Language for Thinking

As implied by its title, *Language for Thinking* focuses on the reasoning and critical-thinking skills that are necessary for success in school. Building on the vocabulary and concepts introduced in *Language for Learning,* the program introduces many new tracks that teach students how to solve problems, follow complex instructions, and understand detailed narratives.

The general format of both programs is similar, but the activities in *Language for Thinking* are more complex and require more independent work from students. You begin each lesson in *Language for Thinking* by presenting exercises from the Presentation Book. But instead of pointing to pictures in your book, you have students refer to their own Picture Books. Students also complete daily activities in their Workbooks. Some of these activities involve both written work and picture tasks.

Language for Thinking can be used with the following students:

- Students who have completed, or almost completed, *Language for Learning*
- Students in first- and second-grade classrooms who need explicit language instruction
- Students who have trouble comprehending what they read
- Primary-school students in Title I or special education programs
- Older students in speech-correction and language classes

Language for Thinking can also be used with intermediate, early advanced, and advanced ELL students. These students will benefit because the program is designed so they

- respond in English using expanded vocabulary and descriptive words to develop comprehension skills.
- use instructional language with greater accuracy.
- apply new vocabulary and background knowledge to comprehension activities.

Program Materials

The main materials for *Language for Thinking* are the Presentation Books, the Teacher's Guide, the student Picture Book, and the Workbook. Additional materials are available as well.

Presentation Books

The Presentation Books contain the daily lessons you present to students along with directions for the Workbook activities. Each Presentation Book contains a range of lessons, as follows:

Book A	Lessons 1–50
Book B	Lessons 51–100
Book C	Lessons 101–150

Teacher's Guide

The Teacher's Guide explains how to use the materials and how to implement the program in your classroom. The guide also summarizes the contents of the program and describes useful teaching techniques. In addition, it provides specific correction procedures for many of the exercises that appear in the daily lessons.

Additional contents of the guide include

- the Entry Test (the results determine which students should be placed in the program).
- two complete lessons (to be used as practice lessons during staff-development sessions).
- two blackline masters for parent letters to be sent home during the year.

Picture Book

The Picture Book is used in each daily lesson. It functions as a student textbook that has only pictures. You direct students to identify specific pictures and to use them for inferring information or drawing conclusions. Each student needs a Picture Book.

Workbook

The Workbook contains written activities that students complete during each daily lesson. Each student in the class needs a Workbook. Some Workbook activities are done under your direction, and some are done as independent seat work.

Additional Materials

Assessment Handbook. This handbook contains fifteen program assessments (one after every tenth lesson) that allow you to monitor each student's understanding of the contents of the program. The assessments also evaluate each student's language production. The Assessment Handbook is used in conjunction with the Assessment Picture Book.

Behavioral Objectives Booklet. This booklet lists the language concepts and thinking skills taught in the program, along with the behavioral goals to be achieved by individual students.

Skills Profile Folder. This folder provides a convenient way for you to record the dates individual students master specific skills.

Answer Key. This key provides answers to the Workbook lessons.

Program Contents

As shown by the Scope and Sequence Chart on the next page, *Language for Thinking* contains seven groups of tracks, each of which teaches a related set of language concepts and thinking skills. Exercises from a particular group of tracks occur repeatedly over a span of lessons.

Review Lessons

The Review exercises in the first ten lessons provide an intensive review of major tracks from the last part of *Language for Learning.* The review lessons are especially important for three groups of students:

- First- or second-grade students who completed *Language for Learning* at the end of spring semester and are beginning *Language for Thinking* in the fall semester
- First- or second-grade students who did not quite complete the lessons in *Language for Learning*
- First- or second-grade students, as well as older students, who have not had *Language for Learning* but pass the *Language for Thinking* Entry Test
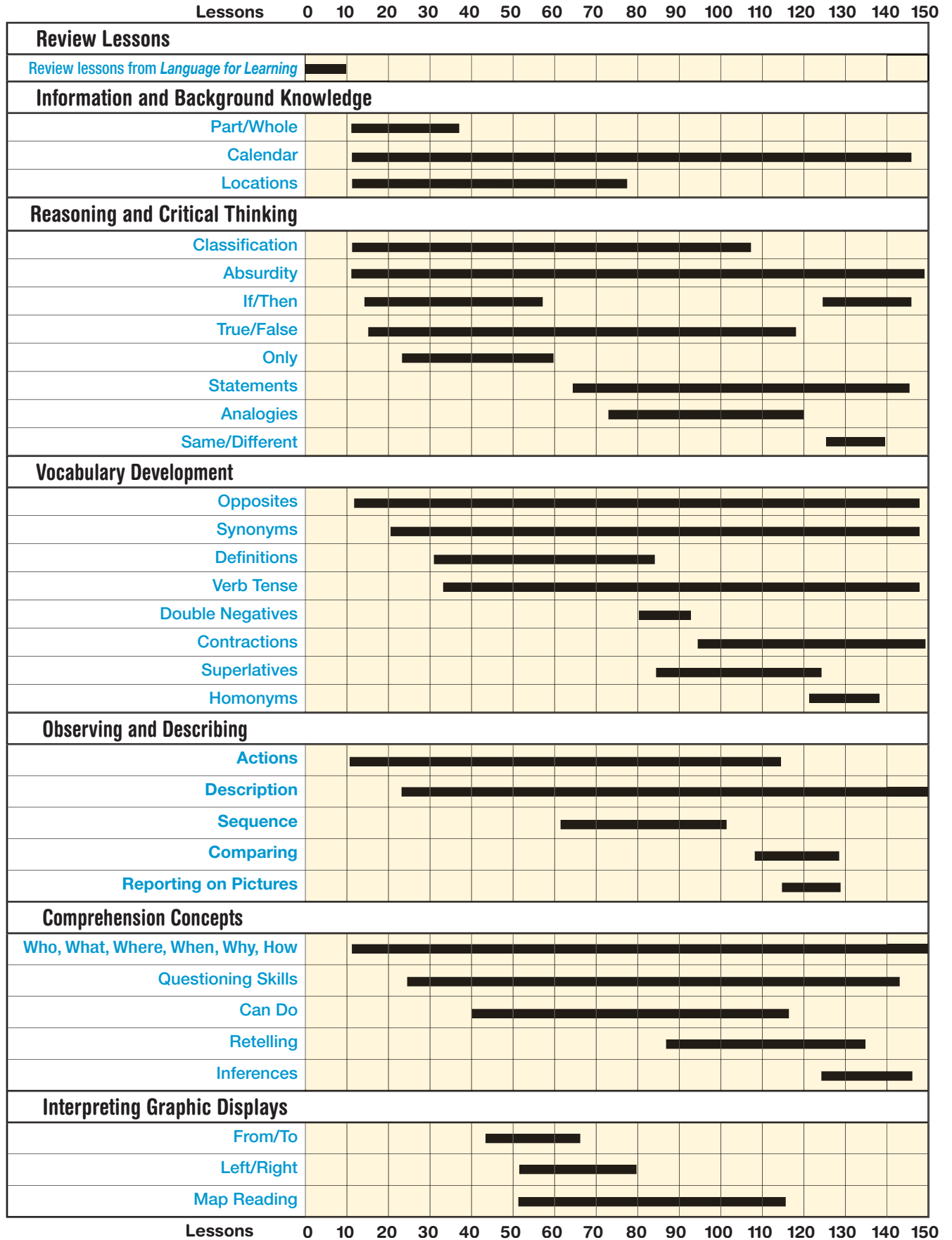
Students in the Fast Cycle sequence (see page 41) who finish *Language for Learning* in the middle of the school year and go directly into *Language for Thinking* do not need the review lessons. These students can begin *Language for Thinking* at lesson 11.

Information and Background Knowledge

In the Information and Background Knowledge exercises, students acquire basic information about the world. They learn the names of common objects and their parts, the relationship between these objects and their parts, and the functions of these parts.

They also learn the meanings of *yesterday, today,* and *tomorrow;* how to locate and interpret dates on a calendar; and how to write the days of the week and the months and seasons of the year. Finally, they learn about specific locations—such as parks, jungles, and beaches—and the names of common landforms, such as hills, mountains, valleys, lakes, and rivers.

Language for Thinking Scope and Sequence

Chart showing lesson ranges (scale 0–150) for each skill.

Review Lessons
Skill	Lesson Range
Review lessons from *Language for Learning*	0–10

Information and Background Knowledge
Skill	Lesson Range
Part/Whole	~12–38
Calendar	~13–146
Locations	~13–78

Reasoning and Critical Thinking
Skill	Lesson Range
Classification	~13–108
Absurdity	~13–148
If/Then	~18–58, ~125–145
True/False	~15–118
Only	~25–60
Statements	~67–146
Analogies	~75–120
Same/Different	~125–140

Vocabulary Development
Skill	Lesson Range
Opposites	~12–148
Synonyms	~25–148
Definitions	~33–85
Verb Tense	~32–148
Double Negatives	~80–93
Contractions	~95–148
Superlatives	~85–125
Homonyms	~125–138

Observing and Describing
Skill	Lesson Range
Actions	~12–115
Description	~25–148
Sequence	~65–102
Comparing	~110–130
Reporting on Pictures	~115–130

Comprehension Concepts
Skill	Lesson Range
Who, What, Where, When, Why, How	~12–148
Questioning Skills	~25–143
Can Do	~42–117
Retelling	~88–135
Inferences	~125–145

Interpreting Graphic Displays
Skill	Lesson Range
From/To	~45–67
Left/Right	~52–80
Map Reading	~52–117

Reasoning and Critical Thinking

In the Reasoning and Critical Thinking exercises, students learn how to solve problems and how to follow complex instructions. They explore the relationship between larger and smaller classes of objects, and they determine how objects in a class are the same. They identify incongruities and inconsistencies, and they explain causal relationships by using *if/then* statements. They also learn the meanings of *true, false,* and *only.* Finally, they describe analogous relationships and the ways in which objects are the *same* or *different.*

Vocabulary Development

In the Vocabulary Development exercises, students not only learn many new words but also learn what they can do with those words. Students learn to

- name and recognize pairs of words that are opposites.
- name and recognize synonyms.
- define a word by naming a class for the thing being defined and then indicating a characteristic that is true of only that thing.
- identify objects that are described with clues.
- practice transforming statements in a given tense to another tense.
- form contractions with pronouns and verbs.
- "untangle" sentences with double negatives.
- use superlatives correctly.
- match words that are homonyms.

Observing and Describing

In the Observing and Describing exercises, students describe actions, make comparisons, observe details, and sequence events. Students perform specific actions and describe what they did, are doing, or will do. They learn that an object can be described in many ways, such as where it is located and what features it has. They also describe a series of events using *before* and *after,* and they compare one picture with another to identify details that are not the same.

Comprehension Concepts

The Comprehension Concepts exercises set the stage for reading comprehension and the grammatical analysis of written language. Students answer *who, what, where, when, why,* and *how* questions, and they practice asking questions of their own. They explore the relationship between what someone is doing and what they *can* or *cannot* do. They also retell short narratives and identify important details. Finally, they make inferences about passages you read, and they explain how they reached their conclusions.

Interpreting Graphic Displays

In the Interpreting Graphic Displays exercises, students learn basic concepts about directional words and maps. They learn the meanings of *from, to, left, right, north, south, east,* and *west,* and they practice making statements that contain these words. They also solve problems that involve directional words.