAGE!</i> , students are applying the strategies they have learned using appropriate text to write reports and conduct presentations. e.g. TE, Bk E, V1 pgs 10-14 Multimedia Presentations, 80-81, 83-84 CW, 113, 360, 412; V2 pgs 495-496, 632, 635 CW, 739-740, 799-800	I
	C16	Comprehension	An emphasis on creating independent strategic learners	In <i>LANGUAGE!</i> , various comprehension skills are taught, which the students can generalize to their other content area classes; thus, creating independence (Teacher Resource Guide, pgs 77, 88). e.g. TE, Bk A, V1 pgs 47, 107-108, 305-306, 318-319, 368; TE, Bk C, V1 pgs 52-54, 115-116, 125, 187-188; TE, Bk D, V1 pgs 320-321	I
	C17	Comprehension	Strategy instruction that is cumulative over the course of the year	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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	C18	Comprehension	Frequent opportunities to discuss and apply story elements and compare stories	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
	C19	Comprehension	Elements of story grammar (setting, characters, important events, etc.) for retelling a story	In <i>LANGUAGE!</i> , students learn and use story grammar elements for various purposes. e.g. TE, Bk C, V1 pg 391: TE, Bk D, V1 pgs 90-92, 101-104, 122-123, 221-223; V2 pgs 452-453, 465-466, 622: TE, Bk E, V1 pgs 201, 212, 376, 389-390, 400; V2 pgs 512, 771, 784	I
	C20	Comprehension	Instruction in summarization strategies	In <i>LANGUAGE!</i> , students are instructed how to create summaries using Blueprints and other strategies (Teacher Resource Guide pgs 79-81). e.g. TE, Bk A, V1 pgs 70, 367; V2 pgs 571, 583, : TE, Bk C, V1 pgs 334, 336, 349	I

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	C21	Comprehension	Opportunities to interpret information from charts, graphs, tables, and diagrams and connect it to 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					
	C22	Comprehension	Text that contains familiar concepts and vocabulary	In LANGUAGE! , students read texts that contain familiar concepts and vocabulary throughout each unit. e.g. TE, Bk A, V1 pgs 33, 45-46; TE, Bk C, V1 pgs 21, 51-52	I					
	C23	Comprehension	Instruction in main idea strategies (e.g., using pictures, then individual sentence, then paragraphs, etc.)	In LANGUAGE! , students use graphic organizers and high lighting of sentences to determine the main ideas. e.g. TE, Bk A, V1 pgs 47, 59-61, 62 CT, 119, 184; V2 pgs 628-630; TE, Bk C, V1 pgs 65-66, 135-136, 216-217	I					
	C24	Comprehension	Ample opportunities to employ main idea strategies using more complex texts, where main idea is not explicitly provided	In LANGUAGE! , students use graphic organizers and high lighting of sentences to determine the main ideas in a variety of simple and complex texts. e.g. TE, Bk A, V1 pgs 47, 59-61, 62 CT, 119, 184; V2 pgs 628-630; TE, Bk C, V1 pgs 65-66, 135-136, 216-217	I					
	LC01	Listening Comprehension	An element of the program that requires students to follow specific oral directions in order to perform or complete written activities	In LANGUAGE! , most of the writing assignments are give with oral directions. The students do not typically get the directions to writing assignment given to them in writing. e.g. TE, Bk A, V2 pgs 713, 761; TE, Bk C, V1 pgs 79-80, 217	I					

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	LC02	Listening Comprehension	Ample opportunities to utilize listening comprehension strategies	In LANGUAGE! , the students are provide the opportunity to utilize listening comprehension strategies during Step 5 of the program using the Instructional Text and during Challenge text activities. e.g. TE, Bk A, V1 pgs 45-46, 58-59, 62 CT: TE, Bk B, V1 pgs 51-52, 67CT	I					
	LC03	Listening Comprehension	Ample opportunities to listen to a variety of text structures	In LANGUAGE! , the students are provide the opportunity to utilize listening comprehension strategies during Step 5 of the program using a variety of text structures in the Instructional Text and during Challenge text activities. e.g. TE, Bk A, V1 pgs 45-46, 58-59, 62 CT: TE, Bk B, V1 pgs 51-52, 67 CT: TE, Bk D, V1 pgs 46, 63 CT	I					
	LC04	Listening Comprehension	Ample opportunities to use reflective (describing feelings/emotions that accompany what is said instead of information given) and responsive listening skills (e.g., repeating, paraphrasing, summarizing, questioning for elaboration and/or clarification) to make connections and build on ideas of the author	In LANGUAGE! , Students are asked many different kinds of questions based on the selections in the Student Text, which elicit a wide variety of reflective responses. These responses do reflect the uniqueness of the person answering them. e.g. TE, Bk A, V1 pgs 33, 45, 120 CT, 128 CT, 158: TE, Bk C, V1 pgs 137 CT, 324, 382-383	I					