

Support for English Learners

Targeted PreK–12 programs to help your English learners improve fundamental skills and reach language proficiency

- WIDA's ACCESS for ELLs® 2.0 Practice
- Newcomers
- Writing
- Academic Language
- Grammar
- Vocabulary & Comprehension
- Phonics
- Parent Resources



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inspire every learner

Continental for English Learners

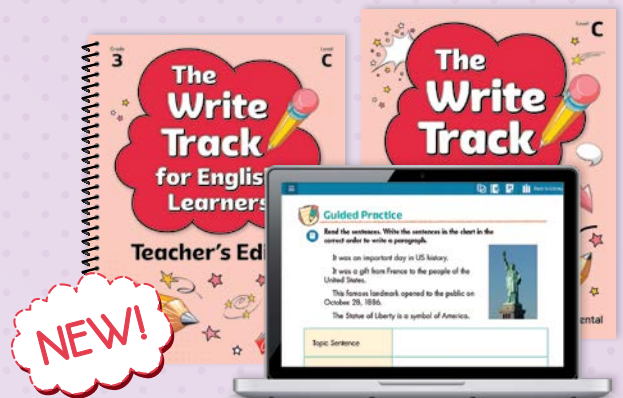
At Continental, we believe the right resources are critical to classroom success. Our PreK-12 programs engage English learners in developing skills to achieve classroom goals, master English language development (ELD) standards, and become lifelong learners.

Featuring:

The Write Track for English Learners

Comprehensive instruction to prepare for writing assignments

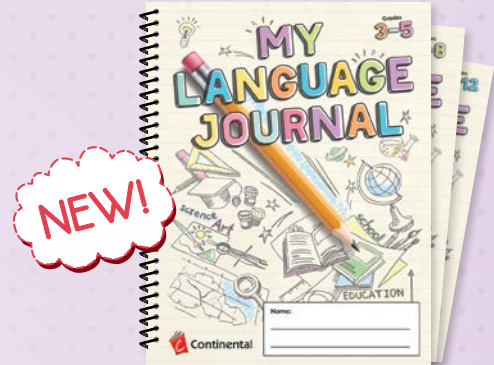
Grades K-12 • Pages 22-27



My Language Journal

Student portfolios to develop vocabulary and practice writing

Grades K-12 • Pages 28-29




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Finish Line for ELLs 2.0

Progress Monitoring for WIDA's ACCESS for ELLs® 2.0 Exam

With the practice in *Finish Line for ELLs 2.0*, students improve their performance across the language domains and become familiar with item types on the ACCESS for ELLs 2.0 exam. Data from each completed lesson can be used to monitor progress and identify gaps in learning.

Components—See pages 4–9.

- Student books, printed and interactive eBooks
- Annotated teacher's editions and audio, printed and eBooks

Student Books

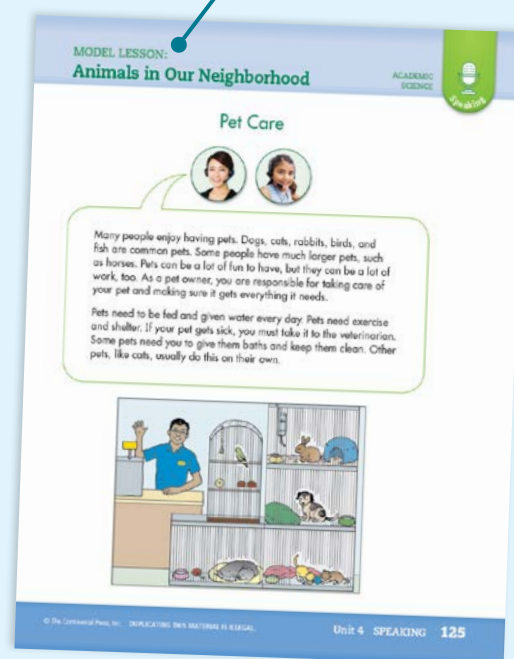
- **Listening, reading, speaking, and writing** units address five content areas.
- **Tested item types** include multiple choice, short and extended writing tasks, and oral response.
- Presentation mimics the online 2.0 exam to give students an **authentic test-taking experience**.
- A model lesson starts every unit to **show students what's expected**.
- Each question addresses a proficiency level and standard found on the 2.0 exam. The proficiency levels of the questions increase within each lesson to **promote advancement**.
- Student performance can be **measured using data** from each completed lesson.


**FREE eBooks
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Details on page 3.

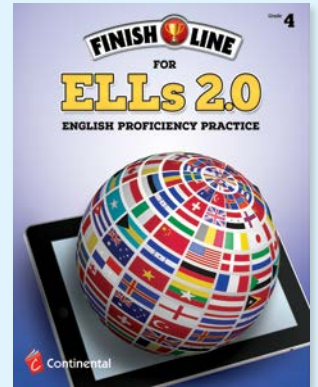
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Lessons address content themes and are organized by language domain

A model lesson for every unit



Mimics 2.0 test format with teacher and student speakers and heavy graphic support

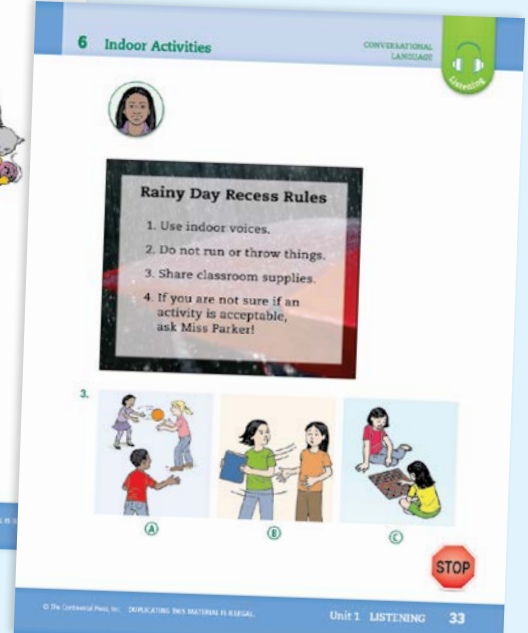
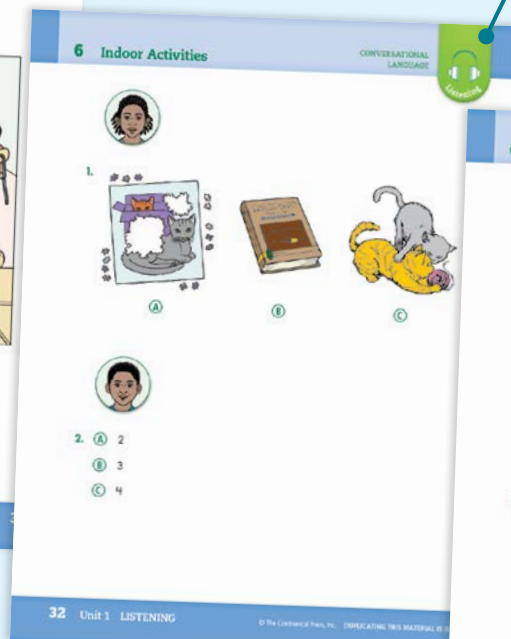
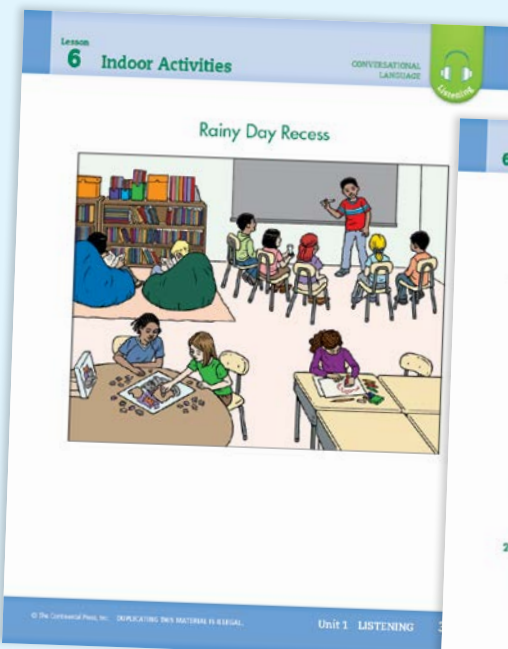
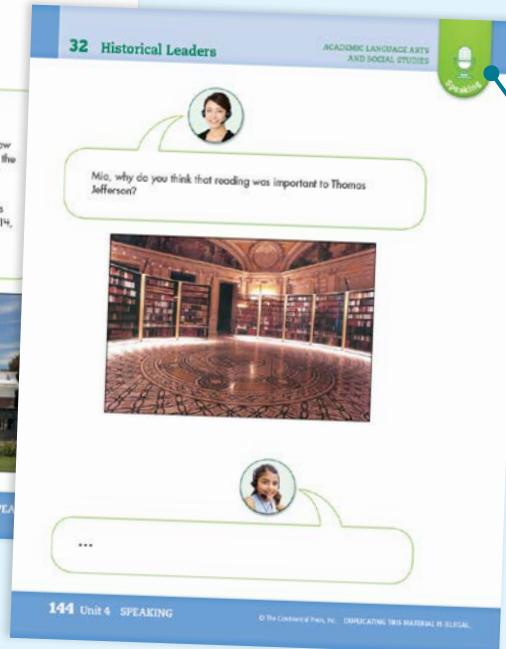


View samples of all grades and the WIDA PRIME V2 Correlation at ContinentalPress.com.

Audio available for speaking and listening



Student Book, Grade 4



Lesson 13 Time

ACADEMIC MATHEMATICS

As Time Goes By

The Sato family is flying from New York to Florida. Mr. Sato tells the family that it is important to be able to solve problems about time when traveling.



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Unit 2 READING 61

Reading lessons with a question for each passage


13 Time

ACADEMIC MATHEMATICS

The plane has landed in Florida. The Sato family gets their suitcases and rents a car. They drive to their hotel. The family gets to the hotel at 7:45 P.M.



1. Which clock shows 7:45?



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62 Unit 2 READING

Writing lessons with short and extended tasks

Lesson 29 Colonial Life

ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES

Travel in the Colonies




Life in the American colonies was different than today. People had different ways of traveling and of getting from place to place.

Most people did not travel far from their homes. Since they did not go many places, they mainly walked to get where they needed to go. If they were able to afford a horse or a donkey, they could also ride.

Horses and donkeys could also be hitched to wagons and carts. This helped people travel in groups or haul goods from place to place. The rich may have owned nice carriages, so that they could ride in more comfort. Carriages were usually enclosed, so other people could not see in.

Not many people traveled long distances. Roads were not well made and could be dangerous. There were not many bridges, so water had to be crossed by using a ferry or by swimming.

Small boats were used for traveling on rivers. Boats were a faster way to travel, when there was water. People who traveled to other countries had to go by ship. Voyages took several weeks and could be dangerous because of storms.

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120 Unit 3 WRITING

29 Colonial Life

ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES

Compare and contrast how people traveled in the late 1700s with how you travel today. Write a four-paragraph essay about the different methods of travel. Discuss things that have changed and things that have remained the same. How have these changes affected your life? Use details to support your writing.

Plan Your Writing

Think about these questions to help you get ideas for your essay.

- How do I travel places today?
- Are there any travel methods from the 1700s that are the same or similar to ways we travel today?
- Are there any new ways to travel today?
- How fast can we travel today? How fast could they travel in the 1700s?
- How is my life likely different because of these changes in transportation?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

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Unit 3 WRITING 121

29 Colonial Life

ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES

Check Your Writing

Ask yourself:

- Did I write an essay?
- Did I organize my ideas in four paragraphs?
- Did I tell about ways that I travel today?
- Did I include details about how I travel and how the colonists traveled?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?

STOP

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Unit 3 WRITING 123

Student Book, Grade 4

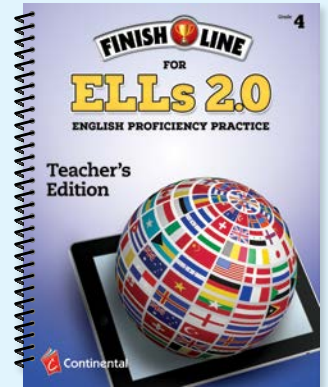
Annotated Teacher's Editions and Audio

Teacher's editions include audio download instructions, as well as:

- Teacher directions for each page
- Instructional notes
- Extension activities
- Language levels and performance objectives for the standards
- Common Core connections
- Parent letters in multiple languages
- Scoring forms and answer sheets with rubrics
- Book list for additional ELP practice



Audio



Audio provides oral reading of the listening and speaking activities from the teacher's edition to simulate the test-taking experience. Narrators/virtual teachers give directions and questions. Student/adult dialogue models student responses and demonstrates language expectations.

11 Time ACADEMIC MATHEMATICS

The plane has landed in Florida. The Sato family gets their suitcases and rents a car. They drive to their hotel. The family gets to the hotel at 7:45 P.M.

1. Which clock shows 7:45?

Item	Language Level	Performance Objective
1	Intermediate	Students will identify a given time.

Connection: ELA, RI 4.2: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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Annotated Teacher's Edition, Grade 4

32 Historical Leaders ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES

Say: Now it is your turn. How was the land that Lewis and Clark explored different from the way it is today?

Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.

Extension Activity

1. Lead a discussion about sequence. Using the information in the lesson, have students create a time line of Thomas Jefferson's life. [L, IN]
2. Expand activity 1 to have students conduct additional research and present their time lines to the class. [A]

6 Indoor Activities CONVERSATIONAL LANGUAGE

Say: Look at number 1. Take a moment to look at the answer choices.

Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Makayla.

Makayla says, "Jenna, let's put together a puzzle. This one is a cute picture of cats. They are my favorite animals. It has 250 pieces, so it might be hard. I will start working on the edge of the puzzle. Do you see any pieces that are flat on one side?"

What activity are Makayla and Jenna doing?

Pause for students to mark an answer.

Say: Look at number 2. Take a moment to read the answer choices.

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Tanner.

Tanner says, "Let's make two teams and play a game. One person on each team will draw a picture on the board. The other people on the team have to guess what that person is drawing. How many people want to play? Oh, there are 6 of us who want to play the game. The teams will not be very big. Now Antwon and Chloe want to play, too. So, there will be 8 people in all."

How many people will be on each team?

Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will identify indoor leisure activities.

Connection: ELA, RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Item	Language Level	Performance Objective
2	Intermediate-High	Students will divide a group of children into two teams.

Connection: ELA, RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Interactive eBooks

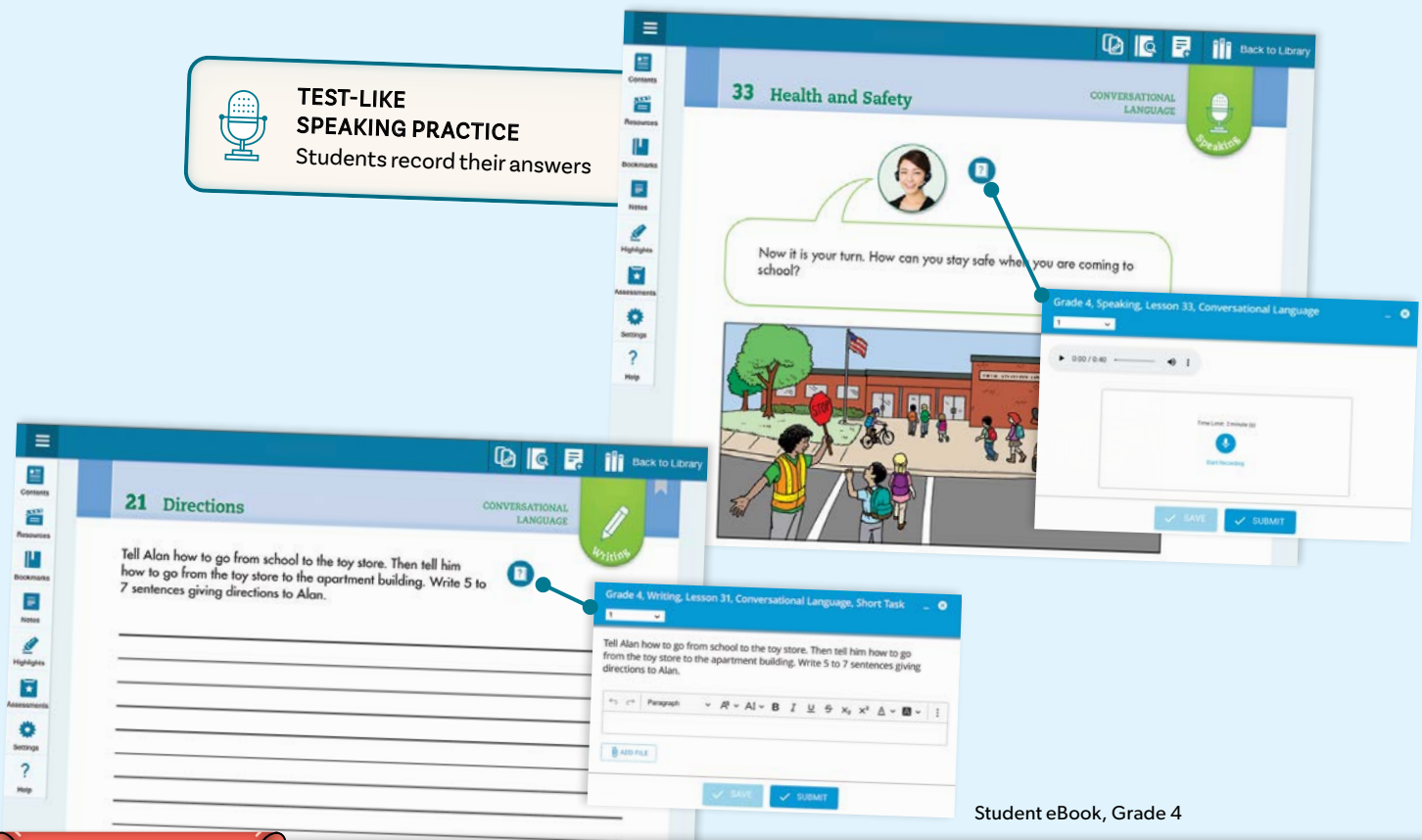
Our interactive eBooks deliver the workbook lessons online. Functionality mimics WIDA's ACCESS for ELLs® 2.0 to give students authentic assessment practice, and built-in teacher tools allow you to monitor performance and progress.

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Grade 5	NS1786-6	NS0416-3
Grade 6	NS1787-3	NS0417-0
Grade 7	NS1788-0	NS0418-7
Grade 8	NS1789-7	NS0419-4
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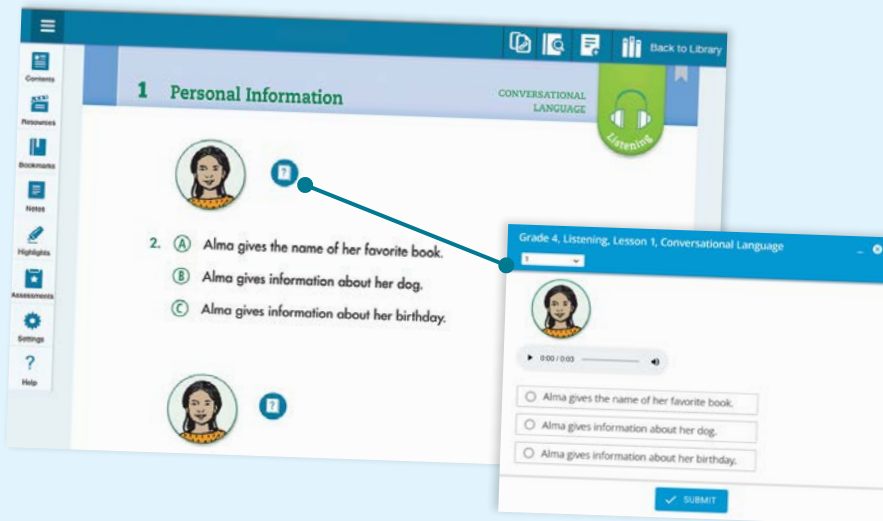
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Grade 5	NS0060-8	NS0389-0
Grade 6	NS0061-5	NS0390-6
Grade 7	NS0062-2	NS0391-3
Grade 8	NS0063-9	NS0392-0
Grades 9–12	NS0064-6	NS0393-7

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Performance Reports

May-11-2021 - May-11-2022 Continental Grade 6 FL for ELLs 2.0 G6 SB Finish Line for ELLs 2.0

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	ESL/ELD	Grade 6	Listening	Reading	Speaking	Writing
Sandy Renimir	65.48%	66.28%	- 70.61%	40.75%	77.78%	72.23%	91.67%
Cindy Leocetrar	66.67%	44.46%	- 70.29%	25.93%	77.78%	77.42%	100%
Tee Hodges	63.3%	23.16%	- 68.76%	27.78%	88.89%	75%	83.34%
Lizza Rodo	21.67%	21.67%	- 60.88%	29.63%	88.89%	50%	75%
Tim Yinnir	51.2%	17.07%	- 33.34%	11.12%	8.34%	47.23%	66.67%
Don Tolister	35.9%	11.97%	- 13.2%	22.23%	0%	30.56%	0%

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Grade 6	NS0408-8
Grade 7	NS0409-5
Grade 8	NS0410-1
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	Printed Books	eBooks
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Grade 2	NS1792-7	NS0395-1
Grade 3	NS1793-4	NS0396-8
Grade 4	NS1794-1	NS0397-5
Grade 5	NS1795-8	NS0398-2
Grade 6	NS1796-5	NS0399-9
Grade 7	NS1797-2	NS0400-2
Grade 8	NS1798-9	NS0401-9
Grades 9–12	NS1799-6	NS0402-6

On Our Way to Reading—Newcomers

Foundational Skills Development for Emergent Readers

On Our Way to Reading—Newcomers helps English learners build foundational reading skills, giving them a strong start to language acquisition and confidence to grow on. They'll develop print, phonological, and phonemic awareness through activities in listening, reading, writing, and speaking.

Components—See pages 10–13.

Student Books

25 copies (5 per book title)

Each of the five books targets a specific skill for the emergent learner, from basic readiness skills (colors, shapes, numbers, letters) to phonemic awareness to letter-sound knowledge, including common blends and digraphs.

Colors, Shapes, and Numbers

Our ABCs

Rhyming Words

Sounds and Letters

More Sounds and Letters

eBooks are available on our website.

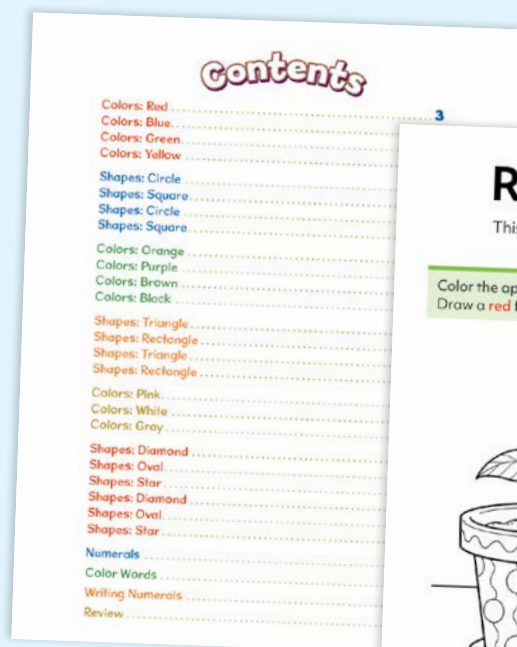
K-3 Vocabulary Picture Cards

1 set of 100 cards

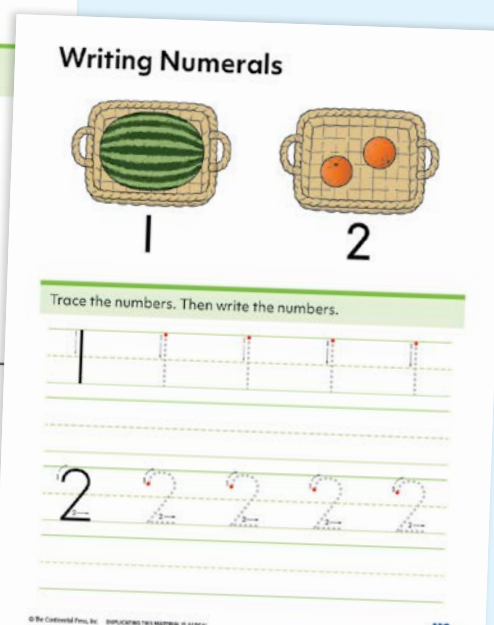
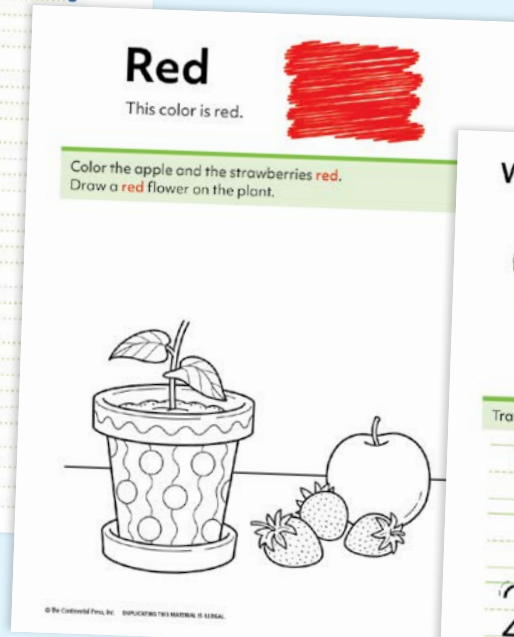
Each card features the letter/word on one side and a photo of the letter/word on the other side to visually reinforce lesson topics.



K-3 Vocabulary Picture Cards



Colors, Shapes, and Numbers



View samples of all books at ContinentalPress.com.



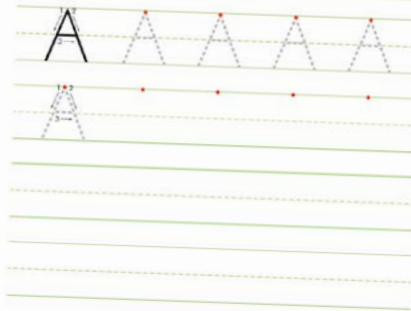
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Our ABCs

A Ant

Trace each capital A. Then write capital A to fill the lines.



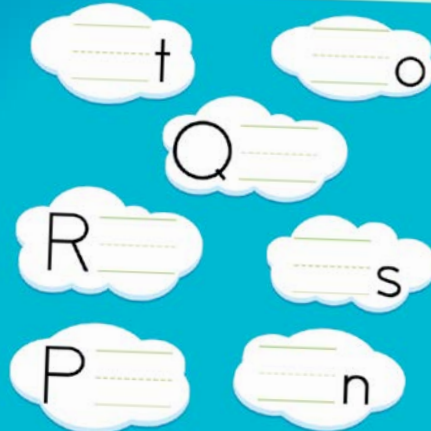
Airplane

4

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Nn Oo Pp Qq Rr Ss Tt

Write the partner for each letter.



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Rhyming Words

van

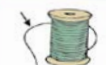
Circle the pictures whose names rhyme with van.



4

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Say the three picture names in each box.
Circle the two pictures whose names rhyme.



5



30

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sun



Say the name of each picture.
Circle each picture whose name begins like **sun**.



Trace the letter **s**.

sun



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5

Sounds and Letters

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thumb



Say the name of each picture.
Circle each picture whose name begins like **thumb**.



Trace the letters **th**.

thumb



30

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More Sounds and Letters

Readers

24 readers

Teacher's editions recommend specific readers to support many lessons. The readers provide targeted practice to help transition students from instruction to independent reading.

eBooks with audio are available on our website.



This is the skunk
that stepped on the slug
that spotted the bug

4



that got stuck in the web
that Stella spun.

5

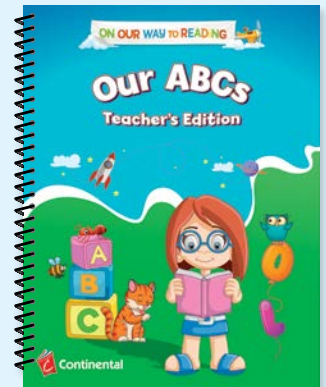
Annotated Teacher's Editions and Audio

5 copies (1 per book title)

In addition to annotated student book pages, each edition includes a program overview, scope and sequence, and:

- Instructional strategies
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- Support for cultural awareness
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Audio

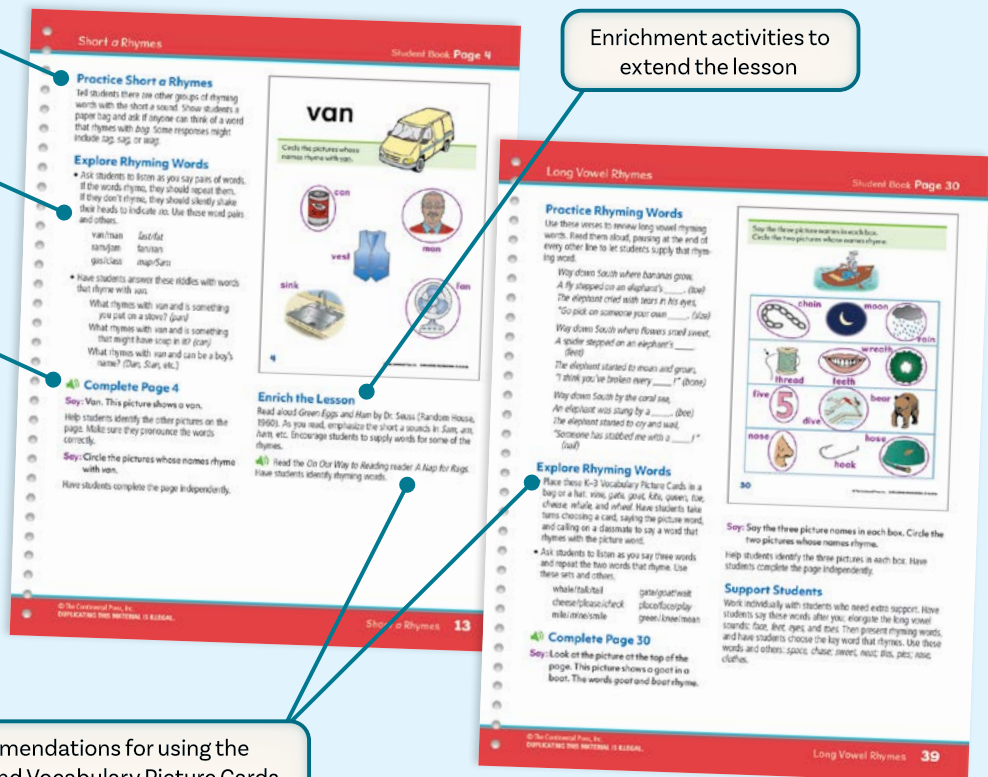
Skill introduction

Detailed directions

Audio opportunities

Enrichment activities to extend the lesson

Recommendations for using the Readers and Vocabulary Picture Cards



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More Sounds and Letters	NS1713-2

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Help Newcomers Develop Essential English Language Skills

Ready, Set, Go! Newcomers Kits feature a sequential workbook series to help students newly arrived to the US build essential language skills, giving them confidence as communicators and readers.

- Content to develop life-skills vocabulary for success in and out of the classroom
- Activities in reading, writing, speaking, and listening with audio
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- Age-appropriate visual support
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Two kits are available: Grades 3–5 and Grades 6–12.

Components—See pages 14–21.

Student Books in Grades 3–5 Kit

15 copies (5 copies of 3 books)

Two-page lessons include three parts: Listen, Speak, and Write. Sight word work is also included in Book 1. Units end with grammar practice, read and write activities, and a comprehension review for additional practice and progress checks.



Grades 3–5 Kit



Grades 6–12 Kit

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Grades 3–5, Student Book, Book 1



View lessons and request a FREE sample at ContinentalPress.com.

3 Numbers

★ Listen
Listen and repeat.

0	1	2	3	4	5
zero	one	two	three	four	five
6	7	8	9	10	11
six	seven	eight	nine	ten	eleven
12	13	14	15	16	17
twelve	thirteen	fourteen	fifteen	sixteen	seventeen
18	19	20	30		
eighteen	nineteen	twenty	thirty		
60	70	80	90		
sixty	seventy	eighty	ninety		
1st	2nd	3rd	4th		
first	second	third	fourth		

Listen. Check the correct choice.

1 ☐ 2 ☐ 12 ☐ 20
2 ☐ 3 ☐ 4 ☐ 5
3 ☐ 30 ☐ 60 ☐ 90
4 ☐ 1st ☐ 4th ☐ 5th
5 ☐ 2nd ☐ 3rd ☐ 4th
6 ☐ 0 ☐ 10 ☐ 100

12 Numbers

Grades 3-5, Student Book, Book 1

★ Speak
Talk with a partner.
How many times can you jump on one foot? I can jump _____ times.
What grade are you in? I am in _____ grade.

★ Write
Write a word to tell which place each person is in the line.

fifth first fourth second third

Omar _____
Rosa _____
Tom _____
Emma _____
Fiona _____

Write the word for each number.

1 4 _____ 4 70 _____
2 19 _____ 5 100 _____
3 8 _____ 6 0 _____

Numbers 13

How does your favorite song make you feel?

What kind of music is popular in your native country?

Newcomers Cards

16 Music

★ Listen
Listen and repeat.
In music class, you sing songs and play music.

You listen to and play instruments.

drum maracas recorder ukulele xylophone

Listen. Circle the correct choice.

1 3
2 4

44 Music

Grades 3-5, Student Book, Book 2

★ Speak
Talk with a partner.
What do you like to do in music class? I like to _____.
Do you play any instruments? Yes, I play _____. No, but I would like to play _____.

★ Write
Write the word to go with each picture.

1 5
2 6
3 7
4 8

clap
drum
maracas
piano
recorder
sing
ukulele
xylophone

Music 45

piano



Vocabulary Picture Cards

Student Books in Grades 6–12 Kit

15 copies (5 copies of 3 books)

Lessons include three parts: Listen, Speak, and Write. Book 3 lessons are expanded to include a reading section, more speaking activities, and additional checks for understanding. Grammar practice, read and write activities, and comprehension reviews provide additional support and progress checks.

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32 Classroom Objects

★ Listen
Listen and repeat.

backpack	book	calculator	eraser
notebook	paper	pen	pencil
ruler	scissors	stapler	tape

Listen. Circle the correct choice.

1	2	3	4	5	6
---	---	---	---	---	---

★ Speak
Talk with a partner.

What is in your backpack?
_____ is in my backpack.

Where is the stapler?
The stapler is _____.

88 Classroom Objects

Grades 6–12, Student Book, Book 1

Write

Write the word to complete each sentence.

- I carry my books in a _____.
- I read a _____ about the space program.
- Fold the _____ in half.
- The _____ has an eraser on the end.
- I used _____ to cut snowflakes for an art project.
- We measured different objects with a _____.

Write the word for each picture.

7	10
8	11
9	12

backpack
book
calculator
eraser
notebook
paper
pen
pencil
ruler
scissors
stapler
tape

Classroom Objects 89

What class do you enjoy most in school? Why?


How is school different here than in your native country?

Newcomers Cards

Mature visuals for older students

21 My Body

★ Listen
Listen and repeat.



Listen. Fill in the correct choice.


1 <input type="radio"/> eye	<input type="radio"/> nose	4 <input type="radio"/> arm	<input type="radio"/> leg
2 <input type="radio"/> finger	<input type="radio"/> foot	5 <input type="radio"/> mouth	<input type="radio"/> ear
3 <input type="radio"/> head	<input type="radio"/> chest	6 <input type="radio"/> knee	<input type="radio"/> hand

60 My Body







Grades 6-12, Student Book, Book 2

★ Speak
Talk with a partner.
What do your feet help you to do?
My feet help me _____.
What does your nose help you to do?
My nose helps me _____.

★ Write
Write the word for each body part.

1 _____		arm
2 _____		chest
3 _____		ear
4 _____		eye
5 _____		finger
6 _____		foot

Write the word for each picture.

7 	10 
8 	11 
9 	12 

arm
chest
ear
eye
finger
foot
hand
head
knee
leg
mouth
nose

My Body 61



Vocabulary Picture Cards

1 Geography

★ Listen
Listen and repeat.
Geography is the study of Earth's surface.

Earth has four hemispheres. A hemisphere means "half of a sphere."


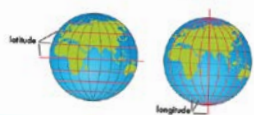
The equator divides Earth into the Northern Hemisphere and the Southern Hemisphere.

The prime meridian divides Earth into the Eastern Hemisphere and the Western Hemisphere.

The North Pole is at the top of Earth. The South Pole is at the bottom of Earth.

There are seven continents on Earth. Continents are large masses of land.

Look at a map or a globe. There are lines that run across. These are lines of latitude. There are also lines that run up and down. These are lines of longitude. Longitude and latitude help people find exact places on Earth.

8 Geography

Grades 6-12, Student Book, Book 3

Listen. Check the correct choice.


1 <input type="checkbox"/> longitude	<input type="checkbox"/> latitude
2 <input type="checkbox"/> globe	<input type="checkbox"/> continent
3 <input type="checkbox"/> North Pole	<input type="checkbox"/> South Pole
4 <input type="checkbox"/> equator	<input type="checkbox"/> prime meridian
5 <input type="checkbox"/> hemisphere	<input type="checkbox"/> globe
6 <input type="checkbox"/> prime meridian	<input type="checkbox"/> latitude

★ Speak
Talk with a partner.

1 How do lines of longitude and latitude help travelers?
Lines of longitude and latitude help by _____.

2 When might you need to use lines of longitude and latitude?
I might use lines of longitude and latitude to _____.


3 What do you think life is like at the South Pole?
I think life at the South Pole _____.



Geography

★ Read
Read the first part of the passage. Then answer the questions.

1 Find a map or a globe. Look closely. Do you see a grid of lines? Some run up and down. Others go from side to side. These lines are called latitude and longitude. Lines of latitude go from side to side, or east to west. Lines of longitude run up and down, or north to south. They are imaginary. They are not really on the surface of our planet like the oceans and continents. But they are very useful. They give every spot in the world its own address.



2 These lines are an important part of geography. Geography is the study of the earth's surface. Around 100 BC, a Greek man named Ptolemy made a grid of lines. He started with an idea that had been around a long time. He divided the distance around Earth into 360 degrees. But Ptolemy thought our planet was much smaller than it really is. So his system was not accurate. Over the centuries, people refined Ptolemy's system. Now it is used around the world.

1 Circle the name of the man who first made a grid of lines.

2 Underline the word that means "the study of the earth's surface."

3 Because Ptolemy believed Earth was much smaller than it is, _____.

A his system was not useful
B his system was not accurate
C his system was quickly forgotten
D the equator was in the wrong place

★ Speak
Talk with a partner.
What does it mean to refine something?
To refine something means _____.

10 Geography

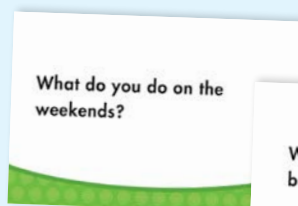
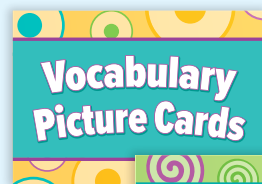
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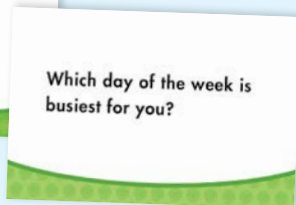
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Newcomers Cards



Vocabulary Picture Cards



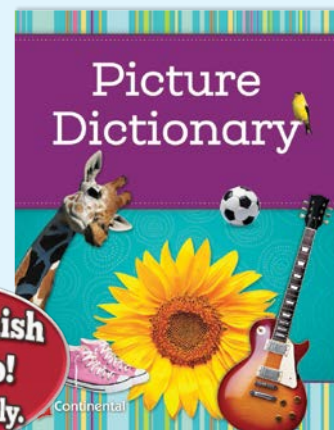
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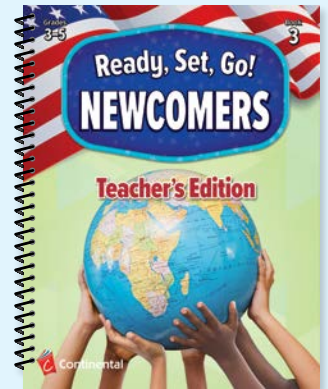
Teacher's editions feature suggestions for use, support for social emotional development, ways to foster cultural awareness, and a skills assessment checklist. Resources for each lesson include:

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- Suggested time allotment for each activity
- Tiered vocabulary focus
- Audio script for listening activities
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- Audio download instructions

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Audio



Instructional Features

Ready, Set, Go! Newcomers Grades 3-5 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: Building Blocks		
<ul style="list-style-type: none"> • colors • shapes • numbers • alphabet • time • days/months • weather • temperature • seasons 	Science Math	Capitalization
Unit 2: Sounds of English		
<ul style="list-style-type: none"> • sight words • consonants/consonant sounds • vowels/vowel sounds • rhyming words • counting, adding, and subtracting • phonemes • consonant blends/digraphs 	Language arts	Consonants Vowels Phonemes Rhyming words Blends Digraphs End punctuation
Unit 3: Challenges of the English Language		
<ul style="list-style-type: none"> • substituting phonemes • vowel teams • silent letters • syllables • vowel sounds: vowels + r, final y • hard and soft c and g • consonant digraphs: gh and ph • high-frequency sight words 		
Unit 4: All About Me		
<ul style="list-style-type: none"> • introductions, greetings, and goodbyes • address • phone number • family/relatives • feelings • useful questions and phrases 		

3 Numbers Student Book PAGE 12

TIME: 60 MINUTES
 Introduction: 5 minutes
 Listen: 20 minutes
 Speak: 15 minutes
 Write: 15 minutes
 Review: 5 minutes

OBJECTIVES

- Identify numbers 1-100 and their terms
- Identify ordinal numbers 1st-5th
- Speak, read, and write about numbers

VOCABULARY

Tier 1: eight five ninety seventy thirty
 eighteen forty numbers six three
 eighty four one sixteen twelve
 eleven fourteen seven ten two
 fifteen nine one hundred sixty twenty
 fifty nineteen seven ten thirty zero
 Tier 2: fifth first fourth second third

WORK WITH THE PAGE

Introduce cardinal and ordinal numbers to the students. Point out numbers around the room. Then show students a group of five objects in a row. Point out the first, second, etc. objects in the group.

Listen

Direct students to the number chart in the book. Read each number while pointing to it. Have students repeat the numbers as you say them a second time.

Tell students to listen to a sentence and then check the box next to the number that goes with the sentence.

1. I have 2 sisters.
2. Carlos ate 5 carrots.
3. There are 60 cars in the parking lot.
4. Lily is in 1st grade.
5. I won 2nd place in the race.
6. There are 100 jellybeans in the jar.

Numbers

Listen and repeat.

0	1	2	3	4	5
zero	one	two	three	four	five
6	7	8	9	10	11
six	seven	eight	nine	ten	eleven
12	13	14	15	16	17
twelve	thirteen	fourteen	fifteen	sixteen	seventeen
18	19	twenty	thirty	forty	fifty
eighteen	nineteen	twenty	thirty	forty	fifty
60	70	80	90	100	
sixty	seventy	eighty	ninety	one hundred	
1st	2nd	3rd	4th	5th	
first	second	third	fourth	fifth	

Listen. Check the correct choice.

1. I have 2 sisters. ☒ 2 ☐ 10 ☐ 100

2. Carlos ate 5 carrots. ☐ 3 ☐ 4 ☒ 5

3. There are 60 cars in the parking lot. ☐ 30 ☒ 60 ☐ 90

4. Lily is in 1st grade. ☒ 1st ☐ 2nd ☐ 10th

5. I won 2nd place in the race. ☐ 1st ☒ 2nd ☐ 10th

6. There are 100 jellybeans in the jar. ☐ 10 ☐ 100 ☒ 100

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Grades 3-5, Annotated Teacher's Edition, Book 1

Numbers Student Book PAGE 13

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.

How many students are in your class? There are _____ students in my class.

What is the first thing you do when you go home? The first thing I do is _____.

Write

Have students look at the picture. Review the words in the word box. Instruct students to write the ordinal number from the word box to describe each student's place in line in the picture. Then have students look at the numbers at the bottom of the page. Tell students to write the word name for each numeral shown.

REVIEW

Close the lesson by recapping the number words. Continue with differentiated instruction activities as needed.

CULTURE CONNECTION

Have students teach the class to count to 10 in their native languages.

DIFFERENTIATED INSTRUCTION

Challenge

Give students index cards with the numerals 0-9 written on them (one numeral on each card). Have students work with a partner to make two-digit numbers and name the number. Help students recognize that a two-digit number is named by the tens and the ones places.

Remediate

Use the Number Cards to review the numbers. Give students a number line from 0-20. Say a number name, and have students point to the number on the line.

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Details on page 3.

Elena Hernandez's Response

Newcomers 6-12 Book 1, Page 40, Listen
Newcomers 6-12 Book 1, Lesson 14

Student Name: **Elena Hernandez** Time Spent: **59 sec** Total Score: **3.00/5.00**

1 Listen. Select the correct choice.

0:00 / 0:03

☒ Saturday ☐ Sunday

1 / 1 Enter feedback...

2 Listen. Select the correct choice.

0:00 / 0:03

☒ Thursday ☐ Tuesday

0 / 1 Enter feedback...

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Performance Reports

May-11-2021 - May-11-2022 Newcomer 6-8 Ready, Set, Go! Newcomers ... Ready, Set, Go! Newcomers

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	Grades 6-12	ESL/ELD	Listening	Reading	Speaking	Writing
Rolf Smith	29.17%	29.17%	46.84%	57.15%	-	83.34%	0%
Dorna Ruiz	57.7%	57.7%	38.34%	65%	-	0%	50%
Micah Lopeneza	0%	0%	0%	-	-	0%	-

First Prev 1 Next Last

Teacher Management

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Book 2	NS1941-9	NS1408-7
Book 3	NS1942-6	NS1409-4

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Book 2	NS1965-5	NS1353-0
Book 3	NS1966-2	NS1354-7

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	Grades 3-5	Grades 6-12
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Book 2	NS1968-6	NS1356-1
Book 3	NS1969-3	NS1357-8

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The Write Track for English Learners



Instruction to Prepare ELs for Writing Assignments

The *Write Track for English Learners* offers comprehensive writing instruction to help ELs develop their written communication skills and gain confidence with classroom writing assignments and state testing requirements.

- For English language proficiency levels 2–5
- Multiple writing genres and teaching support
- Connections to language expectations (narrate, inform, explain, argue) and Common Core

Components—See pages 22–27.

- Student books, printed and interactive eBooks
- Annotated teacher's editions, printed and eBooks

Student Books

Each book includes four units that progressively build writing skills: English language conventions, elements of writing, common types of writing, and writing a research paper. Lesson format:

Part #1: Skill introduction

Part #2: Guided practice with tips and reminders

Part #3: Independent practice

PART #1

Lesson 2 Word Parts

Many words are made up of different parts. A word may have a **prefix**, a **root word**, and a **suffix**. Knowing what some or all of the parts mean can help you figure out the meaning of the word.

prefix	root word	suffix
un-	friend	-ly

un- means "not" friend is the root -ly means "like"

The word unfriendly means "not like a friend."

Prefixes

A **prefix** is a word part added to the beginning of the word. A prefix changes the meaning of the root word to make a new word.

un- + happy = unhappy

Prefix Chart		
Prefix	Meaning	Example
dis-	not, opposite of	disappear
in-	in, not	inactive
pre-	before	preschool
re-	back, again	rewrite
un-	not	unpleasant

Add a prefix from the chart above to each root word to make a word that fits the new meaning.

Prefix	Root Word	New Meaning	New Word
	heat	heat before	
	agree	not agree	
	turn	turn back	

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Student Book, Level C

FREE eBooks Offer!
Details on page 3.



View lessons from all grades and request a sample book at ContinentalPress.com.

Hint boxes provide scaffolding for extra support

PART #2

Guided Practice

Answer the questions.

What is the root word of unlikely?

- A like
- B likely
- C unlike
- D not like



The root word is what is left if you take away the prefix and suffix.

What does the word inexpensive mean?

- A not costly
- B high priced
- C very valuable
- D more expensive



Remember the prefix in- means "not." Expensive means "costly."

Add a suffix from the chart on page 27 to each root word to make a word that fits the new meaning.

Root Word	Suffix	New Meaning	New Word
core		without thinking	
spread		able to be spread	
dark		state of being dark	
teach		one who teaches	



Guided Practice

Draw a line to the word or words that best complete each sentence.

The root word of disagreeable is _____.

disagree
agree
agreeable
agreement



Take away the prefix and the suffix.

28 Unit 1 Language Conventions

The word singer describes _____.

one who sings
the state of singing
able to sing
likely to sing



The suffix -er means "a person who does something."

A helpful person _____.

never helps
helps in a way
is able to help
is likely to help



The suffix -ful means "full of" or "likely to."

More Ways to Make Words

A **compound word** is made up of two smaller words. The words that make up a compound word can stand alone, unlike a prefix or suffix.

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Unit 1 Language Conventions 29

PART #3



Independent Practice

Answer the questions.

- What does the word cloudless mean?
 - A clear
 - B cloudy
 - C full of clouds
 - D slightly cloudy
- What is the meaning of the word displeased?
 - A able to please
 - B one who is pleased
 - C not pleased
 - D very pleased
- What does the word ballplayers mean?
 - A a game that is played
 - B a place to play ball
 - C the ball that is played with
 - D those who play ball

34 Unit 1 Language Conventions

Draw a line to match the words with the contraction.

- | | |
|-----------|---------|
| 4. is not | don't |
| was not | weren't |
| do not | wasn't |
| are not | aren't |
| were not | isn't |

Write the contraction on the line.

5. cannot _____
I am _____
that is _____
I will _____

Draw a line to connect each part of a compound word. Then write the word on the line.

- | | | |
|---------|-------|-------|
| 6. pine | work | _____ |
| book | ball | _____ |
| home | mark | _____ |
| snow | apple | _____ |

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Unit 1 Language Conventions 35

Use in class or as homework assignments

16 Descriptive Writing

Descriptive writing is when you write to tell about something. You use words to “create a picture” for a reader. You pick details that tell what you see, hear, feel, taste, or touch. The details should be arranged in an order that makes sense.

Guided Practice

Read the writing assignment. Then answer the questions.



Look at the photograph. You have been asked to write a short essay for your class that describes what is happening in the picture. Use details so someone who reads your paragraph can imagine the entire scene.

Be sure to:

- follow the five steps of the writing process
- begin with a topic sentence
- use exact verbs and describing words
- arrange the details in an order that makes sense
- tell what you see
- tell what you might hear, smell, and feel

Unit 3 Types of Writing 203

Step 1: Prewrite

Read the writing assignment again. Underline clue words. This will help you know what to write about.

What words or phrases will you underline?



What is the subject?

What type of writing will you do?



Look for clues that tell you what you will be writing.

Who is the audience?



When no audience is given, you can guess that it is the person who gave the assignment.

204 Unit 3 Types of Writing

Step 2: Draft

Read Carlos's draft. Then answer the questions.

The photograph shows a city park. There are many people in the park. The park has a path. Some people are walking on the path. Other people are sitting on wooden benches. A group of people is sitting on the grass. The trees in the park have green, leaves. Some bushes have pink flowers. The flowers may smell sweet. The weather may be chilly. People are wearing jackets or hoodies and pants or jeans. You might hear people talking and birds chirping. The park may be a quite place. Or you might hear cars, buses, and trucks drive by or their horns honking. I thin this park looks very clean and green. I would like to visit it.

What is the topic sentence?



What does the photo show?

Unit 3 Types of Writing 207

Graphic organizers throughout lessons

Independent Practice

Read the writing assignment. Then answer the questions.

Step 1: Prewrite

Write an essay for the class website about a restaurant you have visited. Use details to describe this place and bring it to life.

Be sure to:

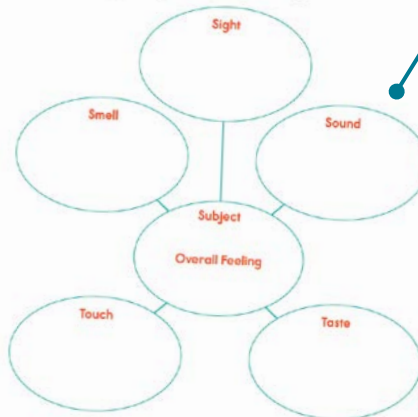
- follow the five steps of the writing process
- write a topic sentence
- use exact verbs and describing words
- arrange the details in an order that makes sense
- tell what it looks like
- tell what it sounds like
- tell what it smells like
- tell what it feels like

1. Who is your audience?

2. What kind of writing are you being asked to do?

216 Unit 3 Types of Writing

3. Fill in the graphic organizer to plan your writing.



Unit 3 Types of Writing 217

Step 3: Revise Step 4: Edit

5. When you have finished your draft, go back over it. Make your revision on this page. Then edit your revised draft. Use the rubric on page 211 and the proofreading chart on page 213 to review your writing. Ask a peer to edit your writing, too.

Step 5: Publish

6. Write or type your final answer on a separate sheet of paper. Publish your writing by turning it in to your teacher or by sharing it with the class.

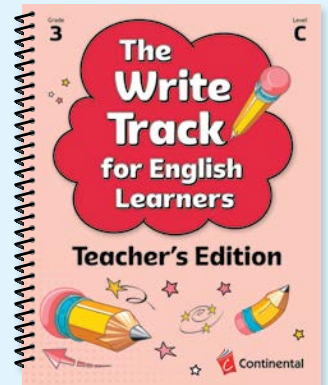
Unit 3 Types of Writing 219

Annotated Teacher's Editions

Teaching support includes scope and sequence, suggestions for use, instructional strategies, tiered vocabulary explanations, support for social emotional learning (SEL), and ideas to foster cultural awareness. For each lesson:

- Suggested time allotment
- Annotated student book pages
- Step-by-step teaching support
- Enrichment and differentiation activities
- Tiered vocabulary focus

eBooks are available.



12 The Writing Process Pages 128 and 129

Total Time: 90 minutes
 Introduction: 30 minutes
 Guided Practice: 30 minutes
 Independent Practice: 30 minutes

Vocabulary
 Tier 1: beach, eagle, penguin, woods
 Tier 2: compare, contrast, draft, identify, organize, peer, purpose, subject, support, voice
 Tier 3: audience, content, edit, prewrite, revise, review, rubric, proofread, publish, structure

Writing Standards Connection
 W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
 W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing.
 W.3.6 With some guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
 • Use the five-step writing process.
 • Explain how two things are the same and different.
 • Language of language arts, Explain/Expressive

WORK WITH PAGES 128–129
 Read about the five-step writing process on pages 128 and 129, or have a volunteer read it.

12 The Writing Process Pages 146 and 147

WORK WITH PAGES 146–147
 Direct students to write their draft. Have students use the graphic organizer on page 146 to help them write their draft. Tell students that it is helpful to a reader if they provide details in their sentences. Circulate to provide support as needed.

Step 1: Draft
 Write your draft. Use the graphic organizer on the previous page to help you write your draft. Be sure you know the name and how they are different. Use details to make your paragraph strong.

Answers will vary.

Step 2: Revise
 When you have finished your draft, go back over it. Make your writing on this page. Then ask your friend to read the rubric on page 147 and the proofreading sheet on page 148 to make your writing. Ask a peer to review your writing.

Answers will vary.

Model answers for each rubric score

12 The Writing Process Page 147 cont.

SCORED EXAMPLES

Score 3 Example
 A walk along the beach can be like walking in the woods. You will see birds in both places. The sun might be shining. There may be people walking there, too. A breeze might be blowing.
 The beach and the woods are different, too. You will see waves and sand at the beach. It can be very hot. Crabs might be in the water or on land. You will not see any of these in the woods. The woods can be cool. This is because there are trees here. You will see dirt not sand. Squirrels may be in the trees or on the ground. Both are beautiful places to take a walk.

Score 2 Example
 Walking at the beach and in the woods can be fun. Squirrels live in the woods. Crabs live in the ocean. You can feel a breeze there.
 The woods are cool, but the beach is hot. The woods have dirt tails that people walk on. The beach has sand that people walk on. There are trees in the woods, but there are waves at the beach.

Score 1 Example
 A walk in the woods is better than a walk at the beach. The woods are cool. The beach is hot. I do not like the sand at the beach. Which do you like?

Language Differentiation
 Encourage students to add details to their writing and to use transition words.

Enrich the Lesson
 Have students choose two animals and write informational fact sheets about the animals. Animals could be those found in the ocean (crab, whale, jellyfish, octopus, shark, sea star) or in the woods (squirrel, fox, chipmunk, bear, snake, raccoon). Continental's Flash Card Set and Picture Dictionary can also provide visual and vocabulary support and inspiration.

78 Unit 2 Elements of Writing

88 Unit 2 Elements of Writing

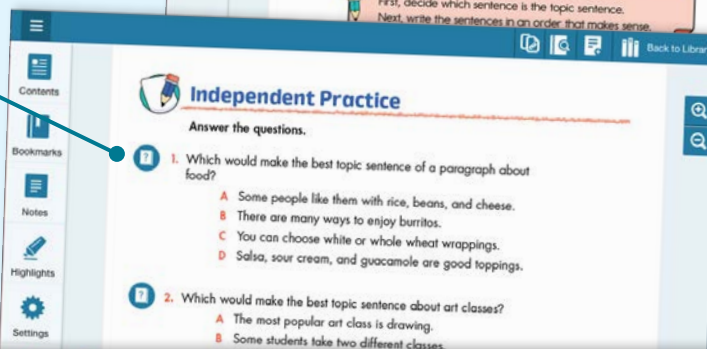
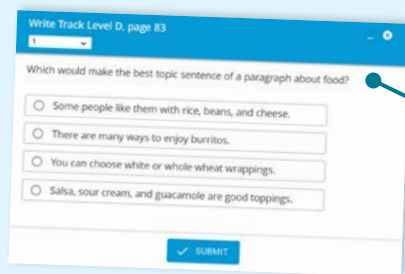
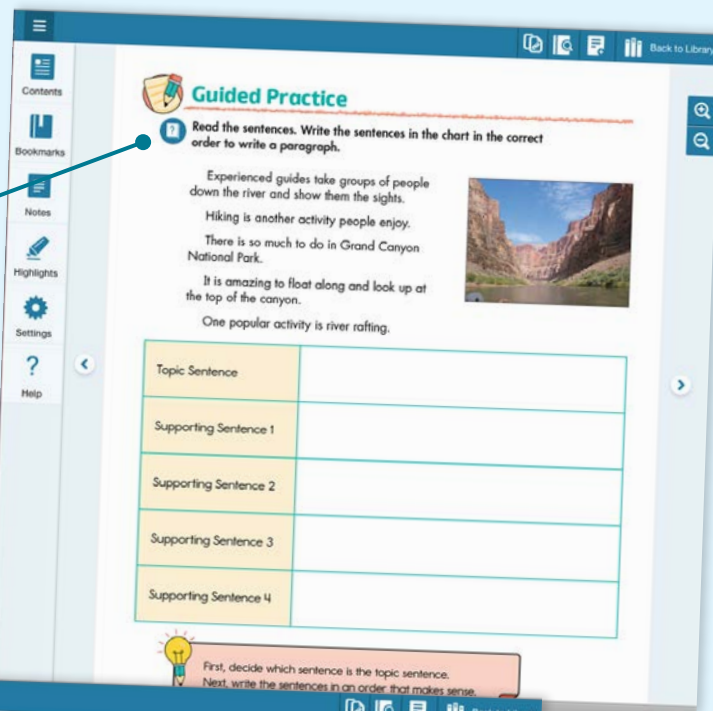
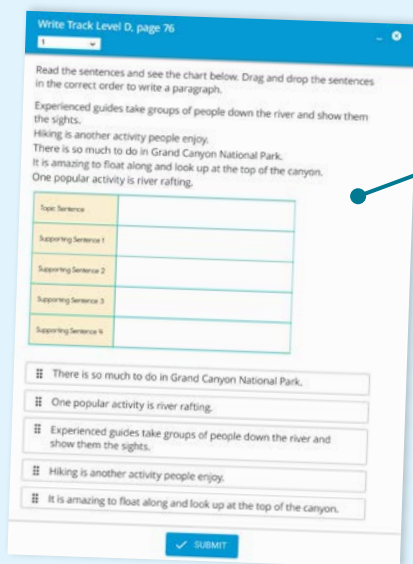
Language differentiation and enrichment activities

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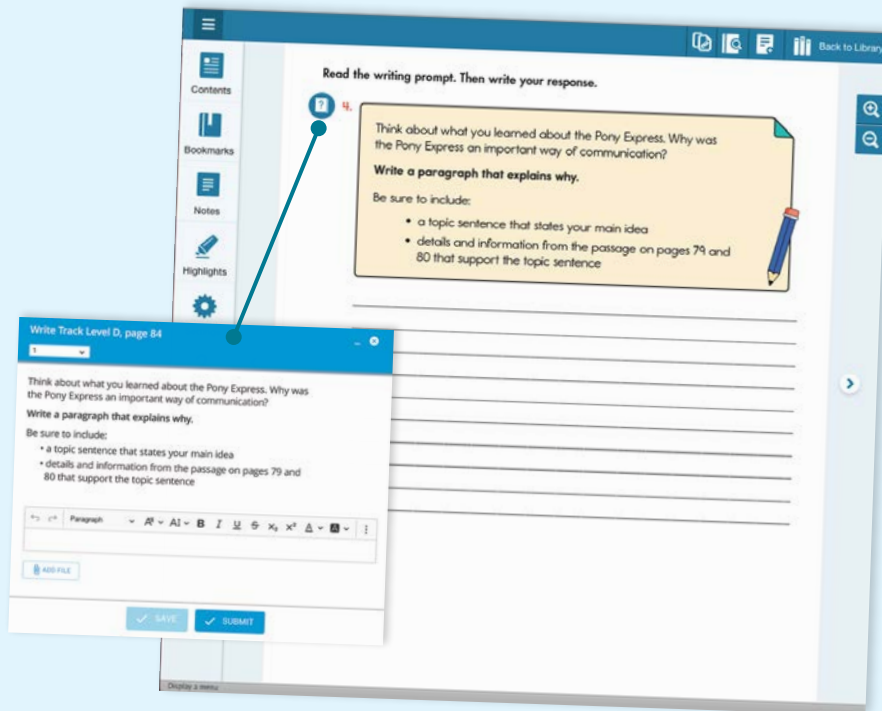
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Dashboard > Performance Reports

Performance Reports

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Student Name	Average	Grade 3	ESL/ELD	Writing	W.3.2
Sandy Renimir	66.28%	65.48%	70.61%	91.67%	100%
Cindy Lecetrar	44.46%	66.67%	68.78%	83.34%	83.34%
Tee Hodges	23.16%	63.3%	70.29%	73.08%	100%
Don Tolister	11.97%	35.9%	33.34%	66.67%	50%
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Multiple content areas and writing genres

Sample lesson to model the activity

Teacher-created lessons

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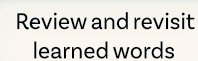
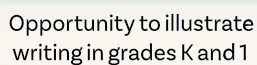
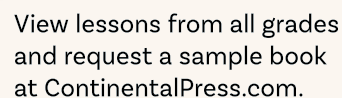
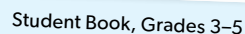
Sample Lesson

What is your favorite sport? Write a paragraph that tells about the sport you like best and why you like it.

Complete the graphic organizer to help you organize your thoughts and plan your writing.

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Student Book, Grades 3–5



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Components—See pages 30–35.

Student Books

15 copies per kit (5 per level/grade)

Lesson format:

Part #1: Before We Read

Part #2: Let's Read

Part #3: Listen and Discuss

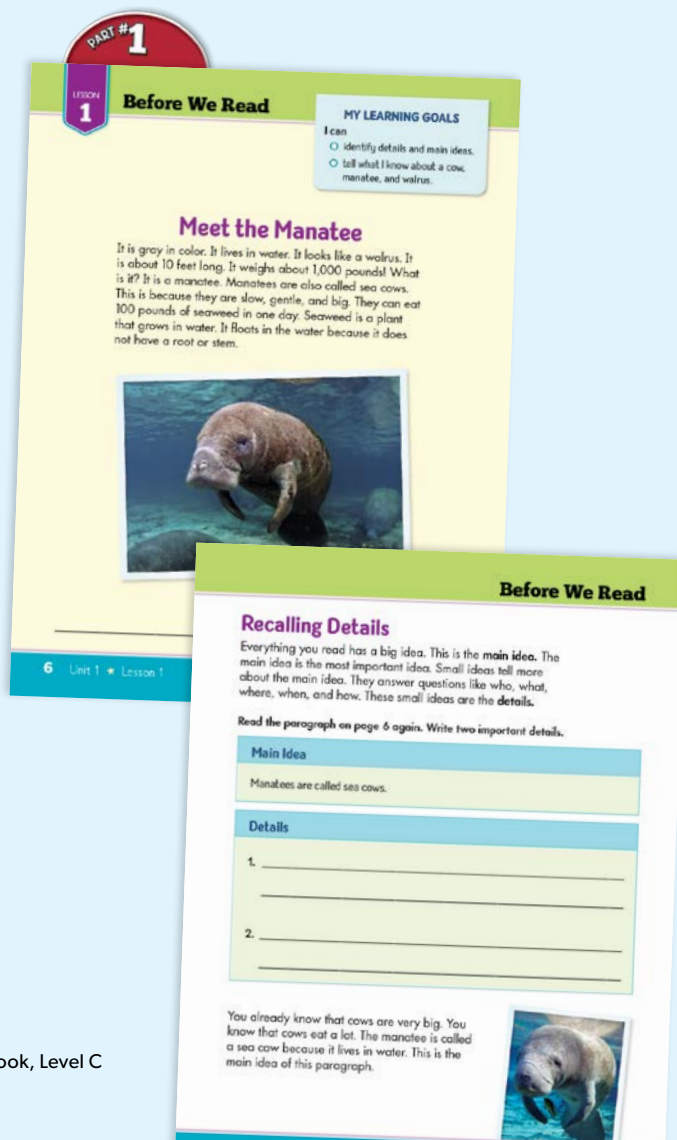
Part #4: Learning About Language

Part #5: Write About It

Interactive eBooks are available.

Themed units with topics aligned to grade-level content

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Student Book, Level C

PART #2

Let's Read

Marvelous Manatees

Manatees are gentle sea animals. They are also called sea cows. They live in warm water. Places like Florida make a good home for them. They like to swim into bays and rivers. These places have seaweed and plants to eat. Manatees eat a lot. They might eat for six to eight hours a day.

Manatees try to stay where it is warm. They stay in the ocean outside Florida during the winter. In the summer, they can be found near other coastal states like Alabama, Georgia, and South Carolina. Sometimes they move even farther north in summertime. Manatees have been spotted as far north as Massachusetts.

MY LEARNING GOALS
I can
○ read and understand an informational text.
○ recall details that support the main idea.

Highlight the sentences that tell where manatees live.

Where would you see a manatee in winter?
I would see a manatee _____

8 Unit 1 • Lesson 1

Informational and literary passages

Let's Read

Show What You Know

Read the "Life of a Manatee" section. Highlight the main idea. Fill in the missing details in the web below that tell about the main idea.

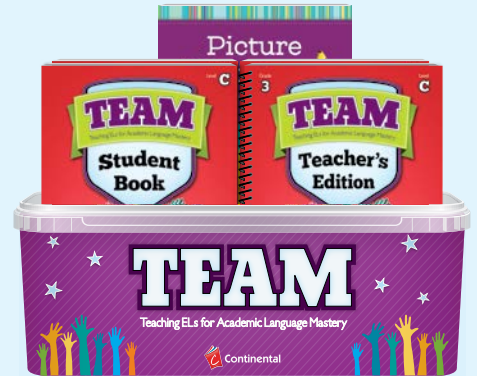
Main Idea
Manatees can live long lives, but they often die because of human mistakes.

Detail

Detail

Detail

12 Unit 1 • Lesson 1



See inside all kits and request a FREE sample at ContinentalPress.com.

Let's Read

What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

- Which word in the passage means "to take in air"?
A swim
B eat
C sleep
D breathe
- Manatees are sometimes called _____.
A fish
B seals
C walruses
D sea cows
- Manatees use their flippers to _____.
A eat
B sleep
C move
D breathe
- Which detail tells what manatees look like?
A They are gray.
B They are gentle.
C They eat seaweed.
D They like warm water.

Unit 1 • Lesson 1 13

Audio provided for listening passages

PART #3

Listen and Discuss

MY LEARNING GOALS
I can
○ listen to and understand a conversation about animals.
○ use language to describe animals.

Listen to a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

14 Unit 1 • Lesson 1

Listen and Discuss

How are walruses and manatees alike?

manatee

walrus

...

PART #4

Learning About Language


Antonyms

Antonyms are words that mean the opposite. Help and hurt are antonyms.

People hurt manatees in many ways.
Laws help protect manatees.

Read these sentences from the passage. Then write the word that means the opposite of the word shown.

- The manatee can stay _____ (over) the water.
- Manatees are _____ (mean) sea animals.
- They live in _____ (cold) water.
- In the summer, they can be found _____ (far) other states.
- Manatees can _____ (die) up to 50 years.



16 Unit 1 • Lesson 1

PART #5

Write About It

MY LEARNING GOALS

I can

- write a letter.
- make my writing better with help from my teacher and classmates.

Letters are a good way to share information with someone. You can tell about something you have seen or done. You can tell about something that has happened to you or someone else. When you write, you tell another person what you know.

Practice your letter writing now. Imagine you were on a trip to Florida. On your trip, you saw a manatee swimming in the water. You watched the manatee for a long time. Describe what you saw in a letter to a friend on the next page. Use details to tell what you saw.

Plan My Writing

Fill in columns with information about a manatee. Use this information in your letter.

What It Looks Like	Things It Does
gray	moves slowly

18 Unit 1 • Lesson 1

Student Book, Level C

Write About It

Dear _____

I was walking near a river in Florida when I saw a manatee.

The manatee lives _____

I could tell it was a manatee because _____

The manatee moves slowly. First, I saw _____

Then I saw _____

Finally, the manatee _____

It was amazing to see a manatee up close!

Sincerely,

19 Unit 1 • Lesson 1

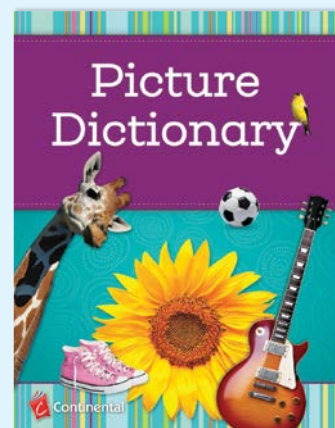
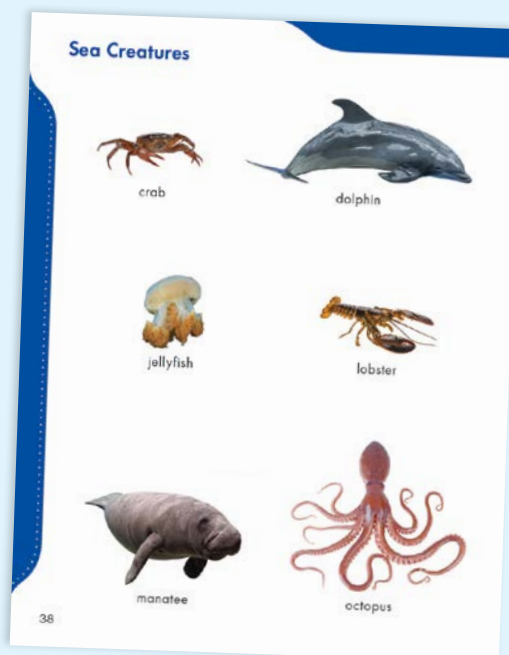
Picture Dictionary

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Picture Dictionary shows students simple photographs with words to reinforce the vocabulary they are learning.

750 basic words are presented in **thematic units** from early learning experiences—beginning with letters and numbers, and ending with action verbs—so each new word is **shown in a meaningful context**.

English-Spanish dictionary is sold separately on page 39.



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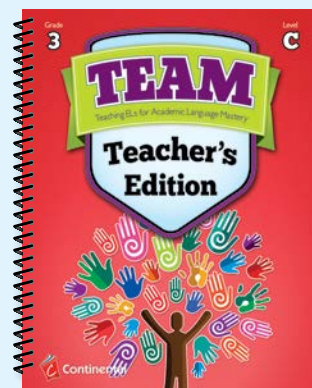
Support for each lesson:

- Lesson objective
- ELA and content standards connections
- Academic language identified by tier
- Language differentiation strategies
- Audio script for listening passage
- Suggested time allotments for each activity
- Guidance for close reading of texts
- Audio download instructions

eBooks are available on our website.



Audio



Academic language
for each lesson

Listen and Discuss

Student Book PAGE 14

TOTAL TIME: 45 Minutes
My Learning Goals: 5 Minutes
Working with Page 14: 15 Minutes
Working with Page 15: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE
• Use descriptive language as well as comparison and contrast language to tell about a walrus and a manatee.

ACADEMIC LANGUAGE
Tier 1: manatee, walrus Tier 2: live, surface, weigh Tier 3: flippers, tusks, whiskers

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Explain to students that they will listen to a conversation two times. The first time they hear the conversation, they should just listen carefully. As they listen a second time, they should take notes on the web about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: Listen to a conversation between friends about a walrus. You will listen to the conversation two times. Listen carefully the first time. The second time you listen, take notes on the web about what you hear.

Play the audio CD two times. Pause after the first play to discuss the conversation and any questions the students may have.

Full audio script on the next page.
If students cannot complete the activity, provide script of the audio so they can follow along. The replay the audio.
Have volunteers provide answers from their web.
Answers will vary.

Listen and Discuss

Enter in a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

Answers will vary.

Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
UNIT 1: All About Animals				
LESSON 1: Meet the Manatee	Science Social Studies	Main Idea and Details	Antonyms	Letter
LESSON 2: Flying Far from Home	Science Social Studies	Cause and Effect	Homophones	Compare and Contrast
LESSON 3: At the Zoo	Language Arts Science	Sequence	End Punctuation	Diary or Journal entry
UNIT 2: Ideas That Changed the World				
LESSON 4: American Indian Creations	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: A Plan Ahead of His Time	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retelling Folktale
UNIT 3: New Places, New Faces, New Things				
LESSON 7: Putting Down Roots	Science	Predictions	Helping Verbs	How-to
LESSON 8: All Kinds of Weather	Science Social Studies	Compare and Contrast	Noun and Verb Agreement using <i>is</i> and <i>are</i>	Opinion
LESSON 9: A Place for Yuki	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
UNIT 4: Food for Thought				
LESSON 10: America's Favorite Treat	Science Social Studies	Inferences and Conclusions	Action Verbs	Sequence
LESSON 11: Try It, You'll Like It!	Science Social Studies	Compare and Contrast	Compound Words	Opinion
LESSON 12: A Day at the Farm	Language Arts Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

Lesson 1

Student Book PAGES 6-19

TITLE Meet the Manatee
GENRE Informational Text

LESSON OBJECTIVES
• Read, discuss, and write about animals and their characteristics
• Identify and recall details
• Identify and use antonyms
• Write a letter

Content Standards Connection
• The Language of Science
• The Language of Social Studies

ELA Standards Connection
Reading
• Identify main ideas and details that support main ideas
• Understand features of different genres (poetry, personal narrative, informational)
• Determine meaning of words and phrases
• Ask and answer questions to demonstrate understanding of a text
• Describe the relationship between a series of events, using language related to time sequence and cause and effect
• Use information gained from illustrations and words to demonstrate understanding of the text
• Describe logical connections between particular sentences and paragraphs in a text
• Know and apply grade-level phonics and word analysis skills in decoding words

Speaking and Listening
• Follow instructions
• Sequence information
• Ask and answer questions to demonstrate understanding of a text
• Participate in conversations
• Read prose orally with accuracy and fluency to support comprehension

Grammar and English Conventions
• Read sentences that use antonyms
• Identify and understand verbs and adjectives by relating them to their opposites
• Identify and use antonyms
• Demonstrate an understanding of word relationships
• Use knowledge of language and its conventions when writing
• Use personal, possessive, and indefinite pronouns

ACADEMIC LANGUAGE OF LESSON

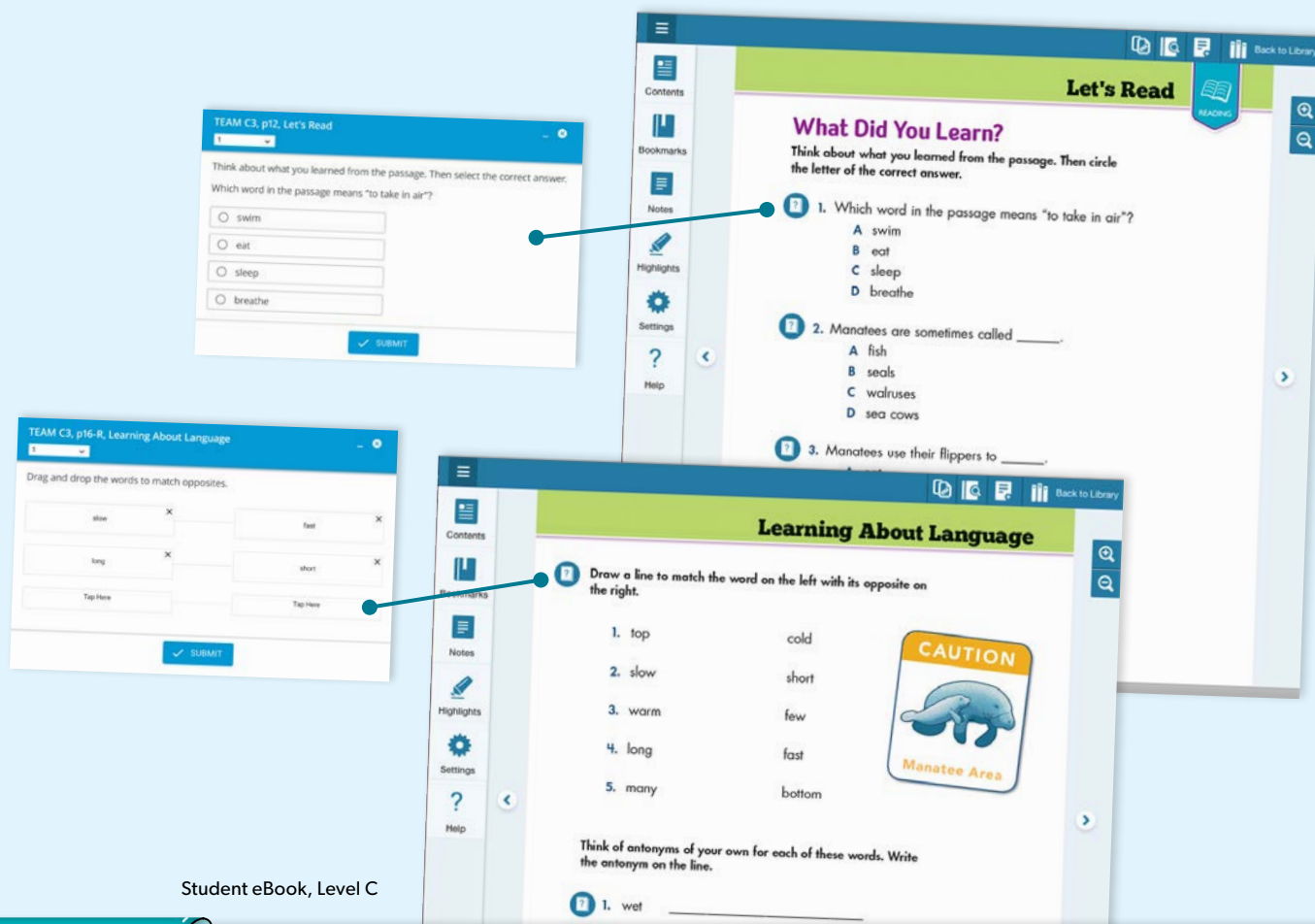
Tier 1	birth, born, bother, calf, cow, gentle, manatee, walrus, warm, zone
Tier 2	allowed, details, live, main idea, paddle, surface, weigh
Tier 3	bay, breathe, coastal, flippers, nostrils, ocean, river, seaweed, states, tusks, whiskers

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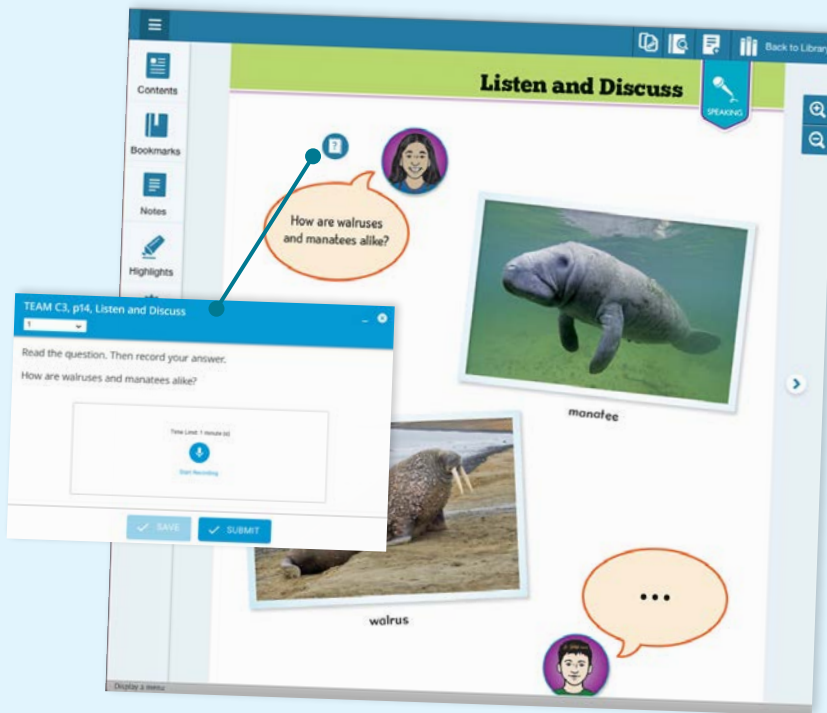
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Student Name	Average	ESL/ELD	Grade 3	Listening	Reading	Speaking	Writing
Raul Sanchez	65.48%	66.28%	~ 70.61%	40.75%	77.78%	72.23%	91.67%
Don Lousard	66.67%	44.46%	~ 70.29%	25.93%	77.78%	77.42%	100%
Siam Lertz	63.3%	23.16%	~ 68.76%	27.78%	88.89%	75%	83.34%
Sara Neu	21.67%	21.67%	~ 60.88%	29.63%	88.89%	50%	75%
Brian Conner	51.2%	17.07%	~ 33.34%	11.12%	8.34%	47.23%	66.67%
Emily Montil	35.9%	11.97%					

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Table of Contents	
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Unit 2 Common and Proper Nouns

Remember A common noun names any person, place, animal, or thing. A proper noun names a special person, place, animal, or thing.


Common	girl	city	dog	month
Proper	Sarah	Dallas	Fido	October

Think About Look at the examples of common and proper nouns. How are they different?

Read and Apply Read these paragraphs. Put a line under each common noun. Circle each proper noun.

Some scientists study space. At first, they could only study it from Earth. Then people began to go to space. Russia and America were the first countries to send up rockets. Scientists learned a lot from Laika, a dog, and Abe, a chimp.

Yuri Gagarin and John Glenn were the first men to circle our planet. Later, Sally Ride was the first woman to go into space. She traveled on the Challenger.



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Student Book, Level C

Write About Write a paragraph telling about some place you visited with a friend or a family member. Use proper nouns in your paragraph.

Review Write a common noun to tell what each proper noun is. Write a proper noun as an example of each common noun.

1. Mayflower	6. singer
2. Florida	7. city
3. Clara Barton	8. school
4. July	9. clay

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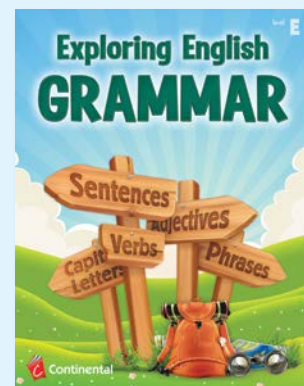
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“The in-context practice is very helpful to students. It gives them a better idea of why a particular skill is important/necessary. They will carry this learning over to their own writing.”

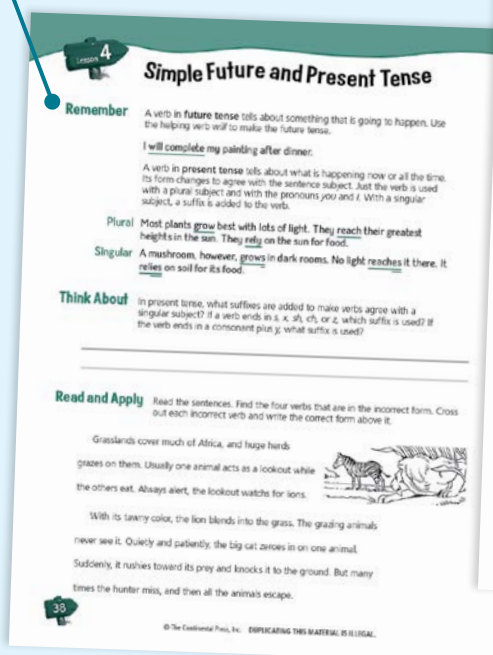
— Danielle Boutin, EL Teacher K–5, NH

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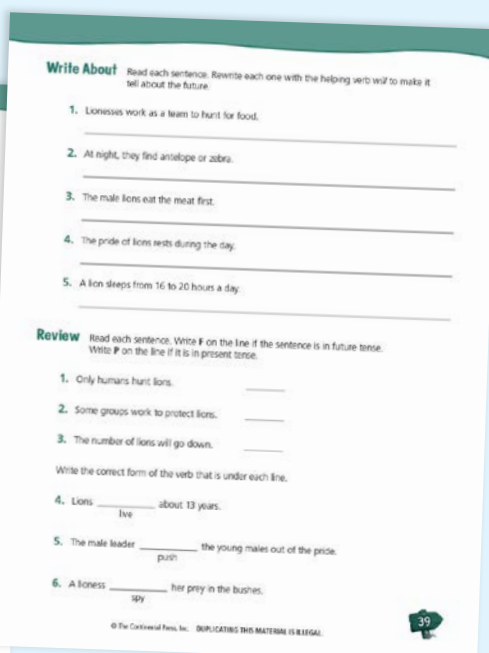
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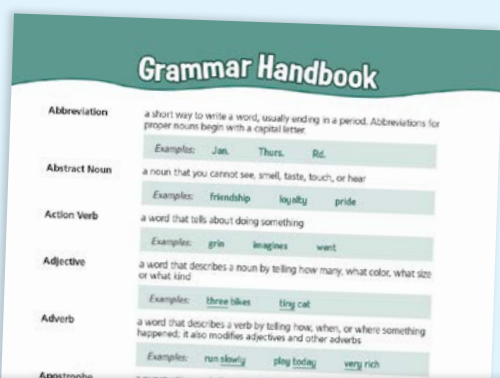
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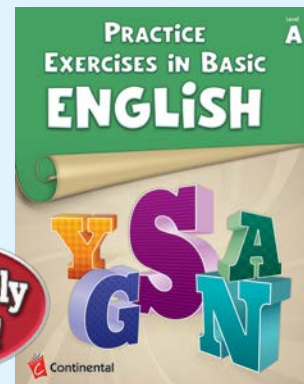
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Level A

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Saw and Seen

Write saw or seen to complete each sentence.



1. The cat _____ the birds.

2. It has _____ many birds.

Skill introduction

Level C

The Subject

The subject of a sentence tells whom or what the sentence is about. It is often more than one word and is usually the first part of a sentence.



The big station was crowded.
subject

Put a line under the subject of each sentence.

- Everyone waited quietly.
- A fast train pulled in at eight.
- A few people got off.
- Other people got on the train.
- One family was going to Tulsa.
- Their long trip was just beginning.

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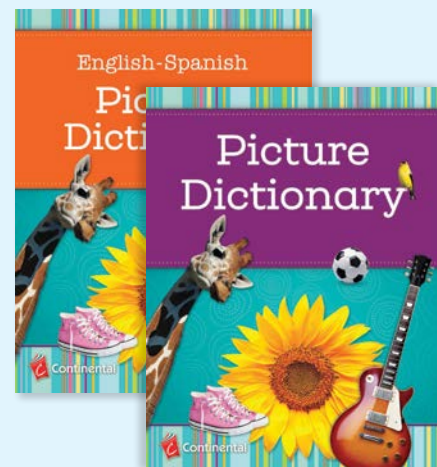
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Book 3

Do bears sleep all winter?

Why do we get goosebumps?

Why do baby teeth fall out?

What tree will not catch on fire?

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LESSON 3

What is a sea horse?



The sea horse looks like a horse.
But it does not have legs.
The sea horse is a fish.

This is a funny fish.
It looks like it is standing up when it swims.
It can look up and down at the same time.
It can change from brown to yellow to green.

The mother sea horse does not have the baby.
The father sea horse does!

8

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Book 3

Skills identified in opening lessons

Circle the letter for the right answer.

- This story is about a _____.
A fish B horse C father
- The sea horse can change _____.
A names B colors C legs
- The _____ sea horse has the babies.
A father B mother C sister
- You can tell that the sea horse got its name because it _____ a horse.
A is not B is as big as C looks like

Main Idea
Details
Details
Inference & Conclusion

Go to Writing Page 45

Write two words to finish the sentence.

A sea horse looks _____ and _____ at the same time.

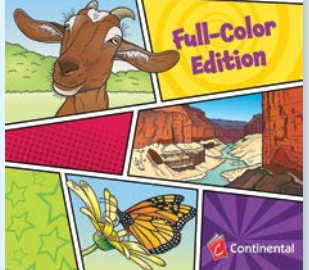
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Reading for Comprehension 3

Readiness

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LESSON 17

What cake has a toy inside of it?

New Orleans is a city.
It has a big party every year.
It lasts many days.
There are lots of parades.
People eat King Cake.

King Cake is shaped like a crown.
It tastes sweet.
It is purple, green, and gold.
Be careful when you take a bite.
One piece has a plastic baby in it.

Someone finds the plastic baby.
That person gets good luck!
That person is named king for the day.
The king brings the cake to the next party.



36

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Circle the letter for the right answer.

- This story is MOSTLY about a special _____.
A cake B party C king
- A King Cake is shaped like a _____.
A baby B king C crown
- The person who finds the plastic baby has _____.
A a parade B good luck C a party
- You can tell from the story that people _____.
A want to find the plastic baby B do not like parades C only eat King Cake one time

Go to Writing Page 52

Write two words to finish the sentence.

You might find a toy in _____.

Writing extensions in Book 3

Writing Page

What cake has a toy inside of it?



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Level B

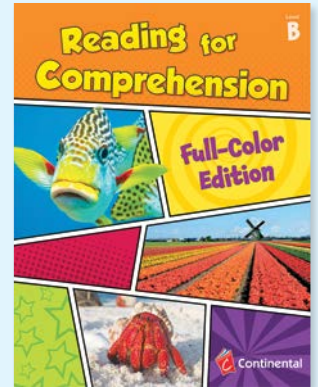
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— Neisha Bruce, 2nd Grade Teacher, NJ

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Skills identified
in opening lessons

Order of questions varies to make
targeted skills less predictable

Open-ended questions

LESSON 1

How does an octopus squirt ink?

1 The octopus lives in the ocean. It has a special way to stay safe. It squirts dark ink. This ink is black or brown. The ink is made inside a sac in the octopus's body.

2 There is an opening in the octopus's body. It shoots out water. This burst of water helps the octopus swim. If an octopus is scared, it shoots water. It also squirts black ink from a sac in its body at the same time.

3 The dark ink hides the octopus. It also hurts the eyes of other animals. It makes it hard for other animals to see too. Then the octopus has time to swim away. Now, the octopus is safe.

Circle the correct answers. Write your answer to question 6.

- The octopus lives in _____.
A the sea B a lake C a river D a pond
- After the octopus shoots dark ink, it _____.
A hides B swims away C hurts its eyes D shoots water
- This story tells how the octopus _____.
A sleeps B swims C is scared D protects itself
- What word in paragraph 2 means "shoots"?
A helps B swim C scared D squirts
- You can guess from the story that the octopus shoots ink when it is _____.
A hungry B sleeping C startled D swimming
- Think about an animal that lives in the ocean. Tell what you know about it.

Skills identified in opening lessons: Details, Sequence, Main Idea, Context Clues, Inference & Conclusion.

Level B

LESSON 31

Why do doughnuts have holes?

1 Doughnuts are made from dough. First, bakers shape the dough into a circle. Then they cut a hole in the middle of the dough. They use a special tool to do this. Then they fry the rings in hot oil.

2 The doughnut cooks faster with the hole. The outside and inside of the doughnut are both crisp. Without the hole, the doughnut center might be gooey.

3 The cooked doughnut is ready for the next step. It can be topped with icing and sprinkles. Or, it can be rolled in sugar.

Circle the correct answers. Write your answer to question 6.

- The story tells how doughnuts _____.
A taste B look C feel D smell
- Bakers shape doughnuts _____.
A in oil B in sugar C into rings D into balls
- After the bakers make the dough, they _____.
A shape the dough B roll the dough in sugar C make a hole in the middle D eat the dough
- In the story, what does the word *ring* mean?
A jewelry B hole C sound D circle
- You can tell from the story that doughnuts look like _____.
A tires B balls C squares D footballs
- Tell about a doughnut you have seen or eaten.

Level A

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Student Pages, Level B

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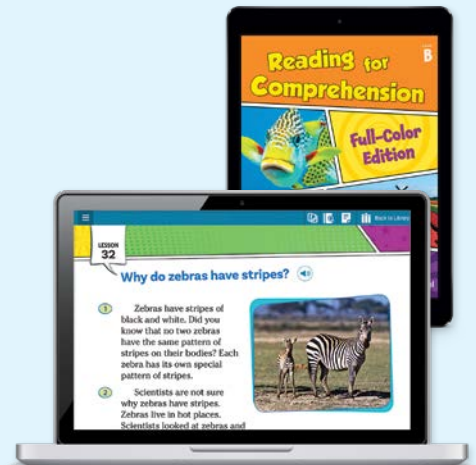
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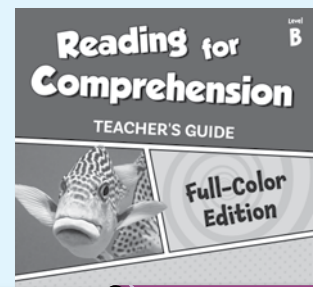
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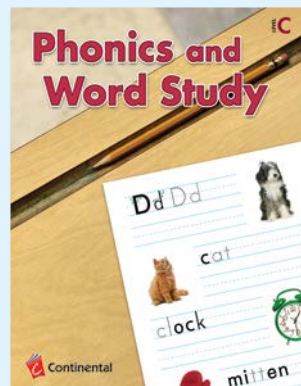
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Complete each word by writing the letters that stand for the sounds of the consonant blend you hear in the picture name.

st	sw	sp	sk	sn	tw
 ne _ _	 _ _ ider	 de _ _	 _ _ enty		
 _ _ ing	 _ _ amp	 _ _ ow	 _ _ unk		

Complete each sentence with one of the words below.

forest desk twice stamp skating spot swim snow

Level C

Trace the -en at the end of each word. Notice its meaning in each word.

- wooden — made of wood
- shorten — to make short

Add -en to each word in the list below. In the small box, write 1 if -en means "made of" or 2 if -en means "to make."

deep	<input type="checkbox"/>	wool	<input type="checkbox"/>	sweet	<input type="checkbox"/>
hard	<input type="checkbox"/>	earth	<input type="checkbox"/>	oak	<input type="checkbox"/>
gold	<input type="checkbox"/>	soft	<input type="checkbox"/>	dark	<input type="checkbox"/>

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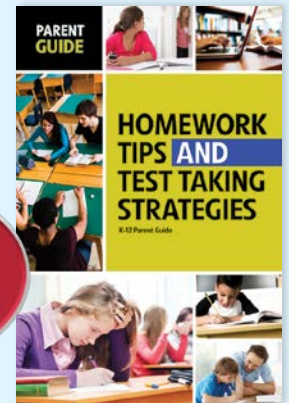
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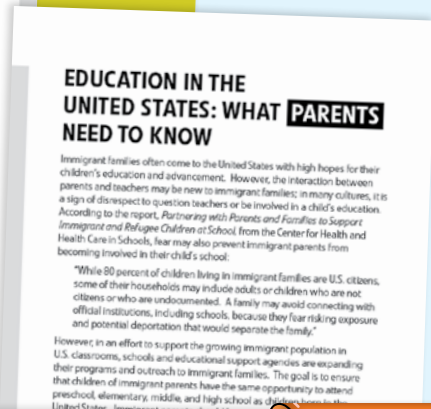
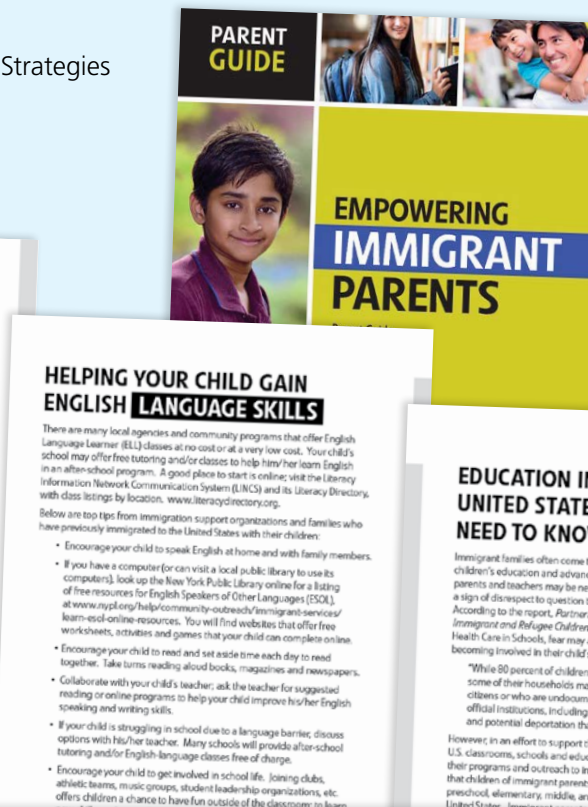
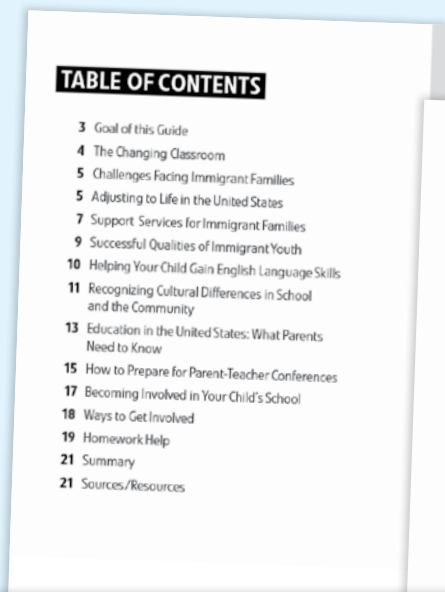
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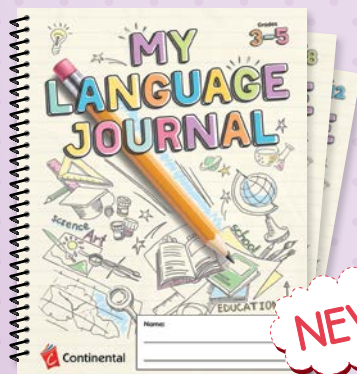
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