

## Comparison Chart

Category	Laubach	Challenger	Voyager
<b>Audience: Tutors/Teachers</b>	Good for tutors/teachers who <ul style="list-style-type: none"> <li>▪ like structure and support</li> <li>▪ may be new to teaching</li> </ul>	Good for tutors/teachers who <ul style="list-style-type: none"> <li>▪ like structure and support</li> <li>▪ want an opportunity to be creative</li> </ul>	Good for tutors/teachers who <ul style="list-style-type: none"> <li>▪ want some structure</li> <li>▪ are confident and flexible</li> <li>▪ enjoy helping students explore own ideas</li> </ul>
<b>Structure</b>	4 teacher manuals with individual lessons notes that include tutor/student dialogs and provide extensive support for tutors	5 teacher manuals with individual lesson notes	4 teacher resource guides with individual lesson notes and photocopy masters
<b>Tutor/Teacher Role</b>	Teacher directed	Teacher directed	Teacher facilitated with strong learner involvement
<b>Books/Levels</b>	4 books	8 books <ul style="list-style-type: none"> <li>▪ 1-4: Learning to Read</li> <li>▪ 5-8: Reading to Learn</li> </ul>	9 books <ul style="list-style-type: none"> <li>▪ F-1: Learning to Read</li> <li>▪ 2-3: The Emerging Reader</li> <li>▪ 4-6: Reading to Learn</li> <li>▪ 7-8: Reading for Work and Life</li> </ul>
<b>Reading Level</b>	0-4 reading level	1-8 reading level	0-8 reading level
<b>Reading Selections</b>	<ul style="list-style-type: none"> <li>▪ Stories with adult themes written specifically for Skill Books 1-3</li> <li>▪ Stories written to introduce sounds and words, especially in Skill Book 1-2</li> <li>▪ Informational Readings in Skill Book 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Light hearted stories in Books 1 and 3</li> <li>▪ Short informational readings in Books 2 and 4</li> <li>▪ Classical literature and informational selections in Books 5-8</li> <li>▪ Thematic units in Books 6-8</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stories with adult themes written specifically for Foundations – 2</li> <li>▪ Contemporary literature in levels 3-8</li> <li>▪ Informational selections in 4-8</li> <li>▪ Student writing</li> <li>▪ Documents such as charts and graphs in 4-8</li> </ul>
<b>Amount of New Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ Controlled vocabulary</li> <li>▪ ~ 1,600 words</li> <li>▪ Lots of repetition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Controlled vocabulary</li> <li>▪ ~ 1,500 words in Book 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not controlled vocabulary</li> <li>▪ ~400 words in Foundation Book</li> <li>▪ ~800 words in Book 1</li> <li>▪ Students generate words in all levels</li> </ul>
<b>Placement</b>	Diagnostic Inventory	Placement Tool with word lists and reading selections	Placement Tool with word lists and reading selections
<b>Assessment</b>	Separate end of book checkups	Unit and end of book reviews	<ul style="list-style-type: none"> <li>▪ Student Interest Inventory</li> <li>▪ Skills Preview in each book</li> <li>▪ Student Progress Tracking Sheet</li> <li>▪ Unit and end of book reviews</li> <li>▪ Portfolio Assessment</li> </ul>

## Comparison Chart

<u>Category</u>	<u>Laubach</u>	<u>Challenger</u>	<u>Vovager</u>
<b>Instructional Emphasis</b>	<ul style="list-style-type: none"> <li>▪ Heavy emphasis on skill development</li> <li>▪ Heavy emphasis on phonics and structural analysis</li> <li>▪ Direct skills instruction</li> <li>▪ 4 major strands               <ul style="list-style-type: none"> <li>⇒ phonics skills</li> <li>⇒ word recognition skills</li> <li>⇒ comprehension skills</li> <li>⇒ writing and spelling skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Heavy emphasis on skill development</li> <li>▪ Heavy emphasis on comprehension and vocabulary</li> <li>▪ Indirect skills instruction</li> <li>▪ 7 strands               <ul style="list-style-type: none"> <li>⇒ phonics</li> <li>⇒ word analysis</li> <li>⇒ vocabulary</li> <li>⇒ comprehension</li> <li>⇒ literacy understanding</li> <li>⇒ writing</li> <li>⇒ study skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Students' experience, knowledge and opinions are an integral part of the learning process</li> <li>▪ Strong emphasis on strategic learning</li> <li>▪ Balanced instruction</li> <li>▪ contemporary approaches and traditional instruction</li> <li>▪ balance of skills and meaning</li> <li>▪ balance of direct and indirect instruction in skills, strategies, and processes</li> <li>▪ balance of literature and informational readings</li> <li>▪ reading, writing, thinking, listening, and speaking integrated in each lesson</li> </ul>
<b>Audience: Student</b>	<p>Starts at level 0 Good for students who like or need</p> <ul style="list-style-type: none"> <li>▪ new information introduced in small chunks</li> <li>▪ lots of reinforcement</li> <li>▪ consistency in lesson design</li> <li>▪ a lot of teacher direction</li> <li>▪ one-on-one tutoring</li> </ul>	<p>Starts at level 1 Good for students who</p> <ul style="list-style-type: none"> <li>▪ have basic sight vocabulary and some knowledge of phonics</li> <li>▪ like to be emotionally and intellectually involved in what they read</li> <li>▪ like a wide variety of exercises</li> <li>▪ like to do short answer/fill in the blank exercises</li> <li>▪ enjoy solving puzzles</li> <li>▪ can work independently</li> </ul>	<p>Starts at level 0 Good for students who</p> <ul style="list-style-type: none"> <li>▪ want to construct meaning when reading and writing</li> <li>▪ want to apply what they learn to their own lives</li> <li>▪ want to read contemporary literature and informational selections</li> <li>▪ want to interact with and expand upon what is in the book</li> <li>▪ enjoy discussion questions as well as answering multiple choice questions</li> <li>▪ prefer group instruction</li> </ul>