

## Core Questions Rubric

*This serves as the rubric used for evaluation of all instructional materials bids for state adoption.*

### Content

- 1. A. Alignment with curriculum:** The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.

*LANGUAGE! Live* aligns with the standards, benchmarks, and clarifications for the following courses:

1000010 – Grade 6: M/J Intensive Reading

1000012 – Grade 7: M/J Intensive Reading

1000014 – Grade 8: M/J Intensive Reading

- 2. A. Alignment with curriculum:** The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.

The B.E.S.T. standards state that one of the goals of secondary student intervention is "for targeted skill instruction, outlined by the standards, to make proficient readers of all of Florida's students, no matter their grade level." As a targeted, skills-based intervention, *LANGUAGE! Live* aligns with these goals by providing standards-based instruction in two ways:

1. *LANGUAGE! Live* directly targets the 6-12 Foundational Reading Intervention standards to ensure students master the fundamental skills of literacy.
2. *LANGUAGE! Live* fills in gaps along the vertical progression of each standard to ensure students can close the proficiency gap to master the grade-level standards. In doing so, *LANGUAGE! Live* allows teachers to accomplish the CPALMS recommendation for the intensive reading course standards: "Teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery."

As such, *LANGUAGE! Live* is comprehensively aligned to the standards, benchmarks, and clarifications for the following intensive intervention courses:

1000010 – Grade 6: M/J Intensive Reading

1000012 – Grade 7: M/J Intensive Reading

1000014 – Grade 8: M/J Intensive Reading

- 3. A. Alignment with curriculum:** The materials are adaptable and useful for classroom instruction.

*LANGUAGE! Live* Teacher Kits and Student Packs include everything needed for classroom instruction. The materials were designed to be adaptable and effective with a variety of intervention settings, and teachers are provided with several recommended implementation models to ensure the program meets the needs of their classroom and students.

**4. B. Level of Treatment:** The materials provide sufficient details for students to understand the significance of topics and events.

*LANGUAGE! Live* units are thematically based, and the topics, events, and reading passages taught within the unit are related to the unit theme. Sufficient details are provided through teacher instruction, student assignments, and multimedia resources (i.e. Unit Opener videos) to ensure that students understand the significance of these topics, events, and reading passages.

**5. B. Level of Treatment:** The content matches the standards.

*LANGUAGE! Live* content matches the expectations and rigor of the standards.

**6. B. Level of Treatment:** The content matches the student abilities and grade level.

As an intensive reading intervention, *LANGUAGE! Live* content matches the abilities and needs of grade 6-8 students in an intensive reading course (typically students scoring Level 1 or 2 on the FAST assessment). Within these grade levels, students are placed into the program based on their instructional skill level and needs. Once students are appropriately placed, *LANGUAGE! Live* lessons are divided into two main instructional components:

1. "Word Training," *LANGUAGE! Live*'s individualized, online instruction, directly targets the 6-12 Foundational Reading Intervention standards, which helps students learn, practice, and master the foundational skills of literacy.
2. "Text Training," *LANGUAGE! Live*'s teacher-led, direct instruction, targets grade-level skills and standards while filling in gaps missed in earlier grades. This focus helps students close the proficiency gap and reach grade-level proficiency.

**7. B. Level of Treatment:** The content matches the time period allowed for teaching.

*LANGUAGE! Live* content is designed to adapt to a variety of classroom settings and time periods. The content matches the typical Florida intensive reading course time period of 45-60 minutes.

**8. C. Expertise for Content Development:** The primary and secondary sources cited in the materials reflect expert information for the subject.

*LANGUAGE! Live* is authored by internationally renowned literacy research expert Louisa Moats, Ed.D. Dr. Moats and many prominent researchers (e.g., Archer et al., 2003; Curtis, 2004; Curtis & Longo, 1999; Deshler et al., 2007; Lovett, et al., 2012; Morris et al., 2012; National Joint Committee on Learning Disabilities, 2008) agree on the guiding principles of effective instruction for adolescents who are at basic or below basic levels. According to broad consensus, instruction must:

- be driven by continuous formative assessments and progress monitoring data;
- provide explicit instruction in literacy-related foundational skills;
- honor the students' entering skill levels without insulting them;
- include a focus on higher-level thinking to promote engagement;
- teach the structure and functions of language and provide opportunities for extended discussion of text meaning and interpretation;
- use direct, systematic lessons organized by a logical scope and sequence;

- teach word analysis techniques that include segmenting and blending words by phoneme-grapheme correspondences, syllable patterns, common roots and affixes, and other morpho-syntactic representations;
- provide opportunities for students to build fluency through practice and repeated readings;
- directly pre-teach critical vocabulary that is essential to reading new text;
- explicitly teach comprehension monitoring techniques;
- carefully scaffold instruction to help the student become more independent;
- provide choice to students to increase motivation and active engagement, and to instill student accountability; and
- Involve students in peer-mediated learning.

Building upon this meta-analysis of research, Dr. Louisa Moats, the author of *LANGUAGE! Live* created a carefully crafted scope and sequence to ensure that this fragile population of adolescents received the support they needed in reading intervention.

For additional information, see the *LANGUAGE! Live* Research Foundations report included in the back of this document.

**9. C. Expertise for Content Development:** The primary and secondary sources contribute to the quality of the content in the materials.

See the *LANGUAGE! Live* Research Foundations report included in the back of this document.

**10. D. Accuracy of Content:** The content is presented accurately. (Material should be devoid of typographical or visual errors.)

*LANGUAGE! Live* text includes accurate facts and is devoid of errors.

**11. D. Accuracy of Content:** The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)

*LANGUAGE! Live* is presented objectively. It is authentically inclusive, uses culturally appropriate language, and includes appropriate and balanced visual/pictorial representations and content.

**12. D. Accuracy of Content:** The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)

See the *LANGUAGE! Live* Research Foundations report included in the back of this document.

**13. D. Accuracy of Content:** The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)

*LANGUAGE! Live* is factually accurate and built on the development of reading as confirmed in research.

**14. E. Currency of Content:** The content is up-to-date according to current research and standards of practice.

*LANGUAGE! Live* is in its second edition, relying on current research and standards of practice.

**15. E. Currency of Content:** The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context.

*LANGUAGE! Live* is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context associated with Florida's 6-8 intensive reading courses.

**16. E. Currency of Content:** The content is presented in an appropriate and relevant context for the intended learners.

*LANGUAGE! Live* is presented in an appropriate and relevant context for intensive reading students in grades 6-8 (typically students scoring a Level 1 or Level 2 on the FAST assessment).

**17. F. Authenticity of Content:** The content includes connections to life in a context that is meaningful to students.

*LANGUAGE! Live* provides high-interest texts that have been chosen to engage students in reading. Students are given tools to make text-to-life, text-to-self, and text-to-world connections in a meaningful way.

**18. F. Authenticity of Content:** The material includes interdisciplinary connections which are intended to make the content meaningful to students.

*LANGUAGE! Live* crosses the disciplines of science, social studies, civics, and English language arts.

Literary texts cover a wide range of genres and text types including poetry, historical fiction, mythology, drama, mystery/thriller, fantasy, informational text, speeches, and biographies.

Science, social studies, and civics topics include wildlife, weather, astronomy, paleontology, neurology, food production, time travel, forensics, ancient cultures, historical artifacts/monuments, and historical biographies.

**19. G. Accurate Representation:** The portrayal of sex, ethnicity, age, work situations, cultural, religious, physical and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)

The content of *LANGUAGE! Live* is fair and unbiased.

**20. H. Humanity and Compassion:** The materials portray people and animals with compassion, sympathy and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)

The content in *LANGUAGE! Live* portrays people and animals with compassion, sympathy, and consideration of needs and values.

**21.** In general, is the content of the benchmarks and standards for this course covered in the material?

All *LANGUAGE! Live* materials and instruction align to the benchmarks and standards for the intensive reading course in grades 6-8.

## Presentation

**1. A. Comprehensiveness of Student and Teacher Resources:** The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

All materials needed to teach *LANGUAGE! Live* are included in the print materials and/or available in the *LANGUAGE! Live* online platform. Preparation of external materials is not needed or required.

**2. B. Alignment of Instructional Components:** All components of the major tool align with the curriculum and each other.

All *LANGUAGE! Live* materials and components of the major tool align with the curriculum and are designed to interoperate with each other.

**3. C. Organization of Instructional Materials:** The materials are consistent and logical organization of the content for the subject area.

*LANGUAGE! Live* follows a deliberate scope and sequence that was developed by world-renowned literacy expert and Science of Reading pioneer, Dr. Louisa Moats. Dr. Moats designed the *LANGUAGE! Live* scope and sequence to comprehensively and practically apply the Science of Reading research/evidence in a blended instructional environment.

For specific details, see the *LANGUAGE! Live* Scope and Sequence included in the back of this document.

**4. D. Readability of Instructional Materials:** Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

*LANGUAGE! Live's* narratives and visuals were carefully selected to engage adolescent students in grades 6-8. As an intensive reading intervention designed to build the skills of struggling students to grade-level proficiency, *LANGUAGE! Live* texts include multiple genres at three levels of text complexity:

- Decodable and controlled text: allow students to learn, practice, and master the foundational skills of reading
- Instructional and grade-level text: provide students the opportunity to grapple with meaning and build more advanced comprehension skills
- Text written at a variety of levels: located in *ReadingScape*, *LANGUAGE! Live's* online library, for independent reading purposes and practice

**5. E. Pacing of Content:** The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

The amount of and pace at which content/skills are presented/introduced are of a size and rate that is designed to meet the needs of intensive reading students in grades 6-8.

**6. Accessibility:** The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the Universal Design for Learning (UDL) questionnaire.)

*LANGUAGE! Live* blends online learning with teacher-directed instruction in print. Print material was developed to ensure color contrast accessibility. Print material can also be accessed through NIMAC for large print needs. Online tools aim to be WCAG compliant.

**7.** In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section.)

*LANGUAGE! Live* satisfies every requirement in the PRESENTATION section.

## Learning

**1. A. Motivational Strategies:** Instructional materials include features to maintain learner motivation.

*LANGUAGE! Live* was intentionally designed for adolescent learners with age-appropriate content and a variety of engagement strategies to establish and maintain student motivation. Examples include:

- Engaging literary and informational text
- Collaborative small group and peer-to-peer discussions
- Multisensory learning opportunities
- Video and audiobooks
- Comprehensive writing projects and presentations
- Multimedia tools and resources
- Peer-reviews (students exchange written work and provide feedback)
- Instructional gaming and online exercises
- Partner and shared reads
- Teacher-initiated whole group discussions
- Goal setting and monitoring exercises

**2. B. Explicit Instruction:** The materials contain clear statements of information and outcomes.

*LANGUAGE! Live* Teacher Editions provide explicit and deliberate language for consistent lesson delivery. The blue dialogue found in the Teacher Edition facilitates the directions/work, and each lesson component is outlined providing systematic instruction.

**3. C. Guidance and Support:** The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

*LANGUAGE! Live* instruction is a blend of teacher-led, direct instruction and student-centered, online learning.

In the “Text Training” teacher-led component of *LANGUAGE! Live*, teachers provide explicit instruction that helps to scaffold a student’s understanding of skills and text. Throughout each unit, a Model, Guided Practice, and Independent Practice routine (gradual release model) is evident. This routine not only provides students with the appropriate modeling of skills and concepts but also provides students with the guided support that they need before they are expected to produce skills and concepts independently.

In the “Word Training” online component, pre-recorded videos guide students through instruction with meticulously crafted, precise demonstrations and models of skills and concepts in every lesson. Online instruction focuses on the 6-12 Foundational Reading Intervention standards, which reinforces the foundational skills of reading.

As an intensive reading intervention, *LANGUAGE! Live* materials are designed to accelerate struggling adolescent readers to grade-level, reading proficiency which, ultimately, will help them become independent learners and thinkers.

**4. C. Guidance and Support:** Guidance and support must be adaptable to developmental differences and various learning styles.

As an intensive reading intervention, *LANGUAGE! Live's* blended instructional approach is designed to adapt to the developmental differences and various learning styles of intensive reading students in grades 6-8.

“Word Training” is the online instructional component that provides individualized and self-paced instruction that adapts to the individual needs of students as they learn, practice, and master foundational skills and the 6-12 Foundational Reading Intervention standards.

“Text Training” is the teacher-led instructional component that allows teachers to divide the class into small groups for scaffolded, direct instruction of more advanced reading, comprehension, and critical thinking skills.

Embedded in the Teacher Editions are strategies built specifically for targeting a variety of student needs, and there are a vast array of differentiation tools and resources to further intensify instruction as needed. Examples include:

- Intensive reteach lessons
- Scaffolded instruction and corrective feedback
- English language development strategies
- Three types of formal practice activities (assigned whole-class or individual student)
- Multi-tiered text levels (decodable, instructional, and grade-level)
- Collaborative group exercises
- Peer-to-peer interaction
- Expansive supplemental differentiation resources and lessons (available online)

**5. D. Active Participation of Students:** The materials engage the physical and mental activity of students during the learning process.

*LANGUAGE! Live* engages the physical and mental activity of students using multisensory and kinesthetic learning strategies in both “Text Training,” the teacher-led instructional component, and “Word Training,” the online instructional component.

Examples of Word Training multisensory strategies include:

- Watching online tutorial videos
- Using auditory signals, visual signals, and verbal models
- Listening to self-made recordings of blending sounds, speaking words, and reading passages
- Digital manipulation of screen images as part of decoding and encoding lessons
- Tapping fingers to feel the blends and segmentation of sounds and words
- Using the Sound Library and practicing accurate pronunciation of all speech sounds

Examples of Text Training multisensory strategies include:

- Using graphic organizers to enhance learning
- Providing manipulatives and game-based play activities
- Listening to and reading along with audiobooks
- Guided highlighting and drawing in close read sessions
- Collaborative and interactive group discussions of text
- Watching Unit Opener videos to introduce the unit theme and provide background knowledge

**6. D. Active Participation of Students:** The materials include organized activities that are logical extensions of content, goals and objectives.

Throughout each *LANGUAGE! Live* unit, teachers facilitate group discussions and collaborative exercises that are logical extensions of content/goals/objectives and designed to reinforce what is being taught in the lesson. In group discussions, students share their own perspective about what they are learning and learn from the perspectives of others. In collaborative exercises, teacher-assigned groups complete tasks such as peer-to-peer reviews, writing projects, and instructional games. All activities and tasks take into account the wide range of instructional needs and language proficiency levels found in a traditional intensive reading class.

These organized activities reinforce the skills and concepts being taught in the lesson, and, over time, students gain confidence and self-worth by reflecting on their learning, making real-life connections, expressing their opinions, and discovering new ideas about the world around them.

**7. E. Targeted Instructional Strategies:** Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

*LANGUAGE! Live*’s instructional materials include the strategies that will help teachers successfully teach the learning outcomes of the intensive reading course in grades 6-8.

**8. E. Targeted Instructional Strategies:** The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

*LANGUAGE! Live's* instructional strategies are research-based and proven to be effective in closing the learning gap and accelerating struggling adolescent students to grade-level reading proficiency.

**9. F. Targeted Assessment Strategies:** The materials correlate assessment strategies to the desired learning outcomes.

*LANGUAGE! Live* assessments include informal, formative, and progress monitoring assessments.

In "Word Training," the online instructional component, "Check for Understandings," and Unit Goals allow the teacher to monitor practice/usage as well as acquisition of skills. Students move through these as a natural progression of the online component.

In "Text Training," the teacher-led instructional component, formative assessments can be assigned and administered online at the appropriate point within the unit of instruction. Informal assessment opportunities are found within the daily lessons.

Much like a diagnostic assessment, the three benchmark assessments—PAR (Lexile measure), TOSCRF (fluency measure), and TWS-5 (spelling measure)—provide data on individual strengths, weaknesses, knowledge, and skills.

**10. F. Targeted Assessment Strategies:** The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

The assessment strategies in *LANGUAGE! Live* are effective in assessing student performance and growth, and, of equal importance, identifying individual student instructional needs. All assessment data is designed to help teachers differentiate instruction for whole group, small group, or individual students.

**11. Universal Design for Learning:** This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.

As an intensive reading intervention, *LANGUAGE! Live* is designed to meet the needs of intensive reading students in grades 6-8 (and not all students). However, within this unique group of students, there are a variety of individual student needs, and *LANGUAGE! Live* instruction incorporates multiple means of representation, action/expression, and engagement to ensure students benefit from the program.

**12. B.E.S.T. Standards Application:** Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?

*LANGUAGE! Live* appropriately applies the ELA Expectations as applicable and aligns with the standards, benchmarks, and clarifications for the intensive reading courses in grades 6-8.

**13.** In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

*LANGUAGE! Live* satisfies every requirement in the LEARNING section.

## Florida Statutes and State Board of Education Rule

**1. Critical Race Theory:** Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?

*LANGUAGE! Live* omits Critical Race Theory in the instructional materials.

**2. Culturally Responsive Teaching:** Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?

*LANGUAGE! Live* omits Culturally Responsive Teaching as it relates to CRT.

**3. Social Justice:** Do instructional materials omit Social Justice as it relates to CRT?

*LANGUAGE! Live* omits Social Justice as it relates to CRT.

**4. Social Emotional Learning:** Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?

*LANGUAGE! Live* does not include Social Emotional Learning materials.

**5. Principles of Individual Freedom:** Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles:

*(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex*

*(b) No race is inherently superior to another race.*

*(c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.*

*(d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.*

*(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.*

*(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.*

The publisher of *LANGUAGE! Live* acknowledges s.1003.42(3), F.S and complies to its principles.

**6. Student Welfare:** Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-8 to EXCLUDE instruction regarding sexual orientation or gender identity except as provided by ss. 1003.42(2)(n)3. and 1003.46, F.S.? If such instruction is provided in grades 9 through 12, is the instruction age-appropriate or developmentally appropriate for students in accordance with state standards?

*LANGUAGE! Live* aligns to s. 1001.42(8)(c)3., F.S., in grades K-8 to EXCLUDE instruction regarding sexual orientation or gender identity except as provided by ss. 1003.42(2)(n)3. and 1003.46, F.S.

## Literacy Intervention



**LANGUAGE!** *Live*

# Research Foundation

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## Introduction

According to the Carnegie Council on Advancing Adolescent Literacy (2010), the educational system has been able to improve instruction in reading and writing skills of younger students in grades K–3, but has not been able to help adolescent students keep up with the accelerating demands of the global knowledge economy. While the problem is complex, we do know how to improve the low literacy skills of adolescent poor readers, and need to do so if the intent of college and career readiness standards is to be realized. Solutions require age-appropriate, effective, research-based instruction.

This paper introduces the program *LANGUAGE!® Live*. After we describe the extent and the nature of the problems of adolescents who struggle with reading, we discuss the content and instructional strategies for this population that are supported by current scientific research. We then describe the product and its components. We conclude the paper with a discussion of computer-assisted instruction and its benefits for adolescent students. The aim of this paper is not to provide instructions on how to use *LANGUAGE! Live* but rather to provide the research and rationale behind the product.

## Consequences of Poor Reading

According to a recent analysis of the consequence of poor reading in adolescence, conducted by the William Penn Foundation (Balfanz & Herzog, 2006):

- Students who enter high school two or more years behind grade level in math and literacy have only a 50/50 chance of on-time promotion to the 10th grade.
- Ninth grade retention is a major risk factor for dropping out of high school.
- Sixth graders who fail English have a 1 in 8 chance of making it to the 12th grade on time.

Other statistics are equally alarming:

- Twenty-one percent of students with learning disabilities are estimated to be five or more grade levels behind in reading by the time they reach high school (National Center for Special Education Research at the Institute of Education Sciences, 2003).
- Every year, nearly 1.3 million students do not graduate from high school on time, and approximately 7,000 students drop out of high school every school day (Alliance for Excellent Education, 2010).
- One-third of juvenile offenders read below the fourth grade level, and about two-thirds of prison inmates are high school dropouts (National Association of State Boards of Education, 2005).

While most reading problems in young children can be attributed to poor foundational skills in phonological awareness, phonic decoding, and automatic word recognition, some students develop reading difficulties later, in the upper elementary grades, when text becomes more difficult and students shift from learning how to read to learning and comprehending new content from text (Leach, Scarborough, & Rescorla, 2003; Slavin, Cheung, Groff, & Lake, 2008). Students may fall behind because they cannot decode multi-syllable words, interpret the vocabulary and sentence structure of academic text, or make the required inferences. Once students fall behind, they are unlikely to progress or catch up unless intensive, appropriate intervention is provided (Deshler, Palinscar, Biancarosa, & Nair, 2007; National Association of State Boards of Education, 2005; Torgesen, 2004). The curriculum continues to move on, but many students do not. Consequently, the differences between the higher- and lower-performing students in any class widen over time (Lyon, 1995). The teacher is faced with a challenging task: How to differentiate instruction for students whose grade-level proficiencies range from nonexistent to academically advanced. Additionally, English learners, who will constitute 25% of the school population by 2020, often come into secondary school with inadequate basic reading skill in either or both their first or second language (August & Shanahan, 2006). Middle and high school teachers who teach four to six classes per day with 25 or more students in each class have great difficulty in meeting the wide-ranging needs of these students, no matter how dedicated and knowledgeable these teachers are.

## The Nature of Reading Difficulties in Older Students

When a student falls behind in reading before third grade, or an older student reads at less than a third grade level, the most likely source of difficulty is slow and/or inaccurate word recognition (Boardman et al., 2008; Curtis, 2004; Scammacca et al., 2007). Word recognition problems, in turn, may be rooted in both phonological and orthographic processing difficulties (Dehaene, 2009; Fletcher, Lyon, Fuchs, & Barnes, 2007; Foorman & Torgesen, 2001). Phonological difficulties involve poorly specified memories for the sounds in words and difficulties

with phoneme segmentation. Orthographic processing problems involve poorly specified visual-orthographic memories for the letters and letter sequences in printed words. Word recognition in an alphabetic writing system depends first on phonological processing—the ability to identify, segment, and blend the individual speech sounds in words (Brady, 2011; Ehri, 2004; National Reading Panel, 2000). While phonological skills are crucial to the connection between spoken and written language, orthographic processing is often a concomitant weakness in poor readers. Students may learn to segment sounds, but often have only minimal grasp of how the sounds are represented in print, either for reading or spelling (Moats, 2010), unless they are directly taught how the print system works. Furthermore, and especially in older poor readers, word recognition and spelling depend on fast recognition and recall of syllable spelling patterns, meaningful word parts (morphemes), recurring letter patterns unique to English, and some oddly spelled common words. Students who are to achieve fast and accurate word reading in middle or high school levels must know more than basic phonics.

The majority of adolescent poor readers, then, continue to need instruction in accurate and automatic word recognition (Lovett, Barron, & Frijters, 2013; Vaughn & Fletcher, 2012), at either basic or more advanced levels. Word recognition, however, is not the whole story. Most adolescent struggling readers are also challenged by other essential components of reading: vocabulary, fluency, and many aspects of comprehension (Compton, Miller, Elleman, & Steacy, 2014), and are often unable to access content through reading alone. Between grades 2.5 and 5.0, struggling readers (who may or may not be eligible for special services) who know basic phonics often stumble on vowel correspondences and multisyllabic words—unable to break longer words into syllable chunks, prefixes, roots, and suffixes, or to recognize the vowel sounds represented by vowel teams (ea, oi, ue, etc.) (Archer, Gleason, & Vachon, 2003). When these skills are weak, they limit vocabulary growth, which is essential for comprehending content-laden text in subjects such as science, history, literature, or even math. The words students must recognize independently occur infrequently (Nagy & Anderson, 1984) but are the most important for comprehension across all content areas (Lee & Spratley, 2010; National Institute for Literacy, 2007).

Is it too late to address serious reading deficiencies after students reach middle school? Evidence abounds that it is not too late. Even though it is more difficult to find the time for remedial instruction, older students can be taught and will make significant progress with sustained, intensive, and individualized intervention. While there is strong empirical research supporting supplemental early intervention with students in kindergarten or first grade, a growing body of evidence suggests adolescents' literacy deficiencies can be remedied if these individuals receive direct, explicit, and systematic word recognition, vocabulary, and comprehension instruction (Archer et al., 2003; Calhoon, Sandow, & Hunter, 2010; Lovett, Lacerenza, De Palma, & Frijters, 2012; Snow & Biancarosa, 2003; Vadasy, Sanders, & Tudor, 2007; Vaughn, Gersten, & Chard, 2000). Indeed, computer-assisted instruction that incorporates these instructional approaches with adolescent struggling readers has also yielded promising results (Cheung & Slavin, 2011; Denson, 2008; Papalewis, 2004).

## Guiding Principles for Effective Instruction for Adolescents Struggling with Reading

Many prominent researchers (e.g., Archer et al., 2003; Curtis, 2004; Curtis & Longo, 1999; Deshler et al., 2007; Lovett, et al., 2012; Morris et al., 2012; National Joint Committee on Learning Disabilities, 2008) agree on the guiding principles of effective instruction for adolescents who are at basic or below basic levels. According to broad consensus, instruction must:

- be driven by continuous formative assessments and progress monitoring data;
- provide explicit instruction in literacy-related foundational skills;
- honor the students' entering skill levels without insulting them;
- include a focus on higher-level thinking to promote engagement;
- teach the structure and functions of language and provide opportunities for extended discussion of text meaning and interpretation;
- use direct, systematic lessons organized by a logical scope and sequence;
- teach word analysis techniques that include segmenting and blending words by phoneme-grapheme correspondences, syllable patterns, common roots and affixes, and other morpho-syntactic representations;
- provide opportunities for students to build fluency through practice and repeated readings;
- directly pre-teach critical vocabulary that is essential to reading new text;
- explicitly teach comprehension monitoring techniques;
- carefully scaffold instruction to help the student become more independent;
- provide choice to students to increase motivation and active engagement, and to instill student accountability; and
- involve students in peer-mediated learning.

Some recent policy papers (Biancarosa & Snow, 2006; Kamil et al., 2008) heavily emphasize the importance of vocabulary and comprehension instruction with adolescent poor readers, and even discourage instruction focused on word recognition and reading foundations. Empirical research, however, suggests that the fundamentals should receive more emphasis until minimum reading proficiency is reached (Calhoon, 2005; Calhoon & Petscher, 2013; Calhoon et al., 2010; Curtis, 2004). At that point, the instructional focus can shift away from word analysis toward more and more demanding aspects of language comprehension.

Calhoon et al. (2010) compared three year-long intervention programs for middle school students to determine the best organization of the individual instructional reading components (phonological decoding, spelling, fluency, and reading comprehension). Three different formats were implemented daily for a full year with groups of randomly assigned adolescents reading below a 3.5 grade level. After approximately 97 hours of remedial reading instruction, students in the “additive” module outperformed others in decoding, spelling, and comprehension. In the “additive” module, students spent most of their time for the first two-thirds of the program learning a detailed approach to linguistic analysis of words. During the final weeks, the emphasis shifted to fluency and passage comprehension. Once the gaps in foundational skills were closed, students made more rapid progress in passage reading than students for whom that had been an emphasis from the beginning. The results of this unique study have recently been replicated with another middle school population (Calhoon & Petscher, 2013).

## Aims of the Program: *LANGUAGE! Live*

With a firm understanding of the difficulties adolescent struggling readers face and knowledge of what it takes to provide effective instruction for this group of students, *LANGUAGE! Live* was created. This hybrid, web-based, and teacher-led intervention provides individualized, engaging, explicit, and systematic literacy instruction to middle school and high school poor readers who are reading substantially below grade level. It aims to promote at least a two-year gain in grade-level reading, resulting in sixth to eighth grade reading levels (depending on the student’s entry level) over approximately four semesters of daily lessons averaging 90 minutes each. The program targets and remediates gaps in the foundational language skills that enable reading, including:

- conscious awareness of speech sounds in spoken words;
- analysis and spelling of written words by phoneme-grapheme correspondence, syllable, and morpheme;
- achievement of sufficient reading fluency to support comprehension;
- recognition and use of word meanings (vocabulary);
- understanding of grammar, syntax, and usage for speaking, reading, and writing;
- comprehension of informational and narrative text; and
- written expression.

The complete program targets an eighth grade reading level outcome, guided by several realities. The normal trajectory of growth in basic reading skill, as measured by fluency rates and word recognition skills, reaches a plateau at about sixth grade level (Fletcher et al., 2002). At that point, students achieve a fluency rate of approximately 120 words correct per minute or more. Fluency rates thereafter increase very gradually through eighth grade, as reading skill depends more and more on verbal comprehension (Schatschneider et al., 2004; Vellutino, Tunmer, Jaccard, & Chen, 2007). After basic reading skills are acquired, growth in reading depends on the student’s ability to navigate the language and ideas of complex texts.

Once students can read at about a sixth grade level, they can decode the words in academic texts, participate in classroom instruction, read a daily newspaper, surf the Internet, and learn new information from reading (National Institute for Literacy, 2007). The average adult in the U.S., however, reads at about an eighth or ninth grade level. How are the additional gains achieved? Additional gains in reading are achieved by acquiring a wider and deeper vocabulary, more knowledge of the topics under discussion, better inference-making skill, familiarity with the structure of texts, and facility with complex syntax. All of these higher-level language comprehension skills, conversely, depend on the student’s fluency and accuracy in reading the words on the page and the amount of time the student spends practicing reading in sufficiently complex, academic text. *LANGUAGE! Live* addresses all of the critical strands of skilled reading, adjusting the proportion of instructional time spent on each as the student progresses, providing the data-based individualization recommended by Fuchs, McMaster, Fuchs, and Otaiba (2013).

## LANGUAGE! Live Components

At each *LANGUAGE! Live* level, there are two major components, Word Training and Text Training. Word Training is the online component of *LANGUAGE! Live* and focuses on the first two strands of explicit language instruction: conscious awareness of speech sounds in spoken words; and analysis and spelling of written words by phoneme-grapheme correspondence, syllable, and morpheme. Putting these two components (phonological awareness and word recognition) online has allowed students in a self-paced environment to master essential foundational skills before starting more advanced word study instruction (Reed & Vaughn, 2010). Since spelling, word recognition, and recognition of meaningful parts of words (morphemes) depend on the same underlying knowledge of language forms and systems, students must learn to analyze words structurally. Focusing on identifying the constituent parts of words will not only improve spelling (Tsesmeli & Seymour, 2009), but also word attack skills and the ability to read fluently for comprehension (Bhattacharya & Ehri, 2004; Ehri, 2014).

### Word Training

Word Training, which includes instruction about phonics, syllabification, and/or morphology and syntax, is carried out on the computer and takes one-half of the instructional time. Instruction is cumulative, explicit, incremental, and systematic. Video tutorials and short, entertaining skits delivered by an acting team spice up the study of linguistics. Lessons include brief reviews of previously learned materials; explanations of orthography and word structure concepts; word reading practice and word use in context; recorded oral reading; word building; and word spelling activities (encoding). Sight-word recognition games supplement these lessons. A reading library can be accessed if students work through the lessons quickly.

The online component of *LANGUAGE! Live* provides a personalized learning experience that includes social media and other elements designed to enhance student motivation. *LANGUAGE! Live* meets students' innate needs for relatedness, competence, and autonomy with program features driven by the Self-Determination Theory (Niemiec & Ryan, 2009). Word Training lessons are self-paced and encourage self-directed learning. The avatar and profile created by students allow them to extend their personalities online, and establish a feeling of belonging and relatedness. The training updates on the Welcome Page and the Home Page, as well as the Lesson Dashboard, give students a sense of progress and competence when they see they are able to meet the challenge of their work. Use of the social aspects of the online component of *LANGUAGE! Live*, such as peer feedback and posting messages to the class and beyond, increases students' feelings of relatedness and belonging. The Gateways at the end of each unit, along with points earned for tasks completed and trophies earned for mastering skills, all contribute clear feedback to students about their progress, leading to a sense of competence and the likelihood of success. The combination of these elements within the online component of *LANGUAGE! Live* provides an environment where students will be optimistic, engaged, and persistent.

### Text Training

Each Text Training lesson is designed to take 45-55 minutes. Text Training in *LANGUAGE! Live* is teacher-directed, carried out face-to-face in small groups, and includes: several guided readings of each text in the thematic units; in-depth exploration of vocabulary used in readings; direct, incremental teaching of grammar, syntax, and usage; carefully guided "close reading" of texts from different genres; and written expression relevant to the readings. The college and career readiness standards have been addressed throughout the program. In both Levels 1 and 2, there are 12 units. Each unit is organized around theme-centered readings and includes 10 lessons. In accordance with the guiding principles for effective instruction listed previously, the Text Training weaves together, via explicit instruction using graded passages and a logical scope and sequence, the components of reading and writing necessary to address comprehension of complex text. Teacher-guided dialogue and discussion address both the key ideas and details of each text. Even in the Level 1 lessons, when text is read aloud, students must engage in discussion, support ideas with reference to the text, and apply higher-level verbal reasoning skills to analysis and evaluation of the reading's structure and content. In addition to a guided highlighting routine, students learn how to recognize, respond to, and formulate text-dependent questions, and are asked to summarize and compare ideas across and within texts.

Within the units, there is a mixture of age-appropriate literary and informational texts that will hold the attention of students while increasing their knowledge of the world. The majority of the text used in each unit is authentic literature with intrinsic appeal for adolescent readers.

## How Many Adolescents Will Benefit from *LANGUAGE! Live*?

On the National Assessment of Educational Progress (NAEP), 27% of eighth and 12th grade students in the United States scored Below Basic in reading, which the NAEP defines as “the partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade level” (National Joint Committee on Learning Disabilities [NJCLD], 2008, “The Problem,” para. 1). According to the NJCLD, these students have difficulty with one or more of the following:

- literal understanding of what is read;
- ability to identify specific aspects of the text that reflect overall meaning;
- extension of the ideas in the text by making simple inferences; and
- drawing conclusions based on the text.

At least one in four students nationally, at the middle and high school levels, cannot read with sufficient accuracy and speed to support basic comprehension, and/or they have pervasive weaknesses in oral and written language development. In high-poverty environments and low-performing schools, as many as 70% are not proficient in reading and writing at grade level. According to “The Nation’s Report Card: Reading 2011” (National Center for Education Statistics, 2011), only 14% of African American, 18% of Hispanic, and 20% of Native American eighth graders scored at or above the proficient level in reading. The large majority of each group was at Basic or Below Basic. Adolescents who lack reading and writing proficiency will likely be predisposed to “the ranks of unskilled workers in a world where literacy is an absolute precondition for success” (Alliance for Excellent Education, 2010, p. 1).

*LANGUAGE! Live* provides appropriate instruction for at least 27% of the student population, which is two to three times as many students as will qualify for special education services.

## Can Computer-Based Instruction Help Adolescents Struggling with Reading Difficulties?

While there is a growing need for more experimental research on how to improve the reading performances of adolescents struggling with reading difficulties, systematic and explicit computer-assisted instruction (CAI) has garnered promising support. CAI offers relevant, individualized instruction and practice that targets only what each student needs to learn. In addition, an interactive multimedia user interface cognitively engages the student and can motivate and encourage students to actively participate (Schacter, 1999; Soe, Koki, & Chang, 2000; Tillman, 2010). In MacArthur, Ferretti, Okolo, and Cavalier’s (2001) literature review of 15 years of research on CAI to teach or support students with reading disabilities, several studies supported the use of CAI to improve these students’ phonological awareness and decoding abilities. Other literature reviews also support the use of CAI in teaching reading to students who struggle with the basics (Byrd, 2001; Hook, Macaruso, & Jones, 2001). Kulik (1994), using results from 51 independent studies of students in grades 6 through 12, found that CAI led to higher performance on tests, substantial savings in learning time, and more positive attitudes by participating students. While CAI has shown positive effects on students in all grade levels, Cheung & Slavin’s (2011) meta-analysis of current studies using supplemental CAI and computer-managed learning systems to enhance reading achievement found that the differential impact of educational technology at various grade levels had a larger use at the secondary level than at the elementary level (mean effect size = .31). CAI looks very promising to help fill adolescent students’ gaps in phonological and orthographic processing, decoding ability, fluency, and comprehension.

## Computer-Adapted Technology to Support Differentiated Instruction

While research supports educational technology as a powerful bridge to higher reading achievement for students of various reading abilities, recent computer-adapted technology (CAT) programs have offered more encouraging news on improving the academic performance of students struggling with reading in all content-area subjects (Torgesen, Wagner, Rashotte, Herron, & Lindamood, 2010). The *LANGUAGE! Live* hybrid CAT reading program not only engages adolescents in learning that is relevant and meaningful, but also allows educators to better meet the needs of students with diverse abilities by means of differentiated instruction and automated assessments, both necessary components of effective computer-based instruction. *LANGUAGE! Live* follows a very individualized and detailed, researched-based reading development scope and sequence especially designed for each student, and it uses valid and reliable assessment tools to make accurate diagnoses and guide learning to best meet the individualized needs of students regularly receiving lessons. Using individualized instruction and pacing, students will not only develop mastery of relevant content, objectives, and prerequisite skills before new instruction is given, but will also be given multiple opportunities to practice these skills through engaging activities and guided reading of relevant, appropriate text. While struggling adolescent readers have difficulty making academic gains in reading and in content-area group-based

learning environments, CAT implementation can solve this problem by providing tutoring in basic reading skills and the “close reading” of text required by the college and career readiness standards. By monitoring student progress in skills that predict reading success and using student performance data to differentiate instruction, this program helps ensure that each student gains significantly in reading proficiency.

The online Word Training component of *LANGUAGE! Live* is better designed than most programs because the content itself—oral and written language structure—is taught with uncommon attention to linguistic detail. Amusing vignettes and videos pique the students’ interest in understanding English. Speech sounds are accurately modeled and contrasted with one another. Spelling patterns are taught with respect to etymology, meaningful affixes and roots, syllable patterns, and grammar. Sufficient practice with each element, as it is used in context, leads to accumulation of skills that transfer to vocabulary and fluent reading for meaning. Correspondences between speech and print are presented as components of a system that, while complex, can be demystified and remembered.

## Computer-Adapted Technology to Provide Immediate Corrective Feedback

According to Guskey (1997), “the best feedback to students is immediate, specific, and direct, and it offers explicit directions for improvement” (p. 157). Corrective feedback is a very important component in the *LANGUAGE! Live* learning process, because it facilitates the learner’s evaluation of his or her own strengths and weaknesses. While many teachers are able to give occasional one-on-one feedback to students in the classroom, it is unrealistic to expect any teacher to instantaneously evaluate performance and provide immediate feedback to a classroom full of students. CAI is capable of providing immediate, personalized feedback to each student based on each student’s performance, including the provision of instructive and consistent corrections, as well as the positive feedback that many struggling readers seldom receive (Hall, Hughes, & Filbert, 2000). In Hall et al.’s synthesis comparing five CAI interventions with different types of feedback (i.e., elaborated, corrective feedback with repeated practice vs. only supplying the students with correct/incorrect responses and moving on), students in the elaborated corrective feedback groups outperformed their peers in the other, more traditional type of feedback, in areas of word reading and comprehension. Adolescents also prefer computer-mediated feedback over teacher feedback because teacher feedback, especially in the classroom setting, has the potential to damage the motivation of students with low self-esteem or high self-consciousness (Kluger & Adler, 1993)—both characteristics associated with poor readers. Therefore, a well-designed CAI program has the potential to benefit the learning processes of poor readers by providing individualized, immediate, objective, and directed feedback without social stigmatizing.

## Summary

*LANGUAGE! Live* responds to and embodies research on adolescent poor readers, on effective instruction, and on the most advantageous use of computer-assisted learning. Students and teachers will find the approach of using a social media-enhanced, personalized learning environment for the Word Training component to be motivating, interesting, and effective. The teacher-directed Text Training component provides text analysis, vocabulary, grammar, and writing skill instruction in small- and large-group settings. The combination of these two components of *LANGUAGE! Live* should promote at least a two-year gain in grade-level reading across approximately four semesters of daily lessons, resulting in sixth to eighth grade reading levels. This level of reading will allow students to access more complex texts, acquire a wider and deeper vocabulary, and become more knowledgeable about their world.

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# SCOPE AND SEQUENCE



VOYAGER SOPRIS  
LEARNING®

# Word Training Scope and Sequence

Word Training lessons and activities begin with basic phoneme-grapheme correspondences, then progress to digraphs, inflectional endings, consonant blends, vowel teams, and diphthongs in Level 1, and syllable types, prefixes and suffixes, contractions, and Greek and Latin roots in Level 2. The skills are taught through expert and peer video tutorials, which are followed by activities to check understanding and provide practice opportunities.

Unit	1	2	3	4	5	6	
<b>Level 1</b>	Blend, read, and spell words with: <ul style="list-style-type: none"> <li>• -m, -l, -s, -t, /ă/</li> <li>• -p, -f, -c, -n</li> <li>• -b, -r, -j</li> <li>• /ī/, -v, -k</li> </ul>	Blend, read, and spell words with: <ul style="list-style-type: none"> <li>• -g, -w, -d</li> <li>• -h, -ck, plural -s</li> <li>• /û/, -ll</li> <li>• -y, -z, -x</li> </ul>	Blend, read, and spell words with: <ul style="list-style-type: none"> <li>• /ng/, -ing; consonant doubling rule</li> <li>• /ô/</li> <li>• blends st-, sm-, sn-, qu-, sp-, sl-, sk-</li> </ul>	Blend, read, and spell words with: <ul style="list-style-type: none"> <li>• /ě/</li> <li>• -ll, -ss, -ff, -zz ("floss" rule)</li> <li>• past tense -ed</li> <li>• digraphs</li> <li>• inflections</li> </ul>	Blend, read, and spell words with: <ul style="list-style-type: none"> <li>• short vowels in closed syllables</li> <li>• /ô/, /ā/, /û/, /yû/</li> <li>• Vce pattern</li> <li>• digraph sh-</li> </ul>	Blend, read, and spell words with: <ul style="list-style-type: none"> <li>• /ē/</li> <li>• -ee and -ea vowel teams</li> <li>• /ī/</li> <li>• y as /ī/</li> <li>• blends bl-, cl-, fl-, gl-, pl-</li> <li>• digraph ch-</li> </ul>	
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Blend, read, and spell words with:               <ul style="list-style-type: none"> <li>◦ short vowels</li> <li>◦ digraphs and inflectional endings</li> <li>◦ long vowels and silent -e</li> </ul> </li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read and spell words with:               <ul style="list-style-type: none"> <li>◦ consonant blends</li> <li>◦ r-controlled vowels</li> <li>◦ vowel teams and diphthongs</li> <li>◦ soft -c and soft -g</li> </ul> </li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read, and spell:               <ul style="list-style-type: none"> <li>◦ multisyllabic closed syllable words</li> <li>◦ compound words</li> </ul> </li> <li>• Determine syllable stress in multisyllabic words</li> <li>• Divide multisyllabic closed syllable words with doubled consonants</li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read, and spell:               <ul style="list-style-type: none"> <li>◦ multisyllabic words with r-controlled vowels</li> <li>◦ words with prefixes dis-, un-, in-, non-, inter-, and under-</li> <li>◦ contractions with am, is, and are</li> <li>◦ words with digraphs</li> </ul> </li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Anglo-Saxon, Greek, and Latin layers of English and morphemes</li> <li>• Blend, read, and spell:               <ul style="list-style-type: none"> <li>◦ multisyllabic words with open syllables</li> <li>◦ words with prefixes pre-, re-, super- and suffixes -er, -est</li> <li>◦ words with wr-, kn-, gn-, -ch as /k/ and -ph as /f/</li> <li>◦ words with contractions had, have</li> </ul> </li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read, and spell:               <ul style="list-style-type: none"> <li>◦ multisyllabic words with long vowels and silent -e</li> <li>◦ words with suffixes -en and -ed and prefixes anti- and sub-</li> <li>◦ words with plural -s and possessive 's</li> </ul> </li> <li>• Add inflectional endings to word endings in silent -e</li> <li>• Read connected text to build fluency</li> </ul>	

	7	8	9	10	11	12
	<p>Blend, read, and spell words with:</p> <ul style="list-style-type: none"> <li>• -ing, -ang, -ung</li> <li>• /ar/</li> <li>• unvoiced /th/</li> <li>• -oy as /oi/</li> </ul>	<p>Blend, read, and spell words with:</p> <ul style="list-style-type: none"> <li>• -all word family</li> <li>• voiced /th/</li> <li>• blends br-, cr-, gr-, pr-, tr-</li> <li>• -ow as /ou/</li> </ul>	<p>Blend, read, and spell words with:</p> <ul style="list-style-type: none"> <li>• /er/</li> <li>• /ū/ as -oo</li> <li>• /or/</li> <li>• /ō/ as -ow</li> <li>• three sounds of past-tense -ed</li> </ul>	<p>Blend, read, and spell words with:</p> <ul style="list-style-type: none"> <li>• wh-</li> <li>• -aw</li> <li>• -ink, -ank, -onk, -unk</li> <li>• blends -nt, -nd, -mp</li> <li>• plural -es</li> </ul>	<p>Blend, read, and spell words with:</p> <ul style="list-style-type: none"> <li>• -ai, -ay as /ā/</li> <li>• -oa, -ow as /ō/</li> <li>• -ow, -ou as /ou/</li> <li>• -oo as in "book"</li> <li>• blends sw-, tw-</li> </ul>	<p>Blend, read, and spell words with:</p> <ul style="list-style-type: none"> <li>• words with silent -e that are not VCe</li> <li>• soft -c and -g</li> <li>• blends with three consonants</li> </ul>
	<ul style="list-style-type: none"> <li>• Blend, read, and spell: <ul style="list-style-type: none"> <li>◦ multisyllabic words with vowel team syllables</li> <li>◦ words with suffixes -y and -ly and prefixes con- and trans-</li> <li>◦ words with plural -s and possessive 's</li> </ul> </li> <li>• Discuss noun and verb phrases</li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read, spell, and divide multisyllabic words with stable final syllable -Cle</li> <li>• Add inflectional endings to words ending in -le</li> <li>• Identify homophones</li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read, and spell multisyllabic words with: <ul style="list-style-type: none"> <li>◦ Anglo-Saxon suffixes -hood, -ful, -less, -ness, -ish, and -ship</li> <li>◦ Latin suffixes -able, -ible, -al, -ment, -ion, and -ic</li> </ul> </li> <li>• Discuss Latin morphemes</li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read, and spell multisyllabic words with: <ul style="list-style-type: none"> <li>◦ Latin suffixes -ous, -ive, -or, -age, -ure, -ant, -ent, -ance, -ence, -ist, and -ian</li> <li>◦ more than one suffix</li> </ul> </li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss concept of Latin roots</li> <li>• Blend, read, and spell multisyllabic words with: <ul style="list-style-type: none"> <li>◦ Latin roots port, form, rupt, and script/scribe</li> <li>◦ Latin prefixes de- and ex- and suffixes -ation, -ize, and -ary</li> <li>◦ Latin prefixes com-, con-, cor-, col-, and in-, im-, il-, ir-</li> </ul> </li> <li>• Read connected text to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Blend, read, and spell multisyllabic words with: <ul style="list-style-type: none"> <li>◦ Latin roots tract, cept, ject, and spect/spec</li> <li>◦ Latin prefixes contra-/ counter-, ob- and sub- and suffixes -ate and -ity</li> <li>◦ Latin prefixes ad-, af-, ac-, at-, as-, ag-, al-</li> </ul> </li> <li>• Read connected text to build fluency</li> </ul>

# Text Training Level 1 Scope and Sequence

Unit	1	2	3	4	5	6	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nouns and verbs</li> <li>Sentence structure: subject and predicate</li> </ul>	<ul style="list-style-type: none"> <li>Plural nouns</li> <li>Singular possessives</li> <li>Direct objects</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions</li> <li>Prepositional phrases</li> <li>Adverbs</li> <li>Answering adverb questions</li> <li>Direct objects</li> <li>Multiple functions: noun or verb</li> </ul>	<ul style="list-style-type: none"> <li>Multiple functions: noun or verb</li> <li>Adverbs</li> <li>Prepositions</li> <li>Prepositional phrases</li> <li>Adverbial phrases</li> <li>Commas and adverbial phrases</li> <li>Present, past, and future tense</li> </ul>	<ul style="list-style-type: none"> <li>Forms of the verb <i>be</i></li> <li>Present, past, and future tense</li> <li>Present progressive tense</li> <li>Adjectives</li> <li>Inflectional ending -ing</li> <li>Linking verbs</li> <li>Helping verbs</li> </ul>	<ul style="list-style-type: none"> <li>Subject pronouns</li> <li>Present and past tense</li> <li>Inflectional ending -s</li> <li>Possessives</li> <li>Action verbs</li> <li>Linking verbs</li> <li>Adverbs and adjectives</li> <li>Subject-verb agreement</li> <li>Pronoun-antecedent agreement</li> </ul>	
<b>Writing/Sentence Structure</b>	<ul style="list-style-type: none"> <li>Basic punctuation</li> <li>Masterpiece Sentences: Stage 1</li> <li>Write simple sentences</li> <li>Blueprint for writing: main idea</li> <li>IVF topic sentences</li> <li>Summary</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a sentence</li> <li>End punctuation</li> <li>Masterpiece Sentences: Stage 2</li> <li>Write simple sentences</li> <li>Parts of a paragraph</li> <li>Number topic sentence</li> <li>Explanatory sequence paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph structure: topic sentences and supporting details</li> <li>Masterpiece Sentences: Stage 3</li> <li>Write descriptive sentences</li> <li>Turning prompt into topic sentence</li> <li>Supporting detail sentences</li> <li>Write explanatory paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Using elaborations to develop supporting detail sentences</li> <li>Masterpiece Sentences: Stage 3</li> <li>Write descriptive sentences</li> <li>Topic sentence: turn prompt into sentence</li> <li>Write concluding sentences</li> <li>Write explanatory paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Spell words</li> <li>Using elaborations and descriptions in writing</li> <li>Masterpiece Sentences: Stage 4</li> <li>Write descriptive sentences</li> <li>IVF, number, turn prompt topic sentence</li> <li>Write descriptive paragraph</li> <li>Strengthen writing through revising/editing</li> </ul>	<ul style="list-style-type: none"> <li>Spell words</li> <li>Masterpiece Sentences: Stage 5</li> <li>Write descriptive sentences</li> <li>Use reference materials to convey ideas precisely</li> <li>Occasion/position statement topic sentence</li> <li>Write opinion paragraph</li> <li>Strengthen writing through revising/editing</li> </ul>	

	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>Object pronouns</li> <li>Singular and plural pronouns</li> <li>Action verbs and linking verbs</li> <li>Simple subject and complete subject</li> <li>Simple predicate and complete predicate</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating conjunctions</li> <li>Verb phrases</li> <li>Inflectional suffixes</li> <li>Direct objects</li> <li>Predicate nominatives</li> <li>Predicate adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Compound sentences and conjunctions</li> <li>Past, present, and future tense</li> <li>Verb phrases</li> <li>Multiple functions of words: noun, verb, adjective</li> <li>Inflectional endings</li> </ul>	<ul style="list-style-type: none"> <li>Plural possessive nouns</li> <li>Compound sentences with conjunctions</li> <li>Action verbs, linking verbs, helping verbs</li> <li>Direct objects and predicate modifiers</li> <li>Past, present, and future tense</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional ending -es</li> <li>Plural nouns</li> <li>Pronouns</li> <li>Past, present, and future tense</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives: comparative and superlative</li> <li>Conventional order of adjectives</li> <li>Modals: <i>could</i>, <i>would</i>, <i>should</i></li> <li>Conditional tense</li> </ul>
	<ul style="list-style-type: none"> <li>Spell words</li> <li>Punctuation for writing dialogue</li> <li>Masterpiece Sentences: Stage 6</li> <li>Write descriptive sentences</li> <li>Use reference materials to convey ideas precisely</li> <li>Topic sentence and concluding sentence</li> <li>Write compare paragraph</li> <li>Strengthen writing through revising/editing</li> </ul>	<ul style="list-style-type: none"> <li>Spell words</li> <li>Sentence combining: conjunctions</li> <li>Masterpiece Sentences</li> <li>Write complex/compound sentences</li> <li>Use reference materials to convey ideas precisely</li> <li>Turn prompt into topic sentence</li> <li>Write contrast paragraph</li> <li>Strengthen writing through revising/editing</li> </ul>	<ul style="list-style-type: none"> <li>Spell words</li> <li>Masterpiece Sentences (all stages)</li> <li>Write complex/compound sentences</li> <li>Use reference materials to convey ideas precisely</li> <li>Structure of narrative</li> <li>Two-sentence introduction and conclusion</li> <li>Write a narrative</li> <li>Strengthen writing through revising/editing</li> </ul>	<ul style="list-style-type: none"> <li>Spell words</li> <li>Punctuation and capitalization</li> <li>Masterpiece Sentences (all stages)</li> <li>Write descriptive sentences</li> <li>Use reference materials to convey ideas precisely</li> <li>Write a topic sentence</li> <li>Write a constructed response</li> <li>Strengthen writing through revising/editing</li> </ul>	<ul style="list-style-type: none"> <li>Spell words</li> <li>Masterpiece Sentences (all stages)</li> <li>Sentence structure</li> <li>Two-sentence introduction</li> <li>Write a compare and contrast report</li> <li>Strengthen writing through revising/editing</li> </ul>	<ul style="list-style-type: none"> <li>Spell words</li> <li>Masterpiece Sentences (all stages)</li> <li>Develop story starters</li> <li>Write a mythological story</li> <li>Strengthen writing through revising/editing</li> </ul>

# Text Training Level 1 Scope and Sequence

(cont.)

Unit	All	1	2	3	4	5	6	
Comprehension	<ul style="list-style-type: none"> <li>Cite/Quote textual evidence when answering questions and drawing inferences</li> <li>Determine meaning of words and phrases as used in text</li> </ul>	<ul style="list-style-type: none"> <li>Main idea and key details</li> <li>Word fluency</li> <li>Phrase fluency</li> <li>Question words: <i>who, what, when, where</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequence</li> <li>Word fluency</li> <li>Phrase fluency</li> <li>Question words: <i>how, why</i></li> </ul>	<ul style="list-style-type: none"> <li>Main idea and key details</li> <li>Word fluency</li> <li>Phrase fluency</li> <li>Question words</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details</li> <li>Word fluency</li> <li>Phrase fluency</li> <li>Question words</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive details</li> <li>Word fluency</li> <li>Phrase fluency</li> <li>Direction words: <i>state, name, tell, use, define, list</i></li> </ul>	<ul style="list-style-type: none"> <li>Author's point of view</li> <li>Word fluency</li> <li>Phrase fluency</li> <li>Direction words: <i>show, describe, explain, summarize</i></li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>Rate word knowledge</li> <li>Determine the meaning of key vocabulary</li> <li>Use new vocabulary</li> <li>Multiple-meaning words</li> </ul>	<ul style="list-style-type: none"> <li>Categories of words</li> <li>Examples of words</li> <li>Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Antonyms</li> <li>Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Synonyms</li> <li>Semantic map</li> <li>Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Nonexamples of words</li> <li>Synonyms</li> <li>Semantic map</li> <li>Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Related words</li> <li>Attributes of words</li> <li>Literal vs. Nonliteral language</li> <li>Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language</li> <li>Attributes for comparison</li> <li>Verify word knowledge with a dictionary</li> </ul>	

	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>• Elements of poetry</li> <li>• Figurative language</li> <li>• Compare and contrast</li> <li>• Word fluency</li> <li>• Sentence fluency</li> <li>• Direction words: <i>categorize, infer, relate, interpret, compare</i></li> </ul>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Figurative language</li> <li>• Compare and contrast</li> <li>• Word fluency</li> <li>• Sentence fluency</li> <li>• Direction words: <i>draw conclusions, contrast, differentiate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Story elements</li> <li>• Genres</li> <li>• Character point of view vs. Personal point of view</li> <li>• Word fluency</li> <li>• Sentence fluency</li> <li>• Direction words: <i>assess, determine, cite evidence</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using text features</li> <li>• Word fluency</li> <li>• Sentence fluency</li> <li>• Direction words: <i>connect, analyze, evaluate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using text features</li> <li>• Compare and contrast text structure</li> <li>• Compare and contrast</li> <li>• Word fluency</li> <li>• Sentence fluency</li> <li>• Direction words: <i>apply, create, prove</i></li> </ul>	<ul style="list-style-type: none"> <li>• Elements of myths</li> <li>• Figurative language</li> <li>• Story elements</li> <li>• Character point of view vs. Personal point of view</li> <li>• Word fluency</li> <li>• Sentence fluency</li> <li>• Direction words</li> </ul>
	<ul style="list-style-type: none"> <li>• Similes</li> <li>• Compound words</li> <li>• Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Metaphors</li> <li>• Homophones</li> <li>• Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Metaphors and similes</li> <li>• Antonym analogies</li> <li>• Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Metaphors and similes</li> <li>• Synonym analogies</li> <li>• Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Idioms</li> <li>• Analogies</li> <li>• Depth of word knowledge</li> <li>• Verify word knowledge with a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple-meaning words</li> <li>• Proverbs</li> <li>• Depth of word knowledge</li> <li>• Verify word knowledge with a dictionary</li> </ul>

# Text Training Level 1 Scope and Sequence *(cont.)*

Online Practice		<ul style="list-style-type: none"> <li>• Nouns and verbs</li> <li>• Basic Punctuation</li> <li>• Short i</li> <li>• Initial Consonants</li> <li>• Phonemes /b/, /v/, /f/</li> <li>• Phoneme /k/</li> <li>• Short a and i</li> <li>• Consonant Phonemes</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Subject and Predicate</li> <li>• Topic Sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Plural -s and Possessive Nouns</li> <li>• Singular possessives</li> <li>• Direct objects</li> <li>• Antonyms</li> <li>• Short u</li> <li>• Phoneme /z/</li> <li>• Initial Phonemes /g/ and /d/</li> <li>• Initial Phonemes /w/, /h/, /d/, /g/</li> <li>• Phonemes /l/, /k/, /y/, /k/s/</li> <li>• Sentences and Phrases</li> <li>• Ending Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Adverbs</li> <li>• Synonyms</li> <li>• Punctuation for effect</li> <li>• Multiple functions: noun or verb</li> <li>• Short o</li> <li>• Final sounds ng and g</li> <li>• Consonant Blends sm, sn, sl</li> <li>• Blend /kw/</li> <li>• Consonant Blends st, sp, sk</li> <li>• Consonant Doubling</li> <li>• Direct Objects</li> <li>• Questioning</li> <li>• Adverbs and Adverbial Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Adverbial phrases</li> <li>• Nonexamples</li> <li>• Short e</li> <li>• FLOSS</li> <li>• Word Ending -ed</li> <li>• Inflectional Endings</li> <li>• Digraphs</li> <li>• Inflectional Endings</li> <li>• Prepositional Phrases</li> <li>• Verb Tenses</li> <li>• Nouns and Verbs</li> <li>• Comma Usage</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Inflectional endings</li> <li>• Linking verbs</li> <li>• Helping verbs</li> <li>• Phonemes long a and long o</li> <li>• Sound yu</li> <li>• VCe Words</li> <li>• Spell sh Words</li> <li>• Closed Syllable Vowels</li> <li>• VCe Words</li> <li>• Long Vowels</li> <li>• Verb Forms be</li> <li>• Progressive Tense</li> <li>• Verb Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Subject-Verb Agreement</li> <li>• Plural and possessive nouns</li> <li>• Action and linking verbs</li> <li>• Adjectives</li> <li>• Masterpiece Sentences</li> <li>• Long e</li> <li>• Consonant Blends bl and cl</li> <li>• Consonant Blends gl, pl, fl</li> <li>• Voiced and Unvoiced Sounds</li> <li>• Long i</li> <li>• Pronouns</li> </ul>	

<ul style="list-style-type: none"> <li>• Object pronouns</li> <li>• Similes</li> <li>• Action verbs and linking verbs</li> <li>• Simple subject and complete subject</li> <li>• Simple predicate and complete predicate</li> <li>• Using irregular verbs</li> <li>• Masterpiece Sentences</li> <li>• Irregular Verbs</li> <li>• Unvoiced th</li> <li>• Initial Phonemes /th/ and /f/</li> <li>• Phonemes oi and Long o</li> <li>• y as long i, /oi/, or /y/</li> <li>• Phoneme ng</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuating dialogue</li> <li>• Coordinating conjunctions</li> <li>• Metaphors</li> <li>• Direct objects, predicate nominatives, predicate adjectives</li> <li>• Reciprocal pronouns</li> <li>• Spelling irregular verbs</li> <li>• Masterpiece Sentences</li> <li>• Rhyme Pattern -all</li> <li>• Voiced and Unvoiced th</li> <li>• Phoneme /ou/ as pw</li> <li>• Consonant Blends dr and j</li> <li>• Consonant Blends fr, tr, and gr</li> <li>• Consonant Blends be, cr and pr</li> <li>• Consonant r blends</li> </ul>	<ul style="list-style-type: none"> <li>• Metaphors and similes</li> <li>• Future tense</li> <li>• Verb phrases</li> <li>• Multiple functions of words</li> <li>• Inflectional endings</li> <li>• Correcting capitalization and punctuation</li> <li>• Masterpiece Sentences</li> <li>• Words with -er</li> <li>• R-controlled Vowels or</li> <li>• Long u as oo</li> <li>• Long o</li> <li>• Words Ending with -ed</li> <li>• R-controlled Vowels</li> <li>• Multifunction Words</li> </ul>	<ul style="list-style-type: none"> <li>• Plural possessive nouns</li> <li>• Coordinating conjunctions</li> <li>• Action verbs and linking verbs</li> <li>• Direct objects and predicate modifiers</li> <li>• Be verbs</li> <li>• Correcting capitalization and punctuation</li> <li>• Masterpiece Sentences</li> <li>• Digraph wh</li> <li>• Plurals -s and -es</li> <li>• Phoneme /aw/</li> <li>• Word Patterns nk</li> <li>• Blends nt, nd and mp</li> <li>• Consonant Blends</li> <li>• Verb Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Idioms</li> <li>• Analogies</li> <li>• Subject and object pronouns</li> <li>• Verb tenses</li> <li>• Irregular plural nouns</li> <li>• Correcting capitalization and punctuation</li> <li>• Masterpiece Sentences</li> <li>• Long u as oo</li> <li>• Long a as ai and ay</li> <li>• Long a</li> <li>• Initial Blends sw and tw</li> <li>• Long o</li> <li>• Verb Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Comparatives and superlatives</li> <li>• Analogies</li> <li>• Modals: could, would, should</li> <li>• Collective nouns</li> <li>• Irregular plural nouns</li> <li>• Correcting capitalization and punctuation</li> <li>• Masterpiece Sentences</li> <li>• Non-VCe Silent e Words</li> <li>• Soft and Hards c</li> <li>• Soft and Hard g</li> <li>• Consonant Blends</li> <li>• Conditional and Modal Verbs</li> <li>• Adjective Order</li> </ul>
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# Text Training Level 2 Scope and Sequence

Unit	1	2	3	4	5	6	
Grammar	<ul style="list-style-type: none"> <li>• Nouns (singular, plural, possessive)</li> <li>• Pronouns</li> <li>• Verbs (action/ linking)</li> <li>• Past and present tense verbs</li> <li>• Noun/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns (concrete vs. abstract; common vs. proper; singular vs. plural)</li> <li>• Pronouns (subject/ object/ possessive)</li> <li>• Action verbs vs. linking verbs</li> <li>• Verb tenses</li> <li>• Adverbs</li> <li>• Prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Comparative/ superlative</li> <li>• Consecutive adjectives and comma usage</li> </ul>	<ul style="list-style-type: none"> <li>• Progressive tense verbs (past/present)</li> <li>• Linking vs. helping verb (verb phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Noun functions: direct object, object of preposition, predicate noun</li> <li>• Coordinating conjunctions in compound subject, compound predicate, and compound object</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs (action, linking, helping)</li> <li>• Future tense verbs</li> <li>• Future progressive tense verbs</li> <li>• Coordinating conjunctions in compound sentences</li> </ul>	

	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>• Phrase vs. clause</li> <li>• Subordinating conjunctions</li> <li>• Dependent vs. independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the apostrophe</li> <li>• Pronouns and antecedents</li> <li>• Relative pronouns</li> <li>• Relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Noun/adjective/adverb clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds</li> <li>• Participles</li> <li>• Multiple functions of words</li> <li>• Transitive vs. intransitive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Participial phrases</li> <li>• Participial phrases vs. prepositional phrases</li> <li>• Appositives</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasal verbs</li> <li>• Phrasal verbs vs. prepositional phrases</li> <li>• Verbs: <i>be, have, do</i></li> </ul>

# Text Training Level 2 Scope and Sequence

(cont.)

Unit	1	2	3	4	5	6
Writing/Sentence Structure	<ul style="list-style-type: none"> <li>• Basic sentence structure</li> <li>• Masterpiece Sentences: Stage 1</li> <li>• Write simple sentences</li> <li>• Simple subject/predicate</li> <li>• Subject-verb agreement</li> <li>• Basic punctuation (including capitalizing proper nouns)</li> <li>• Use setting and character development to write a letter from a character</li> <li>• Topic sentence development</li> <li>• Write a summary with well-developed topic sentence and concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Masterpiece Sentences: Stages 1–3</li> <li>• Write descriptive sentences</li> <li>• Complete subject/predicate</li> <li>• Rewriting with pronouns</li> <li>• Commas with adverb phrases</li> <li>• Simple vs. Complete subject/predicate</li> <li>• Write a character description</li> <li>• Rewrite a poem from your point of view/perspective; recite poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Masterpiece Sentences: Stages 1–4</li> <li>• Write descriptive sentences</li> <li>• Parts of a paragraph</li> <li>• Compare self to literary character</li> <li>• Write explanatory paragraph to prove a position</li> </ul>	<ul style="list-style-type: none"> <li>• Masterpiece Sentences: Stages 1–5</li> <li>• Write descriptive sentences</li> <li>• Use reference materials to choose precise language</li> <li>• Punctuation</li> <li>• Use inferences to write a journal entry from point of view of character</li> <li>• Write a time-order paragraph with transition words</li> </ul>	<ul style="list-style-type: none"> <li>• Masterpiece Sentences: Stages 1–6</li> <li>• Write descriptive sentences</li> <li>• Use reference materials to choose precise language</li> <li>• Edit/revise sentences to strengthen writing</li> <li>• Sentences with compound subject, compound predicate, and compound object</li> <li>• Write a descriptive paragraph about a real person—character traits</li> <li>• Write a paragraph to compare and contrast one author's presentation of events with that of another author's using transition words</li> </ul>	<ul style="list-style-type: none"> <li>• Masterpiece Sentences with compound sentences</li> <li>• Write compound/complex sentences</li> <li>• Use reference materials to choose precise language</li> <li>• Edit/revise sentences to strengthen writing</li> <li>• Punctuation in compound sentences</li> <li>• Write an analysis of how ideas and events influence an individual and how an individual influences ideas and events</li> <li>• Write a multiparagraph essay about the impact of media using a well-developed thesis statement</li> </ul>

	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>• Fragment vs. complete sentence</li> <li>• Commas with subordinating clauses</li> <li>• Use a plot summary to write a narrative from an animal's point of view</li> <li>• Write a persuasive argument essay</li> </ul>	<ul style="list-style-type: none"> <li>• Masterpiece Sentences painting subject with relative clauses</li> <li>• Write compound/complex sentences</li> <li>• Use reference materials to choose precise language</li> <li>• Edit/revise sentences to strengthen writing</li> <li>• Punctuation in compound sentences</li> <li>• Complex sentences</li> <li>• Write an analysis of foreshadowing in literature</li> <li>• Write a contrast essay on authors' point of view of a topic across cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Active/passive voice</li> <li>• Write a persuasive argument in defense of a criminal</li> <li>• Rewrite a scene from a graphic novel as a narrative, using proper punctuation and accurate word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Transitive vs. intransitive verbs</li> <li>• Write an argumentative letter in response to policy changes</li> <li>• Write a short story with all necessary story elements</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb agreement</li> <li>• Combine sentences with appositives</li> <li>• Write a persuasive essay on arranged marriages</li> <li>• Write a compare and contrast essay on authors' point of view of topic across cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of negatives in writing</li> <li>• Correct double negatives</li> <li>• Write a descriptive essay about character relations in literature</li> <li>• Write a character analysis essay using text evidence; compare characters to self</li> </ul>

# Text Training Level 2 Scope and Sequence

(cont.)

Unit	All	1	2	3	4	5	6
Comprehension	<ul style="list-style-type: none"> <li>• Cite/Quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases as used in text</li> </ul>	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Story elements</li> <li>• Compare text to film version</li> <li>• Question words: <i>who, what, when, where</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formal vs. Informal language in literature</li> <li>• Impact of author's word choice/ tone</li> <li>• Interactions of story elements</li> <li>• Elements of poetry</li> <li>• Compare reading poem to listening to poem</li> <li>• Question words: <i>how, why</i></li> <li>• Direction words: <i>use, describe, explain, tell</i></li> </ul>	<ul style="list-style-type: none"> <li>• Interactions of story elements</li> <li>• Plot development</li> <li>• Elements of a drama</li> <li>• Compare original historical work to fictional adaptation</li> <li>• Compare text to film version</li> <li>• Compare reading a play to listening to a play</li> <li>• Objective summary</li> <li>• Direction words: <i>define, report, compare, interpret</i></li> </ul>	<ul style="list-style-type: none"> <li>• Structure used to organize text</li> <li>• Main idea/ central idea</li> <li>• Objective summary</li> <li>• Analyze texts from different cultures and the approach to a similar central idea or theme</li> <li>• Determine how the values and beliefs of characters are affected by the historical and cultural setting</li> <li>• Literary point of view</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrase as used in text</li> <li>• Direction words: <i>identify, inter, summarize, contrast</i></li> </ul>	<ul style="list-style-type: none"> <li>• Main idea/ central idea</li> <li>• Objective summary</li> <li>• Analyze the effect a person has on events</li> <li>• Distinguish between authors' points of view on same topic</li> <li>• Compare and contrast two portrayals of a historical account</li> <li>• Subjective point of view vs. Objective point of view</li> <li>• Impact of perspective and mood</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases as used in text</li> <li>• Direction words: <i>paraphrase, determine, create, delineate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sequence historical events</li> <li>• Evaluate the effectiveness of a speaker's craft and use of strategies in a speech</li> <li>• Compare text to multimedia version</li> <li>• Identify claims and distinguish between those supported with evidence and those not supported with evidence</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases used in text</li> <li>• Direction words: <i>evaluate, distinguish, assess, analyze</i></li> </ul>

	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>• Interaction of story elements</li> <li>• Plot development</li> <li>• Shifts in literary points of view</li> <li>• Interpret information presented visually</li> <li>• Objective summary</li> <li>• Identify evidence used to support claims</li> <li>• Analyze claims and counterclaims</li> <li>• Subjective point of view cs. Objective point of view</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases used in text</li> <li>• Direction words: <i>synthesize, clarify, present, prove</i></li> </ul>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Objective summary</li> <li>• Evaluate an author's point of view on a topic</li> <li>• Point of view/ shifts in point of view</li> <li>• Compare reading text to listening to text</li> <li>• Treatment of topic across texts and cultures</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases used in text</li> <li>• Direction words: <i>integrate, trace, evaluate, summarize</i></li> </ul>	<ul style="list-style-type: none"> <li>• Objective summary</li> <li>• Interpret visual text features</li> <li>• Analyze an artist's visual interpretation of text</li> <li>• Effect of visual elements on a story</li> <li>• Analyze how an adapted word of fiction stays true to the original version</li> <li>• Integrate information from both literary and informational text on the same topic to answer questions</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases used in text</li> <li>• Direction words: <i>analyze, relate, differentiate, assess</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast authors' presentations of a topic</li> <li>• Trace and evaluate an argument</li> <li>• Identify supported and unsupported claims of an author</li> <li>• Use personal experience in support of an author's claim</li> <li>• Develop claims and counterclaims to an argument</li> <li>• Objective summary</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases used in text</li> <li>• Direction words: <i>clarify, develop and argument, prove, support</i></li> </ul>	<ul style="list-style-type: none"> <li>• Interaction of story elements</li> <li>• Compare and contrast ideas across texts and cultures</li> <li>• Character point of view across multiple texts</li> <li>• Objective summary</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases as used in text</li> <li>• Direction words: <i>compare, contrast, cite evidence, demonstrate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Story elements</li> <li>• Literary allusions</li> <li>• Identify how chapters build on one another</li> <li>• Character development</li> <li>• How character point of view creates suspense</li> <li>• How character development affects point</li> <li>• Cite/quote textual evidence when answering questions and drawing inferences</li> <li>• Determine meaning of words and phrases as used in text</li> <li>• Direction words: <i>connect, illustrate, synthesize, assess</i></li> </ul>

# Text Training Level 2 Scope and Sequence *(cont.)*

Unit	1	2	3	4	5	6	
Vocabulary	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	

Online Practice	<ul style="list-style-type: none"> <li>• Nouns and verbs</li> <li>• Action verbs vs. linking verbs</li> <li>• Singular and plural nouns</li> <li>• Past and present tense verbs</li> <li>• Pronouns</li> <li>• Inflectional endings</li> <li>• Correcting punctuation and capitalization</li> <li>• Vocabulary</li> <li>• Short Vowels</li> <li>• Digraphs</li> <li>• VCe Words</li> <li>• Long Vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization and proper nouns</li> <li>• Plural and possessive -s</li> <li>• Action verbs vs. linking verbs</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Singular and plural pronouns</li> <li>• Confusing words</li> <li>• Abstract nouns</li> <li>• Vocabulary</li> <li>• Long e</li> <li>• Vowel Teams oo, oa, ow</li> <li>• Vowel Teams ai, ay, aw, and au</li> <li>• Diphthongs</li> <li>• Soft c and g</li> </ul>	<ul style="list-style-type: none"> <li>• Subject and predicate</li> <li>• Singular and plural pronouns</li> <li>• Adjectives</li> <li>• Prepositional phrases</li> <li>• Pronouns</li> <li>• Formal vs. informal language</li> <li>• Confusing words</li> <li>• Derivations</li> <li>• Abstract nouns</li> <li>• Unknown and multiple-meaning words</li> <li>• Vocabulary</li> <li>• Syllabication</li> <li>• Stressed Syllables</li> <li>• Syllables with Schwa</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns, verbs, and adjectives</li> <li>• Comparatives and superlatives</li> <li>• Formal vs. informal language</li> <li>• Prepositional phrases</li> <li>• Misplaced and dangling modifiers</li> <li>• Coordinate and consecutive modifiers</li> <li>• Derivatives</li> <li>• Unknown and multiple-meaning words</li> <li>• Identifying shades of meaning</li> <li>• Using shades of meaning</li> <li>• Vocabulary</li> <li>• Prefixes</li> <li>• Contractions</li> <li>• Digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Action, helping, and linking verbs</li> <li>• Verb tenses</li> <li>• Coordinating conjunctions</li> <li>• Confusing words</li> <li>• <i>To be</i> verbs</li> <li>• Derivatives</li> <li>• Similes</li> <li>• Misplaced modifiers</li> <li>• Dangling modifiers</li> <li>• Standard and nonstandard English</li> <li>• Vocabulary</li> <li>• Prefixes and Suffixes</li> <li>• Contractions with have</li> <li>• Digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of nouns</li> <li>• Coordinating conjunctions</li> <li>• Formal vs. informal language</li> <li>• Verb tenses</li> <li>• Verb moods</li> <li>• Derivatives</li> <li>• Confusing words</li> <li>• Extended similes</li> <li>• Correcting nonstandard usage</li> <li>• Masterpiece Sentences</li> <li>• Vocabulary</li> <li>• VCe Endings</li> <li>• Plurals and Possessives</li> <li>• Prefixes and Suffixes</li> </ul>	
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	7	8	9	10	11	12
	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Rate word knowledge</li> <li>• Determine the meaning of key vocabulary</li> <li>• Use new vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>• Phrases and clauses</li> <li>• Dependent and independent clauses</li> <li>• Coordinating conjunctions</li> <li>• Action, linking, helping, to be verbs</li> <li>• Subordinating conjunctions</li> <li>• Punctuation</li> <li>• Conjunctive adverbs</li> <li>• Confusing words</li> <li>• Metaphors</li> <li>• Masterpiece Sentences</li> <li>• Vocabulary</li> <li>• Suffixes -y and -ly</li> <li>• Prefixes</li> <li>• Multisyllabic Words</li> <li>• Inflectional Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Vague pronoun references</li> <li>• Indefinite pronouns</li> <li>• Interrogative relative pronouns</li> <li>• Relative adverbs</li> <li>• Commas and semicolons</li> <li>• Contractions and possessives</li> <li>• Dependent and independent clauses</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Derivatives</li> <li>• Analogies</li> <li>• Shifts in verb mood</li> <li>• Masterpiece Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent clauses</li> <li>• Active vs. passive voice</li> <li>• Contractions and possessives</li> <li>• Sentence fragments</li> <li>• Ellipses</li> <li>• Confusing words</li> <li>• Dialogue</li> <li>• Derivatives</li> <li>• Idioms, proverbs, and adages</li> <li>• Interrogative relative pronouns</li> <li>• Relative adverbs</li> <li>• Correcting pronouns and verb tense</li> <li>• Masterpiece Sentences</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds</li> <li>• Past and present participles</li> <li>• Transitive vs. intransitive verbs</li> <li>• Active and passive voice</li> <li>• Sentence fragments</li> <li>• Noncount nouns</li> <li>• Derivatives</li> <li>• Analogies</li> <li>• Shifts in verb voice</li> <li>• Conjunctions, prepositions, and interjections</li> <li>• Correcting punctuation</li> <li>• Correcting pronouns and verb tense</li> <li>• Masterpiece Sentences</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Participial phrases</li> <li>• Appositives</li> <li>• Punctuation</li> <li>• Subject/verb agreement</li> <li>• <i>To be</i> verbs</li> <li>• Conjunctive adverbs</li> <li>• Derivatives</li> <li>• Puns, hyperboles, aphorisms</li> <li>• Gerunds, participles, and infinitives</li> <li>• Active and passive voice</li> <li>• Correcting pronouns and verb tense</li> <li>• Masterpiece Sentences</li> <li>• Vocabulary</li> <li>• Root Words</li> <li>• Prefixes</li> <li>• Suffixes, Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasal verbs: <i>be, do, have</i></li> <li>• Double negatives</li> <li>• Punctuation</li> <li>• Sentence fragments</li> <li>• Parentheses</li> <li>• Active and passive voice</li> <li>• Confusing words</li> <li>• Foreign words</li> <li>• Analogies</li> <li>• Sentence components</li> <li>• Masterpiece Sentences</li> <li>• Vocabulary</li> <li>• Suffix -ate</li> <li>• Suffix -ject</li> <li>• Affixes and Root Words</li> </ul>