



LANGUAGE! *Live* and the Science of Reading



From Research to Reading
(Grades 5–12)



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What is the Science of Reading?

The science of reading is evidence from the accumulation of five decades of research on reading acquisition and instruction that has been conducted using gold-standard methodologies. This evidence has:

- **Established our understanding of how students learn to read**
- **Identified effective instructional practices**
- **Clarified instruction for students who have difficulty learning to read**

The science of reading is the only proven way to ensure students can become proficient readers and learners across the curriculum. Applied through Structured Literacy, instruction aligned with the science of reading benefits all students and is essential for those with reading difficulties.



Dr. Louisa Moats, Ed.D.
AUTHOR • LITERACY EXPERT



Science of Reading-Based Literacy Intervention

LANGUAGE! Live[®] is a comprehensive literacy intervention for students in grades 5–12 that practically applies research about literacy and adolescent learning within a systematic and effective program. By using a blended approach, *LANGUAGE! Live* instruction simultaneously reinforces the literacy foundations that students need while strategically engaging students with authentic text to accelerate them to grade-level proficiency.

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



**WATCH THE
EDVIEW360 WEBINAR**

Positive Approaches to Literacy for Older Readers

Learn why specific, systematic instruction aligned to the science of reading is needed to create positive outcomes for older readers.

WATCH NOW →

How does *LANGUAGE! Live* align to the science of reading?

LITERACY COMPONENT

Phonology

The sound system of language is known as phonology

Morphology

The study of morphemes, or meaningful units of words, is known as morphology

Orthography

The writing system of language is known as orthography

THE SCIENCE OF READING SAYS

Phonological and phonemic awareness are necessary components in learning to read and are predictive of reading success. Knowledge of morphemes facilitates decoding and provides a springboard for vocabulary development. Morphology bridges the gap between alphabetic reading (i.e., word-level reading) and comprehension.

Proficient reading comprehension relies on automatic associations of sounds and letters. Well-supported by research, instruction that matches sounds to letters or groups of letters—phonics—develops accurate decoding and spelling skills.

WHAT *LANGUAGE! LIVE* DOES

In 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 identification, and morpheme understanding. 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.

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).

LITERACY COMPONENT

THE SCIENCE OF READING SAYS

WHAT *LANGUAGE! LIVE* DOES

Semantics

The meanings of words and the relationships of words are referred to as semantics

As the primary goals of reading and writing are determining and communicating meaning, it is important for students to understand the meanings or shades of meanings of words.

Vocabulary Checkpoints check students' acquisition of new word knowledge.

Before each text reading in *LANGUAGE! Live*, students rate their familiarity with key vocabulary central to gaining meaning from the text to be read. Then, teachers focus on the most important words by pronouncing, explaining, and using them in several sentences.

Pragmatics

The rules of conversation or discussion and the use of language in a particular context are referred to as pragmatics

When taught explicitly and systematically, pragmatics facilitates the social use of language, fluent reading, and comprehension.

Fluency Checks that include teacher-reviewed student recordings measure students' fluency progress. End-of-Unit assessments measure words, phrases, sentences, and connected text read correctly.

Syntax

Syntax refers to the order and relationships of words in sentences as well as the structure of sentences in oral and written language

When taught explicitly and systematically, syntax facilitates the social use of language, fluent reading, and comprehension.

End-of-Unit assessments measure words, phrases, sentences, and connected text read correctly.

The online portion of *LANGUAGE! Live* allows students to work at their own pace; receive immediate, corrective feedback; listen to their own voices and compare them to a model; and receive reinforcement for every success. Concepts ranging from understanding consonant voicing to distinguishing Latin roots are presented in clever, entertaining skits viewed on the computer.



**LISTEN TO THE
EDVIEW360 PODCAST**

**The Power of Print:
Inspiring Classroom
Discussion and Motivation**

LISTEN NOW →



The Principles of Structured Literacy: How *LANGUAGE! Live* Does It

1

EXPLICIT

Explicit means that concepts and skills are **directly taught and practiced**.

In *LANGUAGE! Live*, students learn skills and concepts explicitly through **clear models and targeted practice**.

2

SYSTEMATIC

Systematic refers to a logically ordered presentation of concepts and skills that **progresses from simple to complex**.

The *LANGUAGE! Live* scope and sequence follows a **developmental sequence** and orders the concepts and skills that are to be taught from simple to complex.

3

CUMULATIVE

Cumulative indicates **new learning is built on prior learning**. In *LANGUAGE! Live*, as foundational concepts and skills are taught and practiced to automaticity, **students' knowledge continuously increases** through the introduction of more complex concepts and skills.

4

DIAGNOSTIC & RESPONSIVE

Diagnostic and Responsive signify that **students' instructional needs are identified**, and instruction is designed accordingly. In *LANGUAGE! Live*, **students' progress is frequently monitored, with adjustments to instruction** made as needed.



Putting the **Science of Reading** into Practice with *LANGUAGE! Live*

LANGUAGE! Live supports secondary teachers with the science to teach reading effectively, everything from phonics and grammar to comprehension and writing. It includes reliable, effective measures to assist in planning instruction, determining grouping strategy, differentiating instruction, and measuring effectiveness through progress monitoring.





LANGUAGE! Live[®]

Intensive Literacy Intervention

LANGUAGE! Live is a literacy solution designed for adolescents in grades 5–12. It is a **comprehensive, evidence-based reading intervention that weaves together foundational skills and complex text with strategic thinking** to accelerate students to grade-level proficiency.

Learn more at
voyagersopris.com/languagelive

