



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



PRIME V2™

Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

Standards Framework Elements Included in the PRIME Inventory
1. Asset-based Philosophy
A. Representation of Student Assets and Contributions
2. Academic Language
A. Discourse Dimension
B. Sentence Dimension
C. Word/Phrase Dimension
3. Performance Definitions
A. Representations of Levels of Language Proficiency
B. Representations of Language Domains
4. Strands of Model Performance Indicators and the Standards Matrices
A. Connection to State Content Standards and WIDA Language Development Standards
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency
C. Supports for Various Levels of Language Proficiency
D. Accessibility to Grade Level Content
E. Strands of Model Performance Indicators

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s):

Continental Press, *Ready, Set, Go! Newcomers Kit* @2020

Publisher:

Continental Press

Materials/Program to be Reviewed:

Continental Press *Ready, Set, Go! Newcomers Kit* @2020

Tools of Instruction included in this review:

Continental Press *Ready, Set, Go! Newcomers Kit*; Annotated Teacher's Edition, Student Books for the New Arrival Student or Student with Limited or Interrupted Formal Education(SLIFE), Downloadable Audio files/ Audio Scripts found in the Teacher's Edition, Toolkit Picture Dictionary, Toolkit Vocabulary Picture Card Set, Newcomers card set; including alphabet cards, number cards, and conversation starter cards

Intended Teacher Audiences:

Educators of Tier 1 ESL students receiving ELD instruction in the mainstream classroom in grades 6-12. Tier II New Arrival or Students with Limited or Interrupted Formal Education (SLIFE)

Intended Student Audiences:

Tier 1 ESL students receiving ELD supported instruction in the mainstream classroom in grades 6-12. Tier II New Arrival or Students with Limited or Interrupted Formal Education (SLIFE)

Language domains addressed in material:

Reading, Writing, Listening and Speaking

Check which set of standards will be used in this correlation:

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).

Standard 1, Social and Instructional Language; Standard 2, Language of Language Arts; Standard 3, Language of Mathematics; Standard 4, Language of Science; Standard 5,

WIDA Language Proficiency Levels included:
English Language Proficiency Levels 1 and 2.

Most Recently Published Edition or Website:

Continental Press, *Ready, Set, Go! Newcomer Kits*

<https://www.continentalpress.com/product/ready-set-go-newcomers-kit/>

In the space below explain the focus or intended use of the materials:

Ready, Set, Go! Newcomers Kit is a blended ESL program that is designed to support the secondary Newcomer student (Grades 6-12) with a focus on fundamental skills instruction from phonics to social communication to academic language. The *Ready, Set, Go! Newcomers Kit* are designed for flexible adoption including a resource to be utilized to continue supporting early language development in the mainstream classroom. The resources can be used to support a Tier II push-in or pull-out English Language development model of instruction. The program develops vocabulary and life skills through listening, speaking, writing, and reading activities necessary for newcomers to effectively communicate with those around them.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

- | | | |
|--|------------|----|
| 1) Are the student assets and contributions considered in the materials? | Yes | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

- 1) *Ready, Set, Go! Newcomers Kit* offer consistent considerations for student's linguistic assets in both the Teacher's Edition suggestions for differentiating instruction and the Student books. This highly targeted curriculum was created to support Newcomers, or students with limited English skills who have immigrated to the United States. This curriculum is specifically created with resources designed for the secondary student. The *Ready, Set, Go! Newcomers Kit* is a supplemental English Language Development (ELD) program designed for the secondary ELP Level 1 and 2

Highlighted below the *Ready, Set, Go! Newcomer Materials* designed for the Beginning and Entering Level secondary students (Grades 6-12):

ELP Descriptors

BEGINNING *Students can:*

- determine meaning of frequently occurring words in oral presentations
- respond to yes/no and *wh*- questions
- participate in short conversations
- express an opinion about a familiar topic
- recognize the meaning of simple phrases
- identify the point an author makes
- communicate basic information about a topic with simple sentences
- participate in short written exchanges on familiar topics

ENTERING *Students can:*

- identify main topic and key details from oral communication
- participate in short conversations about familiar topics
- support a claim with opinions, reasoning, and evidence
- recount a sequence of events
- summarize data and information
- write simple and compound sentences using linking words

- 2) The learning materials offered in the *Ready, Set, Go! Newcomers Kit* for students to engage with core content through personal experiences and connections. The students thematic reading, listening comprehension components, and discussion ensure the students make personal connections with the content, new vocabulary and concepts. Highlighted below are the essential elements in each of the student books. Each of the theme-based lessons include the following components: *Part 1, Listen- Students hear new vocabulary and information about a topic. They repeat the language in order to understand correct pronunciations and answer questions from spoken test, Part 2, Speak- Students are given an opportunity to practice speaking skills in a casual setting, Part 3, Write- Student write using the words they have learned in new contexts.* The student books provide unit practice with grammar and word study, opportunities to read and write about a short-shared text, graphic organizational tools and review supports for practice with new essential skills.

Highlighted below the *Ready, Set, Go! Newcomer Student Book* Example:

BOOK 1
Student Book

Each two-page lesson includes:

Part 1: Listen

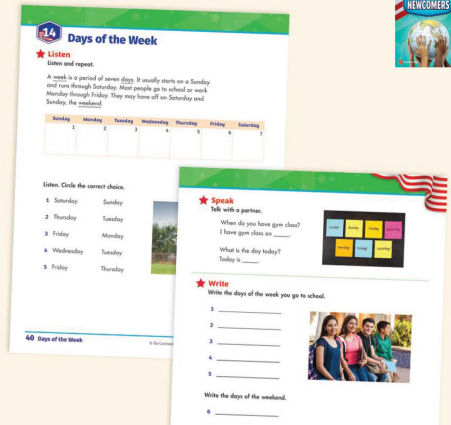
Students hear new vocabulary and information about a topic. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

Part 2: Speak

This section provides an opportunity for students to practice speaking skills in a casual setting.

Part 3: Write

Students write using the words they have learned in a variety of ways.



BOOK 1
Student Book

End-of-unit practice includes:

Grammar

Students focus their attention on word study, grammar, or English language conventions relevant to the unit. They review a particular topic and then complete activities that provide practice.

Read & Write

At the end of each unit, students read short passages and then write about them. Graphic organizers, sentence frames, and cloze sentences help model appropriate responses.

Review

Students practice the skills they learned with end-of-unit comprehension reviews. A vocabulary checklist is included for self-assessment.



2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

1) Do the materials address language features at the

Yes No

discourse dimension in a consistent manner for all identified proficiency levels?

- 2) **Are the language features at the discourse dimension addressed systematically throughout the materials?** Yes No

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

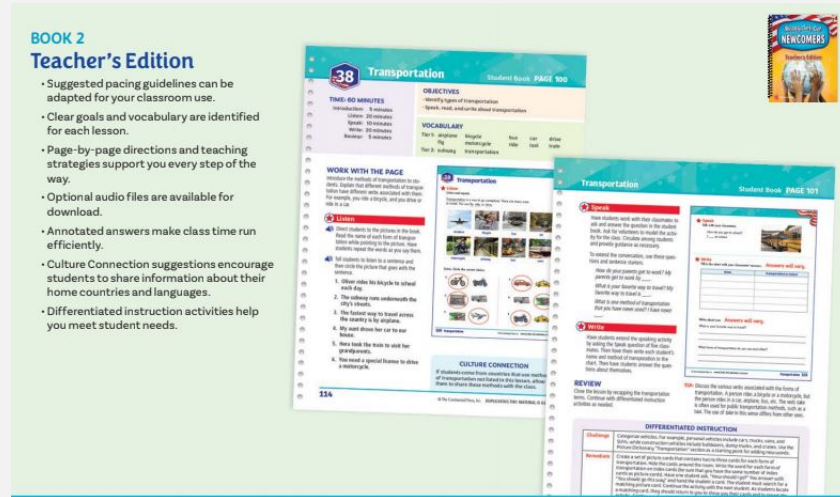
- 1) The *Ready, Set, Go! Newcomers Kit* materials address language features at the discourse dimension in a consistent manner for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. The *Ready, Set, Go! Newcomers Kit* provides differentiation within each targeted unit of study and each lesson addresses the early emergent Newcomer secondary student language needs across all four language domains. Each of the lesson guides educators to ways to provide strategic access to students at their individual language acquisition levels. The Newcomer's conversation cards highlight ways in which the curricula support students with culturally responsive conversations as they gain confidence acquiring English.

Highlighted below the *Ready, Set, Go!* Newcomer Conversation Cards:



Highlighted below the *Ready, Set, Go!* Overview of the Teacher's Edition with suggested pacing guidelines, clear goals and vocabulary denoted for each lesson, teaching

strategies to support language development, audio files to support receptive language development, cultural connection suggestions to encourage students to share information about their home countries and language, and differentiated instructional strategies and activities to meet early emergent language learners:



2) The language features at the discourse dimension are addressed systematically throughout the *Ready, Set, Go! Newcomers Kit* materials. Each student's experience with the student support materials is organized for the English Language Proficiency Levels 1 and 2 to participate fully in classroom discussions, guided readings, unit audio files, and scaffolded writing activities. In each of the six-page unit lessons the follow components are considered to support language development at an early emergent discourse dimension:

Highlighted below the *Ready, Set, Go!* Overview of the Student's Book illustrating Parts 1-3 of the daily lesson:

BOOK 1
Student Book

Each two-page lesson includes:

Part *1: Listen

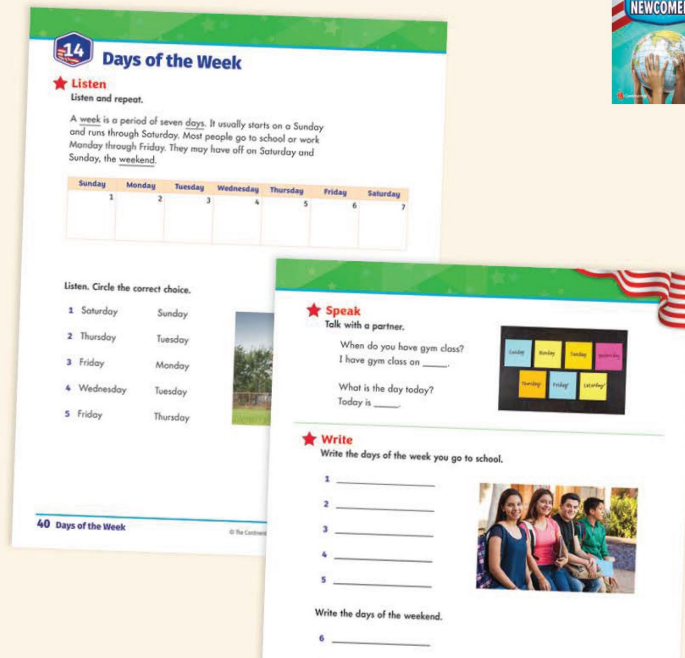
Students hear new vocabulary and information about a topic. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

Part *2: Speak

This section provides an opportunity for students to practice speaking skills in a casual setting.

Part *3: Write

Students write using the words they have learned in a variety of ways.



BOOK 3
Student Book

Each six-page lesson includes:

Part *1: Listen

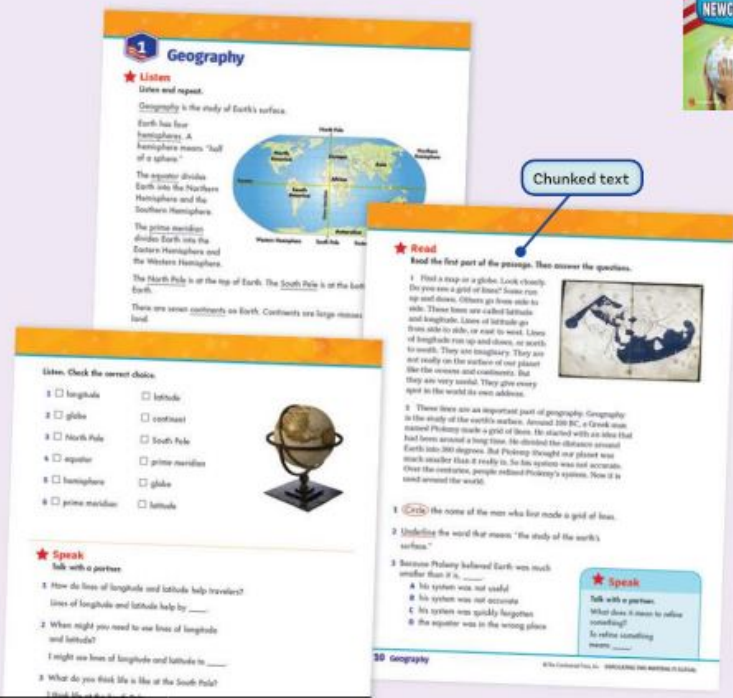
Students hear new vocabulary and information about a topic. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

Part *2: Speak

This section provides an opportunity for students to practice speaking skills in a casual setting.

Part *3: Read

Students read a passage related to the topic and engage in close reading activities to pull meaning from the text. Passages are chunked into two parts to make reading more manageable and aid in comprehension.



B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

- | | | |
|--|------------|----|
| 1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | Yes | No |
| 2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? | Yes | No |
| 3) Are the language features at the sentence dimension addressed systematically throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

- 1)** The *Ready, Set, Go! Newcomers Kit* materials address language features at the sentence dimension in a consistent manner for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. The *Ready, Set, Go! Newcomers Kit* provides differentiation within each targeted unit of study and each lesson addresses the early emergent Newcomer secondary student language needs across all four language domains. Each lesson guides educators to ways to provide strategic access to students at their individual language acquisition levels. With each unit lesson students respond to *beginning* through *expanding* items by identifying answers (Listening Comprehension or Reading) or producing sentences (Speaking in classroom discussions or scaffolded writing).

Highlighted below the *Ready, Set, Go!* Overview of the Teacher's Edition highlighting scaffolded writing and differentiated instruction for both challenging and remediating for student needs:

TEACHER'S EDITION—BOOK 1
Unit 1, Lesson 3

3 Consonant Blends Student Book PAGE 12

TIME: 40 MINUTES
Introduction: 10 minutes
Write: 25 minutes
Review: 5 minutes

OBJECTIVES
- Review initial consonant blends with /
- Identify pictures with beginning consonant blends
- Write words with consonant blends to complete sentences

VOCABULARY Tier 1: sound Tier 3: consonant blend

WORK WITH THE PAGE
Explain that sometimes two consonant sounds blend together to make one sound. These are called **consonant blends**. Say the word *block*. Have students repeat the word. Make sure students are pronouncing it correctly. Then say and have students repeat the words *bloom*, *plug*, and *flag*. Write the words on the board and point out the blends: *bl*, *pl*, *fl*.

Write
Read the directions aloud. Go over the first item together. Point to the picture of the clouds and ask a volunteer to name the picture. Write the word *clouds* on the board and point to it in the student book. Tell students that *clouds* begins with *cl*. Have students complete the first section on their own, or do a few more items together if needed.

Read the directions for the second section with the students. Then have them complete the section on their own. Read the sentence frames aloud if necessary.

REVIEW
Go over the answers to both sections, noting each consonant blend.

DIFFERENTIATED INSTRUCTION

Challenge	Another common initial consonant blend uses <i>r</i> : <i>br</i> , <i>cr</i> , <i>dr</i> , <i>fr</i> , <i>gr</i> , <i>pr</i> , <i>tr</i> . Write a word containing one of these initial blends on the board, for example, <i>brake</i> , <i>crab</i> , <i>drum</i> , <i>frog</i> , <i>grape</i> , <i>price</i> , <i>trap</i> . Say the word and ask advanced students to name another word with the same initial blend, for example, <i>crab</i> → <i>crack</i> .
Remediate	Write a word containing an initial blend with / on the board. Ask students to select the <i>best</i> <i>alphabetical</i> cards for the letters of this blend and then say the word.

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Highlighted below the *Ready, Set, Go!* Overview of the Teacher's Edition highlighting scaffolded writing and differentiated instruction for both challenging and remediating for student needs:

National Parks Student Book PAGE 69

Grammar

Read and discuss the introductory material on the Grammar page as a class. Tell students that they will be using adjectives to compare. Be sure that students understand how to add a suffix to a word as well as how to differentiate between which suffix is needed. Explain to students that they will now complete two activities using what they have learned.

Read the directions for each activity aloud to the students and be sure they understand what is expected. You may wish to complete the first item as a class. Then allow students to work independently to complete the activities. Read the first two sentences aloud or play the audio, if necessary. Review the answers as a class, making sure students understand why the answers are correct.

REVIEW
Close the lesson by recapping the words and terms associated with national parks. Continue with differentiated instruction activities as needed.

GRAMMAR — Comparing with Adjectives

Use adjectives to compare nouns. For most short adjectives, add suffixes to make the comparative forms. Add *-er* to compare two things. Add *-est* to compare more than two things.

soft → soft + er = softer soft + est = softest
happy → happy + er = happier happy + est = happiest
pale → pale + er = paler pale + est = palest
mad → mad + er = madder mad + est = maddest

To make the comparative form of longer adjectives, use the words *more* or *most* in front of the adjective. Use the word *more* to compare two things. Use the word *most* to compare more than two things.

popular → more popular most popular

Write the correct form of the underlined adjective.

1 Great Smoky Mountains National Park has the greater number of visitors of any park every year.
greatest

2 Kenai Fjords in Alaska is more difficult to travel to than Kings Canyon in California.
more difficult

Write the correct comparing forms for each adjective.

	Compare Two	Compare More Than Two
3 big	bigger	biggest
4 safe	safer	safest
5 beautiful	more beautiful	most beautiful
6 fancy	fancier	fanciest
7 long	longer	longest

© The Core Knowledge Foundation, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. National Parks 69

DIFFERENTIATED INSTRUCTION

Challenge	Have students choose one of America's national parks and learn more about it. Then have them write short paragraphs telling what they have learned. Students can read their paragraphs to the class. Encourage them to find some photographs of the park to use in their presentations. Compile the park information into a classroom reference booklet of US national parks.
Remediate	Use the Listen page to review each word and phrase. Use each word in a sentence. Then ask students to come up with their own sentences using each word.

2) The language features at the sentence dimension are appropriate for the identified proficiency levels in the *Ready, Set, Go! Newcomers Kit* materials. The early emergent learner is supported both in the Teacher's Edition and Student's Book with both the *Check for Understanding*, *Turn and Talk*, and *Newcomer discussion cards*.

TEACHER'S EDITION—BOOK 1
Unit 1, Lesson 3

3 Consonant Blends Student Book PAGE 12

TIME: 40 MINUTES
Introduction: 10 minutes
Write: 25 minutes
Review: 5 minutes

OBJECTIVES
- Review initial consonant blends with /
- Identify pictures with beginning consonant blends
- Write words with consonant blends to complete sentences

VOCABULARY Tier 1: sound Tier 3: consonant blend

WORK WITH THE PAGE
Explain that sometimes two consonant sounds blend together to make one sound. These are called **consonant blends**. Say the word *block*. Have students repeat the word. Make sure students are pronouncing it correctly. Then say and have students repeat the words *block*, *plug*, and *flag*. Write the words on the board and point out the blends: *bl*, *pl*, *fl*.

Write
Read the directions aloud. Go over the first item together. Point to the picture of the clouds and ask a volunteer to name the picture. Write the word clouds on the board and point to it in the student book. Tell students that clouds begins with *cl*. Have students complete the first section on their own, or do a few more items together if needed.

Read the directions for the second section with the students. Then have them complete the section on their own. Read the sentence frames aloud if necessary.

REVIEW
Go over the answers to both sections, noting each consonant blend.

DIFFERENTIATED INSTRUCTION

Challenge	Another common initial consonant blend uses <i>r</i> : <i>br</i> , <i>cr</i> , <i>dr</i> , <i>fr</i> , <i>gr</i> , <i>pr</i> , <i>tr</i> . Write a word containing one of these initial blends on the board, for example, <i>brake</i> , <i>crab</i> , <i>drum</i> , <i>frog</i> , <i>grape</i> , <i>price</i> , <i>trap</i> . Say the word and ask advanced students to name another word with the same initial blend, for example, <i>crab</i> → <i>crack</i> .
Remediate	Write a word containing an initial blend with / on the board. Ask students to select the <i>food</i> <i>Rephrased Cards</i> for the letters of this blend and then say the word.

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Suggested pacing guidelines can be adapted for your classroom use.

Clear goals and vocabulary are identified for each lesson.

Page-by-page directions and teaching strategies support you every step of the way.

Optional audio files are available for download.

Highlighted below the *Ready, Set, Go!* Overview of the Teacher's Edition highlighting scaffolded writing with cloze sentence vocabulary practice for key unit vocabulary:

What is something unusual you have had for breakfast? I have had ____.
What did you eat for dinner last night? Last night, I ate ____.



Write

Review the words in the word box with the students. Then have them write the word from the word box that completes each sentence. If needed, read the sentence frames aloud or play the audio.

- Mom's **sandwich** has ham and cheese between wheat bread.
- I like my **tacos** very spicy and with hard shells.
- Most people pour milk over their **cereal**, and eat it from a bowl.
- The Lien family ate **dinner** at 5:30 in the evening.
- I like something sweet for **dessert**, such as a cookie.
- The chocolate **cake** was decorated with purple icing.

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REVIEW

Close the lesson by recapping the food and meal terms. Continue with differentiated instruction activities as needed.

CULTURE CONNECTION

In some areas of the country, the afternoon meal is called **dinner** and the evening meal is called **supper**. *Supper* and *dinner* may be used interchangeably for the evening meal. Note that in some countries common meal times vary greatly from in the United States. Have students discuss meals in their native countries.

DIFFERENTIATED INSTRUCTION

Challenge	Have more advanced students list additional foods that are commonly eaten at each meal. They may look back at Lessons 1 and 2 for other food words.
Remediate	Use the Picture Dictionary to review food words from this lesson. Point to the pictures and the words and have the student repeat each word. Then give the student a word and have him or her locate the picture in the Picture Dictionary. You may also use appropriate cards from the <i>Vocabulary Picture Cards</i> .

3) The language features at the sentence dimension are addressed systematically throughout the *Ready, Set, Go! Newcomers Kit* materials for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. The Teacher's Edition and Student Books are sequenced around units of study appropriate

for a Newcomer student or for the student with interrupted formal education. In each lesson sequence students work with all four language domains: Listening, Reading, Writing and Speaking within the sentence dimension. The *Ready, Set, Go! Newcomers Kit* materials provide additional sentence dimension scaffolded support as highlighted in the teacher guidance notes and cultural connections provided.

Highlighted below the *Ready, Set, Go! Overview* of the Student Book highlighting a lesson on useful phrases:

40
Useful Phrases
Student Book PAGE 104

TIME: 60 MINUTES

Introduction: 5 minutes
 Listen: 15 minutes
 Speak: 15 minutes
 Write: 20 minutes
 Review: 5 minutes

OBJECTIVES

- Identify appropriate phrases to use in different situations
- Speak, read, and write useful phrases

VOCABULARY

Tier 1: excuse me please sorry thank you useful
 Tier 2: question repeat
 Tier 3: phrases

WORK WITH THE PAGE

Write a sentence using a useful phrase on the board. Then role play with a volunteer to show the context and demonstrate the meaning of the sentence. For instance, write, "Excuse me. Where is the bathroom?" Say the sentences and show gestures when speaking to the student.

★ Listen

Direct students to the pictures on the page. Read the sentences to the students, while pointing to the pictures and using hand gestures. Say the key words again and have students repeat.

Tell students to listen to a question and then check the correct response.

1. **What do you say after someone helps you?**
2. **What do you say to get someone's attention?**
3. **What do you say when you don't understand a word?**
4. **What do you say when you must use the bathroom?**
5. **What do you say when you need help?**
6. **What do you say to express sadness about something?**

40
Useful Phrases

★ Listen
Listen and repeat.

 <small>Can you help me?</small>	 <small>Can you repeat that, please?</small>	 <small>Excuse me.</small>
 <small>How do I say ___?</small>	 <small>I don't understand.</small>	 <small>I have a question.</small>
 <small>I'm sorry.</small>	 <small>May I go ___?</small>	 <small>Thank you.</small>

Listen. Check the correct choice.

<p>1. <input checked="" type="checkbox"/> Thank you. <input type="checkbox"/> Can you help me?</p> <p>2. <input type="checkbox"/> I'm sorry. <input checked="" type="checkbox"/> Excuse me.</p> <p>3. <input checked="" type="checkbox"/> Can you repeat that, please? <input type="checkbox"/> May I go to the library?</p>	<p>4. <input checked="" type="checkbox"/> May I go to the bathroom? <input type="checkbox"/> How do I say bathroom?</p> <p>5. <input type="checkbox"/> I don't understand. <input checked="" type="checkbox"/> Can you help me?</p> <p>6. <input type="checkbox"/> I have a question. <input checked="" type="checkbox"/> I'm sorry.</p>
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CULTURE CONNECTION

Ask students to share common phrases in their languages, such as *Please*, *Thank you*, and *I'm sorry*.

Highlighted below the *Ready, Set, Go! Newcomer Kit Teacher's Edition, Book 1, Grammar Verb Lesson, Supporting language development at the sentence dimension:*

UNIT 3 **GRAMMAR—**
Verbs Is, Are, and Am Student Book PAGE 80

OBJECTIVES
• Review the verbs *is, are, and am*
• Choose the correct verb in a sentence

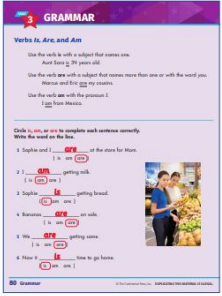
VOCABULARY
Tier 2: subject
Tier 3: pronoun

TIME: 40 MINUTES
Introduction: 10 minutes
Write: 20 minutes
Review: 10 minutes

WORK WITH THE PAGE
Read the introductory text at the top of the page with the students. Give additional examples of using the singular verb *is* and the plural verb *are*. Then give *I* statements using the verb *am*.

Write
Read the directions with the students. Instruct them to follow along as you read each sentence or play the audio. For the first item, show students how to circle the correct verb and write the word on the line above it. Then have them complete the rest of the section independently, with a partner, or in a small group.

REVIEW
Go over the answers with the students, reviewing the verbs *is, are, and am* as needed.



UNIT 3 **READ & WRITE** Student Book PAGE 81

WORK WITH THE PAGE
Have students read the passage, read it aloud, or play the audio. Then ask students to write about what they read. If students are unfamiliar with Twitter, explain that it is a social networking site where people share “Tweets,” short messages about a topic. Students should write two short messages telling about Angel Cordero Jr. or their opinions of the topic. Circulate among the students and lend support as needed.


Read
Angel Cordero Jr. was born in Puerto Rico. His father and uncle trained horses. Angel rode racehorses. He won many awards and races. He won the Kentucky Derby, Preakness Stakes, and Belmont Stakes. Those are the three biggest horse races in the United States. Angel won the Kentucky Derby three times. He won on Cannonade, Bold Forbes, and Spend A Buck. The jockey won many times on the track. In Saratoga, he and the best horse he ever rode was Seattle Slew. A bad fall cut Angel’s career short. He had 7,057 wins when he retired. Angel is a member of several special groups, including the National Museum of Racing and Hall of Fame.

REVIEW
Have volunteers read their Tweets for the class. Then discuss as a group.

READ & WRITE
Read the passage.
Angel Cordero Jr. was born in Puerto Rico. His father and uncle trained horses. Angel rode racehorses. He won many awards and races. He won the Kentucky Derby, Preakness Stakes, and Belmont Stakes. Those are the three biggest horse races in the United States. Angel won the Kentucky Derby three times. He won on Cannonade, Bold Forbes, and Spend A Buck. The jockey won many times on the track. In Saratoga, he and the best horse he ever rode was Seattle Slew. A bad fall cut Angel’s career short. He had 7,057 wins when he retired. Angel is a member of several special groups, including the National Museum of Racing and Hall of Fame.

Write two tweets to tell about what you read. List each tweet in 280 characters.

Answers will vary.



C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | |
|--|-----------|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes No |
| 2) Are words, expressions, and phrases represented in context? | Yes No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes No |
| 4) Is the general, specific, and technical ² language systematically presented throughout the materials? | Yes No |

Justification: Provide examples from materials as evidence to support each “yes”

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

response for this section. Provide descriptions, not just page numbers.

- 1) Language features at the word/phrase dimension are addressed in a consistent manner for all identified proficiency levels. *Ready, Set, Go! Newcomers Kit* supports Language Proficiency Levels 1 and 2. Each unit of study and support lesson identifies tiered academic vocabulary at a tier 1 (the most common basic words used in everyday language), tier 2 (high-frequency words and multiple-meaning words across the content areas), tier 3 (low-frequency words that are used in specific content area or domains) as aligned to the level of complexity. Academic tiered vocabulary is addressed to provide students both context and cross-curricular contexts. Additionally, within each unit of study the *Ready, Set, Go! Newcomers Kit* has embedded grammar and English convention word work strategies including: identifying root words, defining words based on the root word, identifying and demonstrating word relationships.

Highlighted below the *Ready, Set, Go!* Overview of the ELD Descriptors and Vocabulary:

ELP Descriptors

BEGINNING *Students can:*

- determine meaning of frequently occurring words in oral presentations
- respond to yes/no and *wh*- questions
- participate in short conversations
- express an opinion about a familiar topic
- recognize the meaning of simple phrases
- identify the point an author makes
- communicate basic information about a topic with simple sentences
- participate in short written exchanges on familiar topics

ENTERING *Students can:*

- identify main topic and key details from oral communication
- participate in short conversations about familiar topics
- support a claim with opinions, reasoning, and evidence
- recount a sequence of events
- summarize data and information
- write simple and compound sentences using linking words

Highlighted below the *Ready, Set, Go!* Student Book, Vocabulary List:

REVIEW

Student Book PAGE 70

The Vocabulary List provides a self-assessment of vocabulary terms learned in the unit. Have students check each term that they feel they have mastered. Then have them write the words they don't know in My Vocabulary Notebook at the back of the student book. Occasionally, refer students back to this page to update what they know.

At the completion of the unit, refer students back to page 39 to check the goals they have mastered.

Check the words that you know. Write the words that you do not know in My Vocabulary Notebook.

Vocabulary List		
___ acre	___ memorial	___ pronoun
___ Appalachian Mountains	___ Memorial Day	___ protect
___ Atlantic Coast	___ Midwest	___ region
___ capital	___ Mississippi River	___ represent
___ celebrate	___ monument	___ Rocky Mountains
___ comma	___ national	___ seal
___ eagle	___ national anthem	___ Smithsonian Institution
___ flag	___ National Mall	___ Southeast
___ forest	___ national park	___ Southwest
___ geiger	___ natural	___ symbol
___ Gulf Coast	___ Northeast	___ Thanksgiving Day
___ Halloween	___ object of a preposition	___ Vietnam Veterans Memorial
___ holiday	___ Pacific Coast	___ Washington Monument
___ honor	___ pledge	___ waterfall
___ Independence Day	___ preposition	___ West
___ Lincoln Memorial	___ prepositional phrase	___ wildlife
	___ preserve	

Look back at page 39.
Check the goals that you have mastered for this unit.

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Highlighted below the *Ready, Set, Go!* Teacher's Edition, Grammar-Contractions Lesson:

UNIT 4
GRAMMAR—Contractions
Student Book PAGE 106

TIME: 40 MINUTES

Introduction: 10 minutes
Write: 20 minutes
Review: 10 minutes

OBJECTIVES

- Review contractions
- Write correctly formed contractions

VOCABULARY

Tier 3: apostrophe contraction

WORK WITH THE PAGE

Read the introductory text at the top of the page with the students. Write additional examples of contractions on the board, showing students how an apostrophe replaces the letter(s).

Write

Read the directions for both sections with the students. Instruct them to follow along as you read the sentences or play the audio for section two. For item one, show students how to write the contraction. Then have them complete the rest of the items in the section independently, with a partner, or in a small group.

- Are not you going to the library with me? I will be leaving soon.
- We are going to the beach next week. I am really looking forward to it.
- He slept late, but he was not late for the bus. He is lucky he was not late for school.

REVIEW

Go over the answers with the students, reviewing how to form the contraction for each item.

GRAMMAR

Contractions

A contraction is two words written together as one word with one or more letters left out. The apostrophe (') takes the place of the missing letters.

I will → I'll I am → I'm we are → we're
we will → we'll you are → you're they are → they're
he, she it is → he's, she's, it's

Many contractions are formed with the word **not**.

is not → isn't was not → wasn't do not → don't
are not → aren't were not → weren't cannot → can't

Write a contraction for each pair of words.

1 It is <u>it's</u>	4 you are <u>you're</u>
2 they are <u>they're</u>	5 I am <u>I'm</u>
3 we will <u>we'll</u>	6 she is <u>she's</u>

Write a contraction for the words in parentheses to complete each sentence.

7 Aren't you going to the library with me? I'll be leaving soon.
(Are not) (I will)

8 We're going to the beach next week. I'm really looking forward to it.
(We are) (I am)

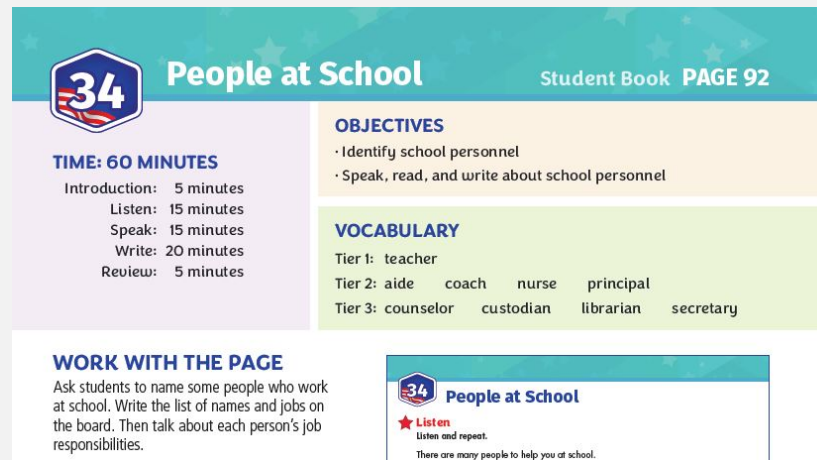
9 He slept late, but he wasn't late for the bus. He's lucky he wasn't late for school.
(was not) (he is) (was not)

106 Grammar © The McGraw-Hill Companies, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

2) Words, expressions, and phrases are represented in context. The start of each unit of study and lesson students are introduced to targeted academic language and

specific content vocabulary in the *Before We Read* sections.

Highlighted below the *Ready, Set, Go!* Student's Edition, *People at School*:



34 **People at School** Student Book PAGE 92

TIME: 60 MINUTES

- Introduction: 5 minutes
- Listen: 15 minutes
- Speak: 15 minutes
- Write: 20 minutes
- Review: 5 minutes

OBJECTIVES

- Identify school personnel
- Speak, read, and write about school personnel

VOCABULARY

Tier 1: teacher

Tier 2: aide coach nurse principal

Tier 3: counselor custodian librarian secretary

WORK WITH THE PAGE

Ask students to name some people who work at school. Write the list of names and jobs on the board. Then talk about each person's job responsibilities.

34 **People at School**

★ **Listen**
Listen and repeat.
There are many people to help you at school.

Highlighted below the *Ready, Set, Go!* Teacher's Edition, Methodology for pre-teaching vocabulary:

Use of a seven-step method for preteaching vocabulary to ELL students can assist in your students' success. This method comes from ExC-ELL, an extensive set of strategies and resources to aid in teaching vocabulary, close reading, reading comprehension, and writing. Find more information and resources on their website: <https://exc-ell.com>.

By choosing five to six key words each day to highlight with students, you help newcomers to dramatically grow their vocabulary over the course of the school year. ExC-ELL's method can be implemented in both the ESL and the mainstream classroom. Following these seven steps should take approximately two minutes per word.

- Step 1:** Say the word or phrase three times and have the students repeat it.
- Step 2:** Read the sentence that contains the word or phrase from the actual text to provide context.
- Step 3:** Give the dictionary definition of the word.
- Step 4:** Give a student-friendly definition of the word.
- Step 5:** Explain unusual characteristics of the word, such as grammar, spelling, or multiple meanings.
- Step 6:** Provide a sentence starter or frame and allow the students to use the new word or phrase in partner or group discussion for about 60 seconds.
- Step 7:** Explain to students how and when they will use the word in the classroom activity or writing assignment.

3) The general, specific, and technical language are appropriate for the targeted proficiency levels. *Ready, Set, Go! Newcomers Kit* for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. Tiered academic language is addressed within a unit of study providing students multiple exposures and opportunities to learn the vocabulary in a variety of contexts. Additionally, the *Ready, Set, Go! Newcomers Kit* provides students with supplementary picture dictionary resources. Each of the unit student books provide visual supports and graphic organizer tools for student

to complete word activities.

Highlighted below the *Ready, Set, Go! Newcomer Kit*, Teacher's Guide Instructional Strategies to support language and vocabulary development:

Additional Instructional Strategies

Picture Dictionary, Vocabulary Picture Cards, and Newcomers Cards

Beginning and Entering ELLs benefit from simple illustrations and photographs to represent words they are learning. Introduce vocabulary in logical groups. By teaching students several words at once and through pictures, they will be able to learn the words and make connections among the English words as they learn them.

To introduce topics and complement lesson activities, use images from the enclosed Picture Dictionary, the Vocabulary Picture Cards, or the Alphabet and Number Cards in the Newcomers Cards box. Ask students to write or speak about what they see in the pictures and use vocabulary from the lesson as they write.

Language Wall/Word Wall

Word walls provide visual support for all learners in their acquisition of vocabulary. At the beginning of the school year, create a Language Wall in the classroom, on which you and your students will post, on an ongoing basis, index cards that list and depict new words, phrases, sentence frames, and discourse-level language students learn.

- Organize Language Walls by topic/theme. You may want to place word- and discourse-level language in different sections of the wall so that they are more accessible to students.
- For each lesson, produce and post on the wall sentence strips of sentence frames, language stems, and new vocabulary as indicated at the beginning of each lesson.

Simple prompts as entry and exit slips are time-efficient ways to help

Sample entry prompt: Write the words ___ and ___ from our partner, write everything you think you know about them.

Sample exit prompt: Write one new thing you learned today about our word wall words in your response.

Vocabulary Notebooks

Have students utilize the Vocabulary List and My Vocabulary Notebooks per lesson instructions. You may also wish to have students start a notebook, to which they will continually add and personalize for all

- Help students to write the new vocabulary, helpful phrases, and language in their Notebooks on a regular basis.
- You may want to help them organize their Notebooks by the functions words (verbs), describing words (adjectives and adverbs) (nouns), sentence frames.
- To provide support for learning language, you may also want to provide organizers for students to paste into their Notebooks: for example, which students can write the word in their home language, their own sentence or phrase using the word, and their own picture of the word.

Grammar Handbook

The Grammar Handbook at the back of the student book gathers grammar examples, and grammar rules in one location. Students may use this as well as provide a reminder of skills learned in the book.

Sentence Frames, Sentence Starters, Signal Words, and Conversation Cards

Sentence frames, sentence starters, and signal words help students build content and language. To develop sentence frames, think questions or prompts. Then remove key vocabulary. Change sentence frames as students advance.

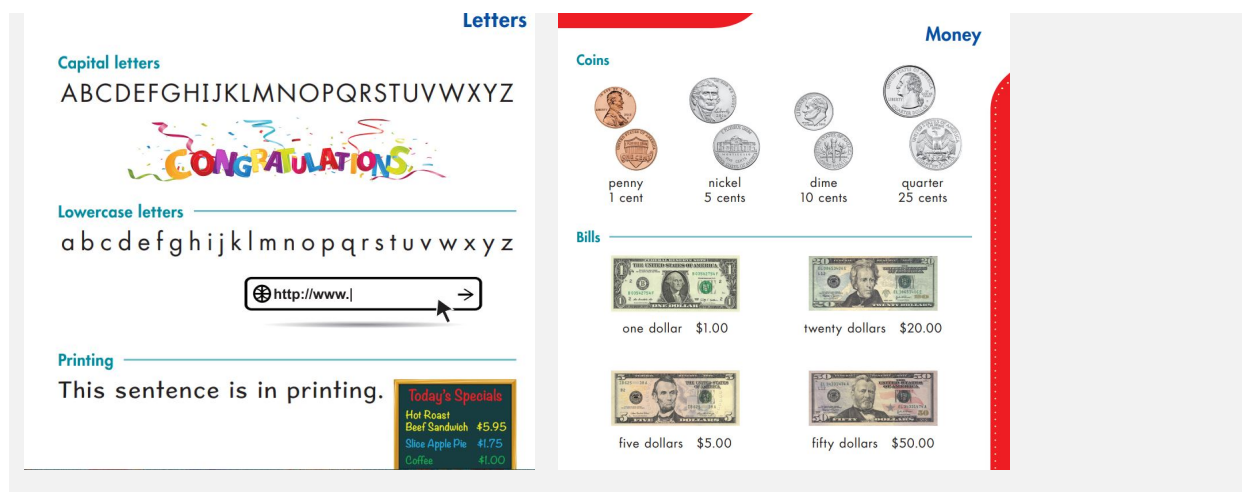
Sentence starters provide a partial frame for students and only begin to complete the idea or sentence.

Teach signal words in context and encourage students to build them into their responses. For example, students should be aware of words such as signal cause-and-effect relationships.

Post common frames, starters, and signal words around the room or in the notebook to use them in their oral and written work.

- 4) The general, specific, and technical language is systematically presented throughout the *Ready, Set, Go! Newcomers Kit*. The toolkits provide grade level differentiation and leveling to specifically address the unique language development levels in a classroom. In each unit of study students focus on word work, grammar and English conventions and writing for the early emergent Newcomer secondary student.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Picture Dictionary Student Resource:



3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- | | | |
|--|------------|-----------|
| 1) Do the materials differentiate between the language proficiency levels? | Yes | No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | Yes | No |
| 3) Is differentiation of language systematically addressed throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

- 1) The *Ready, Set, Go! Newcomers Kit* materials do not differentiate between all of the WIDA language proficiency levels. The *Ready, Set, Go! Newcomers Kit* is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher's Edition Materials

Overview:

ELP Descriptors

BEGINNING *Students can:*

- determine meaning of frequently occurring words in oral presentations
- respond to yes/no and *wh*- questions
- participate in short conversations
- express an opinion about a familiar topic
- recognize the meaning of simple phrases
- identify the point an author makes
- communicate basic information about a topic with simple sentences
- participate in short written exchanges on familiar topics

ENTERING *Students can:*

- identify main topic and key details from oral communication
- participate in short conversations about familiar topics
- support a claim with opinions, reasoning, and evidence
- recount a sequence of events
- summarize data and information
- write simple and compound sentences using linking words

- 2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designated proficiency levels. The *Ready, Set, Go! Newcomers Kit* is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher's Edition Instructional Strategies to support academic vocabulary development within each unit of study:

Additional Instructional Strategies

Picture Dictionary, Vocabulary Picture Cards, and Newcomers Cards

Beginning and Entering ELLs benefit from simple illustrations and photographs to represent words they are learning. Introduce vocabulary in logical groups. By teaching students several words at once and through pictures, they will be able to learn the words and make connections among the English words as they learn them.

To introduce topics and complement lesson activities, use images from the enclosed Picture Dictionary, the Vocabulary Picture Cards, or the Alphabet and Number Cards in the Newcomers Cards box. Ask students to write or speak about what they see in the pictures and use vocabulary from the lesson as they write.

Language Wall/Word Wall

Word walls provide visual support for all learners in their acquisition of vocabulary. At the beginning of the school year, create a Language Wall in the classroom, on which you and your students will post, on an ongoing basis, index cards that list and depict new words, phrases, sentence frames, and discourse-level language students learn.

- Organize Language Walls by topic/theme. You may want to place word- and discourse-level language in different sections of the wall so that they are more accessible to students.
- For each lesson, produce and post on the wall sentence strips of sentence frames, language stems, and new vocabulary as indicated at the beginning of each lesson.

Simple prompts as entry and exit slips are time-efficient ways to help students learn.

Sample entry prompt: Write the words ___ and ___ from our word wall. With a partner, write everything you think you know about them.

Sample exit prompt: Write one new thing you learned today about our word wall words in your response.

Vocabulary Notebooks

Have students utilize the Vocabulary List and My Vocabulary Notebook per lesson instructions. You may also wish to have students use their Vocabulary Notebook, to which they will continually add and personalize for all lessons.

- Help students to write the new vocabulary, helpful phrases, and sentence frames in their Notebooks on a regular basis.
- You may want to help them organize their Notebooks by the functions of words (verbs), describing words (adjectives and adverbs), things (nouns), sentence frames.
- To provide support for learning language, you may also want to provide organizers for students to paste into their Notebooks: for example, which students can write the word in their home language, their own sentence or phrase using the word, and their own definition of the word.

Grammar Handbook

The Grammar Handbook at the back of the student book gathers important examples, and grammar rules in one location. Students may use this as well as provide a reminder of skills learned in the book.

Sentence Frames, Sentence Starters, Signal Words, and Conversation Cards

Sentence frames, sentence starters, and signal words help students at different levels build content and language. To develop sentence frames, think of questions or prompts. Then remove key vocabulary. Change sentence frames to suit advanced students.

Sentence starters provide a partial frame for students and only begin to complete the idea or sentence.

Teach signal words in context and encourage students to build their own responses. For example, students should be aware of words such as signal cause-and-effect relationships.

Post common frames, starters, and signal words around the room or on cards for students to use in their oral and written work.

Highlighted below the *Ready, Set, Go! Newcomer Kit Teacher's Edition Skill Assessment Checklist*:

Life Skills	Did not assess	Needs more work	Satisfactory	Proficient	NOTES
Identifies colors					
Identifies shapes					
Identifies numbers 1–100					
Names days of the week and months of the year					
Identifies seasons and weather					
Identifies time and temperature					
Greets people appropriately					
Tells about oneself					
Writes own name					
Speaks and writes own address and phone number					
Identifies own birthday and other important dates					
Identifies family—mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin					
Understands marital status/titles					
Completes an emergency form					
Identifies classroom objects					
Recognizes people at school					
Understands and follows school rules					
Understands and follows school schedule					
Uses common phrases to communicate—May I?, please, excuse me, How do I?, etc.					

- 3) The differentiation of language is systematically addressed throughout the materials. The *Ready, Set, Go! Newcomers Kit* is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit Teacher's Edition, Book 1, Lesson 1:*

1
The Alphabet
Student Book PAGE 8

TIME: 60 MINUTES

Introduction: 5 minutes
 Listen: 15 minutes
 Speak: 15 minutes
 Write: 20 minutes
 Review: 5 minutes

OBJECTIVES

- Identify uppercase and lowercase letters of the alphabet
- Speak, read, and write uppercase and lowercase letters
- Review the sounds of the letters

VOCABULARY

Tier 3: alphabet lowercase uppercase

WORK WITH THE PAGE

Introduce the alphabet to students, along with the definitions of *uppercase* and *lowercase*. Point out letters used in materials around the room.

★
Listen

Direct students to the letter chart in the student book. Read each letter while pointing to it. Read the letters again and have students repeat each letter.

★
Speak and Write

Have students work with a partner. Say the letters to each other and then have each student write the uppercase and lowercase letters.

TIP: Students may have difficulty with the pronunciation of letters, especially vowels. Say the letter names in isolation and exaggerate the position of your mouth. Have students repeat the letters, making sure their mouths/tongues are in the correct position.

1
The Alphabet

★ Listen
Listen and repeat.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

★ Speak and Write
Say each letter. Then write each uppercase and lowercase letter.

1 Aa	<u>Aa</u>	10 Jj	<u>Jj</u>	19 Ss	<u>Ss</u>
2 Bb	<u>Bb</u>	11 Kk	<u>Kk</u>	20 Tt	<u>Tt</u>
3 Cc	<u>Cc</u>	12 Ll	<u>Ll</u>	21 Uu	<u>Uu</u>
4 Dd	<u>Dd</u>	13 Mm	<u>Mm</u>	22 Vv	<u>Vv</u>
5 Ee	<u>Ee</u>	14 Nn	<u>Nn</u>	23 Ww	<u>Ww</u>
6 Ff	<u>Ff</u>	15 Oo	<u>Oo</u>	24 Xx	<u>Xx</u>
7 Gg	<u>Gg</u>	16 Pp	<u>Pp</u>	25 Yy	<u>Yy</u>
8 Hh	<u>Hh</u>	17 Qq	<u>Qq</u>	26 Zz	<u>Zz</u>
9 Ii	<u>Ii</u>	18 Rr	<u>Rr</u>		

The Alphabet
Student Book PAGE 9

★
Write

Say the sets of three letters below, pausing briefly between each one. Have students write the letters on the line. You may specify uppercase and/or lowercase letters. Go over the answers with the class, making sure students have written the letters in the correct order.

1. abc	6. pqr
2. def	7. stu
3. ghi	8. vwx
4. jkl	9. yzd
5. mno	10. irh

Tell students that this time they will form words. Say the letters, pausing briefly between each one. Have students write the letters on the line. You may specify uppercase and/or lowercase letters. Go over the answers with the class, making sure students have written the letters in the correct order. Have students say each word.

11. cat	16. nest
12. dig	17. tree
13. fun	18. plane
14. lip	19. save
15. box	20. mop

Finally, have students write their names using uppercase and lowercase letters.

★
Write

Listen. Then write the letters.

1. abc	6. pqr
2. def	7. stu
3. ghi	8. vwx
4. jkl	9. yzd
5. mno	10. irh

Listen. Then write the letters to form words.

11. cat	16. nest
12. dig	17. tree
13. fun	18. plane
14. lip	19. save
15. box	20. mop

Write your name using uppercase and lowercase letters.

Answers will vary.

★
DIFFERENTIATED INSTRUCTION

Challenge	Have more advanced students work in pairs to create lists of words on the board. Have them say each word for the class.
Remediate	Point to letters in the alphabet chart in random order. Ask students to say the letter. Increase the speed. Flash the Alphabet Cards and elicit responses from students or say letters and have students show the appropriate card.

B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- | | | |
|---|------------|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) The *Ready, Set, Go! Newcomers Kit* provides explicit practice in all four language domains: Listening, Speaking, Reading and Writing. Each of the *Ready, Set, Go! Newcomers Kit* units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit Student Book* highlighting the format of each student book. There are 10 lessons focused on an integrated unit of study with specific topics for the newcomer student with opportunities for students to use language across all four domains:

Format of the Student Book

There are four units in Book 1, each containing 10 lessons. The units focus on specific topics that are important for newcomers to master in order to interact with others:

Sounds and Letters
The Basics
Welcome
My School

Each unit opener page includes a checklist of goals for the unit.

The lessons in unit 1 focus on phonics review activities. The lessons in units 2–4 follow a standard format:

★ Listen

Students hear new vocabulary and conversations. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

★ Speak

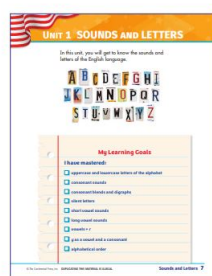
This section provides an opportunity for all students to practice speaking skills in a casual setting.

★ Write

Students write about the words they have learned in a variety of ways.

Grammar

Students focus their attention on word study, grammar, or English language conventions relevant to the unit. They review a particular topic and then complete activities that provide practice.




- 2) The targeted language domains are presented within the context of the language proficiency levels throughout the *Ready, Set, Go! Newcomers Kit*. Each of the *Ready, Set, Go! Newcomers Kit* units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher's Edition Suggestions for Use with a focus on language development across all four domains:

Suggestions for Use

The lessons in *Ready, Set, Go! Newcomers* do not have to be completed consecutively. Pick and choose the lessons or lesson components that most closely coordinate with your curriculum.

Each lesson identifies the suggested total time to complete the components of the lesson. These times are guidelines and should be adjusted as necessary to accommodate the number of students and proficiency levels of students in your classroom. Downloadable audio files are available for sections marked with . Tips and Culture Connection callouts in the teacher's edition help to enhance the lessons.

Work with the Page

Before you begin each lesson, introduce the topic to the students and provide background knowledge as necessary. Lead a discussion about the topic and encourage students to ask questions or give information that they may have about the topic. Use the Picture Dictionary, the Vocabulary Picture Cards, and the Alphabet and Number Cards in the Newcomers Cards box as visual support for the topics.

Listen

In this section, students listen to words, information, or a conversation about the topic. A picture is usually provided for context. Students should repeat the text and then complete the activities in this section independently, with a partner, or in a small group, depending on proficiency. Activities in this section should be read to the students. You may wish to use the downloadable audio files in place of reading the material aloud. Files can be retrieved at www.ContinentalPress.com/Newcomers-Audio.

Speak

Questions and sentence starters are provided to encourage students to practice their speaking skills. You may wish to model a response for the students. Then have students work with a partner or in a small group. You may wish to assign partners ahead of time so students can quickly pair up. Set a timer for an allotted time. When time is up, ask partners to share their thoughts and ideas. Circulate among the students to check for understanding.

Use the questions and sentence frames provided in the teacher's edition as well as the Conversation Cards in the Newcomers Cards box for additional practice as time allows.

Write

Students gain writing practice in this section. Sentence frames and cloze sentences help model appropriate responses. Some activities in this section should be read to the students. You may wish to use the downloadable audio files in place of reading the material aloud.

Grammar

Students can complete these word study activities independently, with a partner, or in a small group, depending on proficiency.

Read and Write

Students gain practice writing about a topic related to a passage. Sentence frames and cloze sentences may help model appropriate responses. Read the passage together or use the downloadable audio files if students are unable to read it themselves.

Review

Use this section as a short assessment to measure students' learning. Part 5 of the review allows students to self-assess the vocabulary terms they learned from the unit. Words they do not know should be added to My Vocabulary Notebook in the back of the student book, along with the definitions.

- 3) The targeted domains are systematically integrated throughout the secondary *Ready, Set, Go! Newcomers Kit* materials. Each integrated unit of study has embedded practice with Listening comprehension, Reading, Speaking and Writing.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher's Edition Additional Instructional Strategies with a focus on language development across all four domains:

Additional Instructional Strategies

Picture Dictionary, Vocabulary Picture Cards, and Newcomers Cards

Beginning and Entering ELLs benefit from simple illustrations and photographs to represent words they are learning. Introduce vocabulary in logical groups. By teaching students several words at once and through pictures, they will be able to learn the words and make connections among the English words as they learn them.

To introduce topics and complement lesson activities, use images from the enclosed Picture Dictionary, the Vocabulary Picture Cards, or the Alphabet and Number Cards in the Newcomers Cards box. Ask students to write or speak about what they see in the pictures and use vocabulary from the lesson as they write.

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Word walls provide visual support for all learners in their acquisition of vocabulary. At the beginning of the school year, create a Language Wall in the classroom, on which you and your students will post, on an ongoing basis, index cards that list and depict new words, phrases, sentence frames, and discourse-level language students learn.

- Organize Language Walls by topic/theme. You may want to place word- and discourse-level language in different sections of the wall so that they are more accessible to students.
- For each lesson, produce and post on the wall sentence strips of sentence frames, language stems, and new vocabulary as indicated at the beginning of each lesson.

Simple prompts as entry and exit slips are time-efficient ways to help

Sample entry prompt: Write the words ____ and ____ from our partner, write everything you think you know about them.

Sample exit prompt: Write one new thing you learned today at of our word wall words in your response.

Vocabulary Notebooks

Have students utilize the Vocabulary List and My Vocabulary Notebook per lesson instructions. You may also wish to have students use their Vocabulary Notebook, to which they will continually add and personalize for all

- Help students to write the new vocabulary, helpful phrases, and language in their Notebooks on a regular basis.
- You may want to help them organize their Notebooks by the functions words (verbs), describing words (adjectives and adverbs), and things (nouns), sentence frames.
- To provide support for learning language, you may also want to provide organizers for students to paste into their Notebooks: for example, which students can write the word in their home language, their own sentence or phrase using the word, and their own definition of the word.

Grammar Handbook

The Grammar Handbook at the back of the student book gathers important examples, and grammar rules in one location. Students may use this as well as provide a reminder of skills learned in the book.

Sentence Frames, Sentence Starters, Signal Words, and Conversation Cards

Sentence frames, sentence starters, and signal words help students at different levels build content and language. To develop sentence frames, think of questions or prompts. Then remove key vocabulary. Change sentence frames for advanced students.

Sentence starters provide a partial frame for students and only require students to complete the idea or sentence.

Teach signal words in context and encourage students to build their own responses. For example, students should be aware of words such as signal cause-and-effect relationships.

Post common frames, starters, and signal words around the room or in the classroom to use them in their oral and written work.

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|---|------------|-----------|
| 1) Do the materials connect the language development standards to the state academic content standards? | Yes | No |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) The materials do not connect the language development standards to the state academic content standards. Each of the *Ready, Set, Go! Newcomers Kit* units of study *is specifically* for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Scope and Sequence documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:

Instructional Features
Ready, Set, Go! Newcomers is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Lesson Topics	Standards Focus	Language Focus
Unit 1: Sounds and Letters		
<ul style="list-style-type: none"> alphabet uppercase/lowercase letters consonants/consonant sounds vowels/digraphs silent letters vowels/vowel sounds 	Language arts	Consonants Vowels Digraphs Blends Alphabetical order
Unit 2: The Basics		
<ul style="list-style-type: none"> colors shapes cardinal and ordinal numbers days/months/years calendar/dates weather seasons temperature time 	Science Math	Capitalization
Unit 3: Welcome		
<ul style="list-style-type: none"> greetings and introductions all about me address phone number family/relatives age personal titles/ marital status emergency form 	Social studies Language arts	Verbs: is, are, and am
Unit 4: My School		
<ul style="list-style-type: none"> classroom: objects/books people at school places at school school rules following directions school schedule useful phrases 	Language arts Social studies Math	Contractions

Instructional Features
Ready, Set, Go! Newcomers is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Lesson Topics	Standards Focus	Language Focus
Unit 1: At the Store		
<ul style="list-style-type: none"> foods and meals the grocery store food containers clothes and clothing sizes money 	Language arts Math	Nouns Adjectives
Unit 2: At Home		
<ul style="list-style-type: none"> types of homes rooms in a home objects in rooms the backyard tools activities in the home a daily routine 	Social studies	Using <i>a</i> and <i>an</i>
Unit 3: Health and Well-Being		
<ul style="list-style-type: none"> the body feelings and emotions hygiene ailments and remedies exercise hobbies, sports, and music healthy eating the five senses 	Social studies Science	Action verbs
Unit 4: Around Town		
<ul style="list-style-type: none"> places in a community jobs the bank the post office the library the hospital and doctor's office emergency situations transportation, signs, and directions 	Language arts Social studies	Prepositions of place

Instructional Features
Ready, Set, Go! Newcomers is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Lesson Topics	Standards Focus	Language Focus
Unit 1: Earth and Its People		
<ul style="list-style-type: none"> geographical features bodies of water types of landforms early settlers in the United States immigration in the United States 	Social studies Science	Types of sentences Plural nouns—regular and irregular Linking verbs Abstract nouns
Unit 2: These United States		
<ul style="list-style-type: none"> important American symbols holidays and celebrations US geography and regions Washington, DC US national parks 	Social studies	Pronouns Prepositions Common usage Word usage: <i>there, their, and they're</i> Comparative and superlative adjectives
Unit 3: Science		
<ul style="list-style-type: none"> types of severe weather the water cycle the solar system the rain forest recycling 	Science	Suffixes Irregular past-tense verbs Apostrophe usage
Unit 4: Our Government		
<ul style="list-style-type: none"> the Constitution and branches of government voting in the United States the legislative branch the executive branch the judicial branch 	Social studies	Present continuous tense Gerunds Subject and verb agreement Question words Subject and predicate

- The academic content standards are not systematically represented throughout the materials. Each of the *Ready, Set, Go! Newcomers Kit* units of study is *specifically* for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. All four language domains are reflected in each thematic unit of study highlighted in the instructional feature's documentation above. Each lesson highlights a specific topic, a standard focus and a language focus appropriate for the early emergent Newcomer secondary student.
- The following WIDA Standards are present in the *Ready, Set, Go! Newcomers Kit* materials: Standard 1, Social Instructional Language, Standard 2, The Language of Language Arts, Standard 4, The language of Science and Standard 5, The Language of Social Studies. The *Ready, Set, Go! Newcomers Kit* materials provide exposure to concepts and topics that are helpful for a newcomer secondary student to master in order to interact with people in school and in the community. Within a unit of study, there are a variety of lessons with specific targeted academic vocabulary, a standard focus and language focus as highlighted in the instructional feature's charts.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Scope and Sequence documentation highlights the lesson topic, standards focus, and language focus appropriate for the early emergent Newcomer secondary student:

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 1

Lesson Topics	Standards Focus	Language Focus
Unit 1: Sounds and Letters <ul style="list-style-type: none"> • alphabet • uppercase/lowercase letters • consonants/vowel sounds • blends/digraphs • silent letters • words/word sounds 	Language arts	Consonants Vowels Digraphs Blends Alphabetical order
Unit 2: The Basics <ul style="list-style-type: none"> • colors • shapes • cardinal and ordinal numbers • days/months/years • calendar/dates • weather • seasons • temperature • time 	Science Math	Capitalization
Unit 3: Welcome <ul style="list-style-type: none"> • greetings and introductions • all about me • address • phone number • family/relatives • age • personal title/familiar status • emergency form 	Social studies Language arts	Verbs: to, are, am, and
Unit 4: My School <ul style="list-style-type: none"> • classroom objects/tools • people at school • places at school • school rules • following directions • school schedule • weekly routines 	Language arts Social studies Math	Contractions

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 2

Lesson Topics	Standards Focus	Language Focus
Unit 1: At the Store <ul style="list-style-type: none"> • food and meals • the grocery store • food containers • clothes and clothing items • money 	Language arts Math	Nouns Adjectives
Unit 2: At Home <ul style="list-style-type: none"> • types of homes • rooms in a home • objects in rooms • the backyard • tools • activities in the home • a daily routine 	Social studies	Using a and an
Unit 3: Health and Well-Being <ul style="list-style-type: none"> • the body • feelings and emotions • hygiene • ailments and remedies • exercise • hobbies, sports, and music • healthy eating • the four seasons 	Social studies Science	Action verbs
Unit 4: Around Town <ul style="list-style-type: none"> • places in a community • jobs • the bank • the post office • the library • the hospital and doctor's office • emergency situations • transportation, signs, and directions 	Language arts Social studies	Prepositions of place

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 3

Lesson Topics	Standards Focus	Language Focus
Unit 1: Earth and Its People <ul style="list-style-type: none"> • geographical features • bodies of water • types of landforms • early settlers in the United States • immigration in the United States 	Social studies	Types of sentences Plural nouns—regular and irregular Linking verbs Abstract nouns
Unit 2: Texas United States <ul style="list-style-type: none"> • important American symbols • holidays and celebrations • US geography and regions • Washington, DC • US national parks 	Social studies	Pronouns Prepositions Comma usage Word usage: there, their, and they're Comparative and superlative adjectives
Unit 3: Science <ul style="list-style-type: none"> • types of severe weather • the water cycle • the solar system • the rain forest • recycling 	Science	Suffixes Irregular past-tense verbs Appositive usage
Unit 4: Our Government <ul style="list-style-type: none"> • the Constitution and branches of government • writing in the United States • the legislative branch • the executive branch • the judicial branch 	Social studies	Present continuous tense Gerunds Subject and verb agreement Question words Subject and predicate

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher's Edition, book 1, Lesson 35, Visiting the Nurse. The example illustrated below demonstrates the cross-curricular objectives as related to the language and support needs of the secondary Newcomer student:

35 Visiting the Nurse

Student Book PAGE 94

TIME: 60 MINUTES

Introduction: 5 minutes
Listen: 15 minutes
Speak: 15 minutes
Write: 20 minutes
Review: 5 minutes

OBJECTIVES

- Recognize the duties of the school nurse
- Identify terms associated with visiting the nurse
- Speak, read, and write about visiting the nurse

VOCABULARY

Tier 1: cough hurt pain sick sneeze visit
Tier 2: bandage bleed nurse
Tier 3: fever headache stomachache

WORK WITH THE PAGE

Ask students what they learned about the school nurse in Lesson 34. List the information on the board. Then ask students to list some reasons why they would visit the school nurse.

TIP: To expand the topic, explain that a school nurse can give information about personal hygiene, nutrition, substance abuse, stress management, and other individual issues. They can also guide students and families to community agencies for more help.

Listen

Direct students to the pictures on the page. Read the labels while pointing to the pictures. Explain what is happening in each picture. Then say the words again and have students repeat.

Tell students to listen to a sentence and then circle the correct picture.

1. The pollen caused her to sneeze.
2. Tyler needed a bandage for his paper cut.
3. The thermometer showed she had a fever.
4. The nurse gave me a hard candy to help with my cough.

35 Visiting the Nurse

Student Book PAGE 95

Speak

Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

What would the nurse do if you had a stomachache? The nurse would _____.

What would the nurse do if you had a fever? The nurse would _____.

Write

Go over the words in the word box with the students. Tell them that they will use words in the word box to complete the sentences. Read the sentence frames aloud to students or play the audio if necessary.

REVIEW

Close the lesson by recapping the duties of the school nurse. Continue with differentiated instruction activities as needed.

DIFFERENTIATED INSTRUCTION

Challenge	Take students on a tour of the nurse's office in your building. Have the nurse or medical aide explain when students should visit their office and what they would do to treat certain symptoms. For instance, have them show how to use a thermometer to check for a fever.
Remediate	Play charades with the vocabulary words on student book page 94. Create cards for each word. Have students select a shuffled card and then act it out for the group while others guess the word.

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level?

Yes No

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Yes No

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1) The materials present an opportunity for language learners to engage in various cognitive functions as appropriate for the targeted audience; a Newcomer early emergent secondary student, ELP 1 and 2. The *Ready, Set, Go! Newcomers Kit* materials are designed with embedded scaffolding to both *challenge* and *remediate* elements of the unit of study. Throughout each integrated unit of study, students are exposed to Depth of knowledge questions within the following sequence of lesson activities; In-depth small group or whole class introductory discussions, discussion cue cards, listening comprehension sequence with new unit vocabulary, targeted genre reading and comprehension questions, reflections and writing activities.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher's Edition, book 1, Lesson 37, School Rules. The example highlighted below highlights the opportunities for Newcomer secondary students to engage higher-order thinking skills regardless of language proficiency level:

37 School Rules Student Book PAGE 98

OBJECTIVES

- Recognize classroom and school rules
- Follow classroom and school rules
- Speak, read, and write about rules

VOCABULARY

Tier 1: arrive directions punishment rule
 Tier 2: absent consequence prepared respect cheating participate raise tardy
 Tier 3: dress code

TIME: 60 MINUTES

Introduction: 5 minutes
 Listen: 20 minutes
 Speak: 15 minutes
 Write: 15 minutes
 Review: 5 minutes

WORK WITH THE PAGE

Tell students that rules are set up to help maintain safety and respect. Review your classroom rules, asking students why they think each rule is important. Talk about what would happen without rules.

Listen

Direct students to the pictures on the page. Read the sentences to the students. Say the key words again and have students repeat. Review each rule so students have an understanding.

TIP: Talk about how your own school or class rules are the same or different from those listed in the lesson. Also discuss specific school and classroom consequences for breaking rules.

Tell students to listen to a question and then check the correct answer choice.

- What is a school rule?
- What is not permitted in class?
- What is not a consequence of breaking a rule?
- What is both a class rule and a school rule?

School Rules Student Book PAGE 99

Speak

Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

Why is it not acceptable to cheat? It is not acceptable to cheat because ____.

What happens when everyone follows the rules? When everyone follows the rules, ____.

Write

Go over the words in the word box with the students. Tell them that they will write words in the word box to match the definition. Read the definitions aloud or play the audio if necessary.

Then ask students to write one school rule and one class rule along with the punishment for breaking each rule.

REVIEW

Close the lesson by recapping school and classroom rules. Continue with differentiated instruction activities as needed.

CULTURE CONNECTION

Have students share rules and consequences from schools they attended in their countries. Talk about similarities and differences to your school and how rules and consequences can change depending on the grade level.

DIFFERENTIATED INSTRUCTION

Challenge

Have students list some rules they must follow at their house or workplace. For example, *Be home by 9 p.m. or Arrive on time.*

Remediate

Review your class and school rules. Say a rule for the class or school and have volunteers tell the consequence for breaking the rule.

2) The opportunities for engaging in higher order thinking are systematically addressed in the materials. The differentiation tools including supported scaffolding within each unit lesson are available throughout the *Ready, Set, Go! Newcomers Kit* materials. Each of the *Ready, Set, Go! Newcomers Kit* units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Scope and Sequence documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:

Lesson Topics	Standards Focus	Language Focus
Book 1		
Unit 1: Sounds and Letters		
<ul style="list-style-type: none"> • alphabet • uppercase/lowercase letters • consonants/vowel sounds • words/phonics • silent letters • vowel/consonant sounds 	Language arts	<ul style="list-style-type: none"> • consonants • vowels • digraphs • blends • alphabetical order
Unit 2: The Basics		
<ul style="list-style-type: none"> • colors • shapes • cardinal and ordinal numbers • days/months/years • cardinalinals • weather • seasons • temperature • size 	Science Math	Capitalization
Unit 3: Welcome		
<ul style="list-style-type: none"> • greetings and introductions • all about me • address • phone number • family/relatives • age • personal title/marital status • emergency form 	Social studies Language arts	Verbs, &, am, and an
Unit 4: My School		
<ul style="list-style-type: none"> • classroom objects/tools • people at school • places at school • school rules • following directions • school schedule • useful phrases 	Language arts Social studies Math	Contractions
Book 2		
Unit 1: At the Store		
<ul style="list-style-type: none"> • foods and meals • the grocery store • food containers • clothes and clothing sizes • money 	Language arts Math	Nouns Adjectives
Unit 2: At Home		
<ul style="list-style-type: none"> • types of homes • rooms in a home • objects in rooms • the backyard • tools • activities in the home • a daily routine 	Social studies	Using a and an
Unit 3: Health and Well-Being		
<ul style="list-style-type: none"> • the body • feelings and emotions • hygiene • ailments and remedies • exercise • hobbies, sports, and music • healthy eating • the five senses 	Social studies Science	Action verbs
Unit 4: Around Town		
<ul style="list-style-type: none"> • places in a community • the bank • the post office • the library • the hospital and doctor's office • emergency situations • transportation, signs, and directions 	Language arts Social studies	Prepositions of place
Book 3		
Unit 1: Earth and Its People		
<ul style="list-style-type: none"> • geographical features • bodies of water • types of landforms • early settlers in the United States • immigration in the United States 	Social studies Science	Types of sentences Plural nouns—regular and irregular Linking verbs Abstract nouns
Unit 2: These United States		
<ul style="list-style-type: none"> • important American symbols • holidays and celebrations • US geography and regions • Washington, DC • US national parks 	Social studies	Pronouns Prepositions Context usage Word usage: there, their, and they Comparative and superlative adjectives
Unit 3: Science		
<ul style="list-style-type: none"> • types of severe weather • the water cycle • the solar system • the rain forest • recycling 	Science	Suffixes Irregular past tense verbs Apostrophe usage
Unit 4: Our Government		
<ul style="list-style-type: none"> • the Constitution and branches of government • voting in the United States • the legislative branch • the executive branch • the judicial branch 	Social studies	Present continuous tense Gerunds Subject and with agreement Question words Subject and predicate

Highlighted below the *Ready, Set, Go! Overview of the Teacher's Edition* with suggested pacing guidelines, clear goals and vocabulary denoted for each lesson, teaching strategies to support language development, and differentiated instructional strategies and activities to meet early emergent language learners:

BOOK 2
Teacher's Edition

- Suggested pacing guidelines can be adapted for your classroom use.
- Clear goals and vocabulary are identified for each lesson.
- Page-by-page directions and teaching strategies support you every step of the way.
- Optional audio files are available for download.
- Annotated answers make class time run efficiently.
- Culture Connection suggestions encourage students to share information about their home countries and languages.
- Differentiated instruction activities help you meet student needs.

38 Transportation Student Book PAGE 100

100 MINUTES

OBJECTIVES

VOCABULARY

DIFFERENTIATED INSTRUCTION

1 Geography Student Book PAGE 8

100 MINUTES

OBJECTIVES

VOCABULARY

DIFFERENTIATED INSTRUCTION



Highlighted below the *Ready, Set, Go!* Overview of the Teacher's Edition book 1, Lesson 30, Emergency Form. The example highlighted below highlights the opportunities for Newcomer secondary students to advance within the early-emergent proficiency level:

30

Emergency Form

Student Book **PAGE 78**

TIME: 60 MINUTES

Introduction: 5 minutes
 Listen: 20 minutes
 Speak: 15 minutes
 Write: 15 minutes
 Review: 5 minutes

OBJECTIVES

- Recognize the need for an emergency form
- Complete an emergency form with correct information
- Speak, read, and write about emergency forms

VOCABULARY

Tier 1: contact email
 Tier 2: emergency relationship

WORK WITH THE PAGE

Ask students to give examples of a school or workplace emergency. Explain that in case of an emergency, a school or workplace needs to get in contact with a family member who can help. For example, if a student is sick in school, the nurse may need to call a parent or guardian to pick up the student to go home.

TIP: Tell students that in the US, the universal phone number to call for police or ambulance help in an emergency is 9-1-1. Post this in the classroom.

Listen

Direct students to the emergency form on the page and read the sentences. Read and explain the information on the form. Then read the information again and have students repeat. Discuss email as a form of contact.

Tell students to listen to the questions about the emergency form and then circle the correct choice.

- Who should the school call in case of emergency?
- What number should the school call in case of emergency?

Emergency Form

Student Book **PAGE 79**

Speak

Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

What are other forms you may be asked to fill out? I could fill out _____.

What is other information that you could be asked to fill out on a form? I could be asked _____.

Write

Read the directions and have students complete the emergency contact form for themselves.

REVIEW

Close the lesson by recapping information needed when filling out forms. Continue with differentiated instruction activities as needed.

DIFFERENTIATED INSTRUCTION

Challenge	Download various forms from the internet—job applications, medical forms, etc. Discuss the different categories of information and then have students practice filling out the forms with their information.
Remediate	Have students fill out emergency forms for each other. Have one student ask and answer with questions in order to get the information to fill out the form for the other. Then have them switch roles.

- The materials do not provide scaffolding supports for students to progress from one English language proficiency level to the next. Each of the *Ready, Set, Go! Newcomers Kit* units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2.
- The scaffolding supports are presented systematically throughout the *Ready, Set, Go! Newcomers Kit* units of study. The introduction to each thematic unit of study incorporates academic language and targets content-specific vocabulary. Each activity scaffolds students' initial understanding and background knowledge with

assistance through visual supports, targeted direct instruction and modeling, along with cultural contextual connections. Each lesson within a unit of study has scaffolds to support the early emergent student with academic English language development. The student resource books including the picture dictionary, picture clue cards, audio files, and discussion prompt cue cards provide both visual and graphic supports with guided activities to support continue language development.

Highlighted below the *Ready, Set, Go! Newcomer Kit*, Teacher's Guide Instructional Strategies to support language and vocabulary development:

Additional Instructional Strategies

Picture Dictionary, Vocabulary Picture Cards, and Newcomers Cards

Beginning and Entering ELLs benefit from simple illustrations and photographs to represent words they are learning. Introduce vocabulary in logical groups. By teaching students several words at once and through pictures, they will be able to learn the words and make connections among the English words as they learn them.

To introduce topics and complement lesson activities, use images from the enclosed Picture Dictionary, the Vocabulary Picture Cards, or the Alphabet and Number Cards in the Newcomers Cards box. Ask students to write or speak about what they see in the pictures and use vocabulary from the lesson as they write.

Language Wall/Word Wall

Word walls provide visual support for all learners in their acquisition of vocabulary. At the beginning of the school year, create a Language Wall in the classroom, on which you and your students will post, on an ongoing basis, index cards that list and depict new words, phrases, sentence frames, and discourse-level language students learn.

- Organize Language Walls by topic/theme. You may want to place word- and discourse-level language in different sections of the wall so that they are more accessible to students.
- For each lesson, produce and post on the wall sentence strips of sentence frames, language stems, and new vocabulary as indicated at the beginning of each lesson.

Simple prompts as entry and exit slips are time-efficient ways to help

Sample entry prompt: Write the words ___ and ___ from our partner, write everything you think you know about them.

Sample exit prompt: Write one new thing you learned today at our word wall words in your response.

Vocabulary Notebooks

Have students utilize the Vocabulary List and My Vocabulary Notebook per lesson instructions. You may also wish to have students use their Notebook, to which they will continually add and personalize for all

- Help students to write the new vocabulary, helpful phrases, or language in their Notebooks on a regular basis.
- You may want to help them organize their Notebooks by the functions words (verbs), describing words (adjectives and adverbs) (nouns), sentence frames.
- To provide support for learning language, you may also want to provide organizers for students to paste into their Notebooks: for example, which students can write the word in their home language, their own sentence or phrase using the word, and their own picture of the word.

Grammar Handbook

The Grammar Handbook at the back of the student book gathers important examples, and grammar rules in one location. Students may use this as well as provide a reminder of skills learned in the book.

Sentence Frames, Sentence Starters, Signal Words, and Conversation Cards

Sentence frames, sentence starters, and signal words help students at different levels build content and language. To develop sentence frames, think questions or prompts. Then remove key vocabulary. Change sentence frames to suit advanced students.

Sentence starters provide a partial frame for students and only begin to complete the idea or sentence.

Teach signal words in context and encourage students to build their own responses. For example, students should be aware of words such as signal cause-and-effect relationships.

Post common frames, starters, and signal words around the room or on cards for students to use them in their oral and written work.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher's Edition Skill Assessment Checklist:

Life Skills	Did not assess	Needs more work	Satisfactory	Proficient	NOTES
Identifies colors					
Identifies shapes					
Identifies numbers 1-100					
Names days of the week and months of the year					
Identifies seasons and weather					
Identifies time and temperature					
Greets people appropriately					
Tells about oneself					
Writes own name					
Speaks and writes own address and phone number					
Identifies own birthday and other important dates					
Identifies family—mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin					
Understands marital status/titles					
Completes an emergency form					
Identifies classroom objects					
Recognizes people at school					
Understands and follows school rules					
Understands and follows school schedule					
Uses common phrases to communicate—May I?, please, excuse me, How do I?, etc.					

Highlighted below the *Ready, Set, Go! Newcomer Kit Student Book* highlighting the format of each student book. There are 10 lessons focused on an integrated unit of study with specific topics for the newcomer student with opportunities for students to use language across all four domains:

Format of the Student Book

There are four units in Book 1, each containing 10 lessons. The units focus on specific topics that are important for newcomers to master in order to interact with others:

- Sounds and Letters
- The Basics
- Welcome
- My School

Each unit opener page includes a checklist of goals for the unit.

The lessons in unit 1 focus on phonics review activities. The lessons in units 2-4 follow a standard format:

★ Listen

Students hear new vocabulary and conversations. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

★ Speak

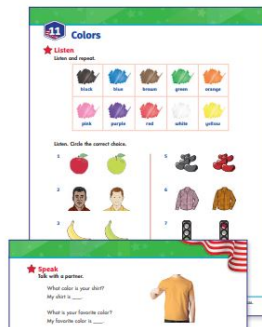
This section provides an opportunity for all students to practice speaking skills in a casual setting.

★ Write

Students write about the words they have learned in a variety of ways.

Grammar

Students focus their attention on word study, grammar, or English language conventions relevant to the unit. They review a particular topic and then complete activities that provide practice.



Highlighted below the *Ready, Set, Go! Newcomer Kit Scope and Sequence* documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 1

Lesson Topics	Standards Focus	Language Focus
Unit 1: Sounds and Letters <ul style="list-style-type: none"> • alphabet • uppercase/lowercase letters • consonants/vowel/consonant sounds • blends/digraphs • silent letters • vowels/vowel sounds 	Language arts	Consonants Vowels Diphthongs Blends Alphabetical order
Unit 2: The Basics <ul style="list-style-type: none"> • colors • shapes • cardinal and ordinal numbers • days/months/years • calendar/dates • weather • seasons • temperature • time 	Science Math	Capitalization
Unit 3: Welcome <ul style="list-style-type: none"> • greetings and introductions • all about me • address • phone number • family/relatives • age • personal identification/status • emergency forms 	Social studies Language arts	Verbs: is, am, and are
Unit 4: My School <ul style="list-style-type: none"> • classroom objects/tools • people at school • places at school • school rules • following directions • school schedule • weekly routines 	Language arts Social studies Math	Contractions

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 2

Lesson Topics	Standards Focus	Language Focus
Unit 1: At the Store <ul style="list-style-type: none"> • food and meals • the grocery store • food containers • clothes and clothing sizes • money 	Language arts Math	Nouns Adjectives
Unit 2: At Home <ul style="list-style-type: none"> • types of homes • rooms in a home • objects in rooms • the backyard • tools • activities in the home • a daily routine 	Social studies	Using a and an
Unit 3: Health and Well-Being <ul style="list-style-type: none"> • the body • feelings and emotions • hygiene • ailments and remedies • exercise • hobbies, sports, and music • healthy eating • the five senses 	Social studies Science	Action verbs
Unit 4: Around Town <ul style="list-style-type: none"> • places in a community • jobs • the bank • the post office • the library • the hospital and doctor's office • emergency situations • transportation, signs, and directions 	Language arts Social studies	Prepositions of place

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 3

Lesson Topics	Standards Focus	Language Focus
Unit 1: Earth and Its People <ul style="list-style-type: none"> • geographical features • bodies of water • types of landforms • early settlers in the United States • immigration in the United States 	Social studies Science	Types of sentences Pivotal cases—regular and irregular Linking verbs Abstract nouns
Unit 2: These United States <ul style="list-style-type: none"> • important American symbols • holidays and celebrations • US geography and regions • Washington, DC • US national parks 	Social studies	Pronouns Prepositions Comma usage Word usage: there, their, and they're Comparative and superlative adjectives
Unit 3: Science <ul style="list-style-type: none"> • types of severe weather • the water cycle • the solar system • the rain forest • recycling 	Science	Suffixes irregular past-tense verbs Appositive usage
Unit 4: Our Government <ul style="list-style-type: none"> • the Constitution and branches of government • voting in the United States • the legislative branch • the executive branch • the judicial branch 	Social studies	Present continuous tense Gerunds Subject and verb agreement Question words Subject and predicate

D. Accessibility to Grade Level Content

- | | | |
|---|-----|-----------|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes | No |
| 3) Is the grade-level content systematically presented throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The linguistically and developmentally appropriate grade-level content is not present in the *Ready, Set, Go! Newcomer Kit* materials. Each of the *Ready, Set, Go! Newcomer Kit* units of study is specifically for the early emergent Newcomer secondary student; English Language Proficiency Levels 1 and 2. *Ready, Set, Go! Newcomer Kit* materials are designed for use by ESL teacher as support for ELLs with limited English ability. The thematic units of study are focused on topics that a newcomer student needs to master in order to interact with people in school and the community. Each unit of study has the following: a common lesson theme topic, an academic standard focus (Language Arts, Science, Social Studies, and Math) and a targeted language focus.

Highlighted below the *Ready, Set, Go! Newcomer Kit* Scope and Sequence documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:

Instructional Features

Ready, Set, Go! Newcomer 6 is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 1

Lesson Topics	Standards Focus	Language Focus
Unit 1: Sounds and Letters <ul style="list-style-type: none"> alphabet vowel/consonant letters consonant/vowel sounds blends/digraphs short letters owels/vowel sounds 	Language arts	Consonants Vowels Diphthongs Blends Alphabetical order
Unit 2: The Basics <ul style="list-style-type: none"> colors shapes cardinal and ordinal numbers days/months/years calendar/dates weather seasons temperature time 	Science Math	Capitalization
Unit 3: Welcome <ul style="list-style-type: none"> greetings and introductions all about me address phone number family/relatives age personal identification/status emergency forms 	Social studies Language arts	Verbs: <i>is, are, and am</i>
Unit 4: My School <ul style="list-style-type: none"> classroom objects/tools people at school places at school school rules following directions school schedule school grounds 	Language arts Social studies Math	Contractions

Instructional Features

Ready, Set, Go! Newcomer 7 is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 2

Lesson Topics	Standards Focus	Language Focus
Unit 1: At the Store <ul style="list-style-type: none"> food and meals the grocery store food containers clothes and clothing sizes money 	Language arts Math	Nouns Adjectives
Unit 2: At Home <ul style="list-style-type: none"> types of homes rooms in a home objects in rooms the backyard tools activities in the home a daily routine 	Social studies	Using <i>a</i> and <i>an</i>
Unit 3: Health and Well-Being <ul style="list-style-type: none"> the body feelings and emotions hygiene illnesses and remedies exercise hobbies, sports, and music healthy eating the four seasons 	Social studies Science	Action verbs
Unit 4: Around Town <ul style="list-style-type: none"> places in a community jobs the bank the post office the library the hospital and doctor's office emergency situations transportation, signs, and directions 	Language arts Social studies	Prepositions of place

Instructional Features

Ready, Set, Go! Newcomer 8 is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 3

Lesson Topics	Standards Focus	Language Focus
Unit 1: Earth and Its People <ul style="list-style-type: none"> geographical features bodies of water types of landforms early settlers in the United States immigration in the United States 	Social studies Science	Types of sentences Plural nouns—regular and irregular Linking verbs Abstract nouns
Unit 2: Things United States <ul style="list-style-type: none"> important American symbols holidays and celebrations US geography and regions Washington, DC US national parks 	Social studies	Pronouns Prepositions Comma usage Word usage: <i>there, their, and they're</i> Comparative and superlative adjectives
Unit 3: Science <ul style="list-style-type: none"> types of severe weather the water cycle the solar system the rain forest recycling 	Science	Suffixes Irregular past-tense verbs Apostrophe usage
Unit 4: Our Government <ul style="list-style-type: none"> the Constitution and branches of government writing in the United States the legislative branch the executive branch the judicial branch 	Social studies	Present continuous tense Gerunds Subject and verb agreement Question words Subject and predicate

2) The grade-level content in the *Ready, Set, Go! Newcomer Kit* is not aligned to the 6-8 or 9-12 core standards. *Ready, Set, Go! Newcomer Kit* materials are designed for use by ESL teacher as support for ELLs with limited English ability.

3) The grade-level content in the *Ready, Set, Go! Newcomer Kit* materials is not presented systematically through the grade-level scope and sequence. Rather each unit of study and support lessons are designed to support language and content understanding of topics that a newcomer secondary student will require to access more difficult grade-level specific content. As highlighted above, the thematic units of study, support lessons, and activities are built to develop student academic language and vocabulary around a centralized concept.

E. Strands of Model Performance Indicators

- | | | |
|---|-----|----|
| 1) Do materials include a range of language functions? | Yes | No |
| 2) Are the language functions incorporated into a communicative goal or activity? | Yes | No |
| 3) Do the language functions support the progression of language development? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The *Ready, Set, Go! Newcomer Kit* materials include a range of language functions. Each integrated unit, lessons and support activities integrates all four language domains: Listening, Speaking, Reading and Writing. The Teacher’s Edition provides lesson plans that provide additional opportunities for differentiation with modifications for both challenge and remediation. Each of the Books begin with a

skills assessment checklist identifying individual student word skill and life skill strengths as related to the scope and sequence. This skills assessment checklist can help to modify the content to best meet the emergent language and literacy skills of the individual student. The Teacher’s Edition provides lesson plans that provide a targeted focus on the WIDA language-development standards including: The Language of Language Arts, The Language of Academic Science concepts, and The Language of Academic Social Studies concepts. Examples of language functions found throughout the *Ready, Set, Go! Newcomer Kit* materials include *identify, States, Restates, Explain, Describes, Orders, Classify, and Explains*.

Highlighted below the *Ready, Set, Go! Newcomer* Materials designed for the Beginning and Entering Level secondary students (Grades 6-12):

ELP Descriptors

BEGINNING Students can:

- determine meaning of frequently occurring words in oral presentations
- respond to yes/no and *wh-* questions
- participate in short conversations
- express an opinion about a familiar topic
- recognize the meaning of simple phrases
- identify the point an author makes
- communicate basic information about a topic with simple sentences
- participate in short written exchanges on familiar topics

ENTERING Students can:

- identify main topic and key details from oral communication
- participate in short conversations about familiar topics
- support a claim with opinions, reasoning, and evidence
- recount a sequence of events
- summarize data and information
- write simple and compound sentences using linking words

Highlighted below the *Ready, Set, Go! Newcomer Kit* Scope and Sequence documentation highlights the lesson topic, standard focus, and language focus appropriate for the early emergent Newcomer secondary student:

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Lesson Topics	Standards Focus	Language Focus
Unit 1: Sounds and Letters <ul style="list-style-type: none"> • alphabet • consonants/vowel/consonant letters • consonants/vowel/consonant sounds • blends/digraphs • silent letters • vowel/consonant sounds 	Language arts	Consonants Vowels Digraphs Blends Alphabetical order
Unit 2: The Basics <ul style="list-style-type: none"> • colors • shapes • cardinal and ordinal numbers • days/months/years • classifications • weather • seasons • temperature • time 	Science Math	Capitalization
Unit 3: Welcome <ul style="list-style-type: none"> • greetings and introductions • all about me • address • phone number • family/relatives • age • personal titles/marital status • emergency form 	Social studies Language arts	Verbs: to, are, and am
Unit 4: My School <ul style="list-style-type: none"> • classroom objects/tools • people at school • places at school • school rules • following directions • school schedule • useful phrases 	Language arts Social studies Math	Contractions

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Lesson Topics	Standards Focus	Language Focus
Unit 1: At the Store <ul style="list-style-type: none"> • foods and meals • the grocery store • food containers • clothes and clothing sizes • money 	Language arts Math	Nouns Adjectives
Unit 2: At Home <ul style="list-style-type: none"> • types of homes • rooms in a home • objects in rooms • the backyard • tools • activities in the home • a daily routine 	Social studies	Using a and an
Unit 3: Health and Well-Being <ul style="list-style-type: none"> • the body • feelings and emotions • hygiene • illnesses and remedies • exercise • hobbies, sports, and music • healthy eating • the five senses 	Social studies Science	Action verbs
Unit 4: Around Town <ul style="list-style-type: none"> • places in a community • jobs • the bank • the post office • the library • the hospital and doctor's office • emergency situations • transportation, signs, and directions 	Language arts Social studies	Prepositions of place

Instructional Features

Ready, Set, Go! Newcomer is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Lesson Topics	Standards Focus	Language Focus
Unit 1: Earth and Its People <ul style="list-style-type: none"> • geographical features • bodies of water • types of landforms • early settlers in the United States • immigration in the United States 	Social studies Science	Types of sentences Plural nouns—regular and irregular Linking verbs Abstract nouns
Unit 2: These United States <ul style="list-style-type: none"> • important American symbols • holidays and celebrations • US geography and regions • Washington, DC • US national parks 	Social studies	Pronouns Prepositions Comma usage Word usage: there, their, and they Comparative and superlative adjectives
Unit 3: Science <ul style="list-style-type: none"> • types of severe weather • the water cycle • the solar system • the rain forest • recycling 	Science	Suffixes Irregular past tense verbs Apostrophe usage
Unit 4: Our Government <ul style="list-style-type: none"> • the Constitution and branches of government • voting in the United States • the legislative branch • the executive branch • the judicial branch 	Social studies	Present continuous tense Gerunds Subject and verb agreement Question words Subject and predicate

Highlighted below the *Ready, Set, Go! Newcomer Kit* Teacher’s Edition Skill Assessment Checklist:

Life Skills	Did not assess	Needs more work	Satisfactory	Proficient	NOTES
Identifies colors					
Identifies shapes					
Identifies numbers 1–100					
Names days of the week and months of the year					
Identifies seasons and weather					
Identifies time and temperature					
Greets people appropriately					
Tells about oneself					
Writes own name					
Speaks and writes own address and phone number					
Identifies own birthday and other important dates					
Identifies family—mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin					
Understands marital status/titles					
Completes an emergency form					
Identifies classroom objects					
Recognizes people at school					
Understands and follows school rules					
Understands and follows school schedule					
Uses common phrases to communicate—May I?, please, excuse me, How do I?, etc.					

2) The language function activities are embedded throughout the *Ready, Set, Go! Newcomer Kit* materials. Each integrated unit, lessons and support activities integrates all four language domains: Listening, Speaking, Reading and Writing. The Teacher’s Edition provides lesson plans that provide additional opportunities for differentiation with modifications for both challenge and remediation. Oracy based tasks include the following: *listen and discuss, turn and talk, check for understanding*. In the student books all language-based task are paired. If a student is expected to listen to a shared reading, a subsequent activity would encourage students to share their experiences using the discussion cue cards.

Highlighted below the *Ready, Set, Go!* Newcomer Conversation Cards:

What colors are on your native country’s flag?

How does your favorite color make you feel?

Are the seasons the same or different here than in your native country? Explain.

What are some outdoor activities you like to do in the summer months?

Highlighted below the *Ready, Set, Go!* Overview of the Teacher's Edition with suggested pacing guidelines, clear goals and vocabulary denoted for each lesson, teaching strategies to support language development:

BOOK 2
Teacher's Edition

- Suggested pacing guidelines can be adapted for your classroom use.
- Clear goals and vocabulary are identified for each lesson.
- Page-by-page directions and teaching strategies support you every step of the way.
- Optional audio files are available for download.
- Annotated answers make class time run efficiently.
- Culture Connection suggestions encourage students to share information about their home countries and languages.
- Differentiated instruction activities help you meet student needs.

3) The language functions support the progression of language development in that the *Ready, Set, Go! Newcomer Kit* units of thematic study and subsequent lessons provide embedded scaffolds to support students at the early emergent English language proficiency levels.

Highlighted below the *Ready, Set, Go!* Teacher's Edition, Methodology for support academic vocabulary development:

Use of a seven-step method for preteaching vocabulary to ELL students can assist in your students' success. This method comes from ExC-ELL, an extensive set of strategies and resources to aid in teaching vocabulary, close reading, reading comprehension, and writing. Find more information and resources on their website: <https://exc-ell.com>.

By choosing five to six key words each day to highlight with students, you help newcomers to dramatically grow their vocabulary over the course of the school year. ExC-ELL's method can be implemented in both the ESL and the mainstream classroom. Following these seven steps should take approximately two minutes per word.

- Step 1:** Say the word or phrase three times and have the students repeat it.
- Step 2:** Read the sentence that contains the word or phrase from the actual text to provide context.
- Step 3:** Give the dictionary definition of the word.
- Step 4:** Give a student-friendly definition of the word.
- Step 5:** Explain unusual characteristics of the word, such as grammar, spelling, or multiple meanings.
- Step 6:** Provide a sentence starter or frame and allow the students to use the new word or phrase in partner or group discussion for about 60 seconds.
- Step 7:** Explain to students how and when they will use the word in the classroom activity or writing assignment.