

# Support for English Learners

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

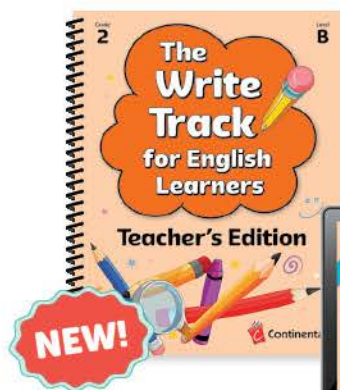
- WIDA's ACCESS for ELLs® 2.0 Practice
- Newcomers
- Writing
- Academic Language
- Grammar
- Vocabulary & Comprehension
- Phonics



# 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...



An excellent tool for building students' writing!

— ELD Teacher, Grades 9–12, CO



Some of my newcomers could write a few sentences after completing several lessons. That was amazing and impressive!

— Meichu Huang, K-5 ESOL Teacher, GA

See all we have to offer at  
[www.ContinentalPress.com](http://www.ContinentalPress.com)!

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**Explore Our  
ESL Teacher Center**

[www.ContinentalPress.com/  
teachers-esl-resource-center](http://www.ContinentalPress.com/teachers-esl-resource-center)



# 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.

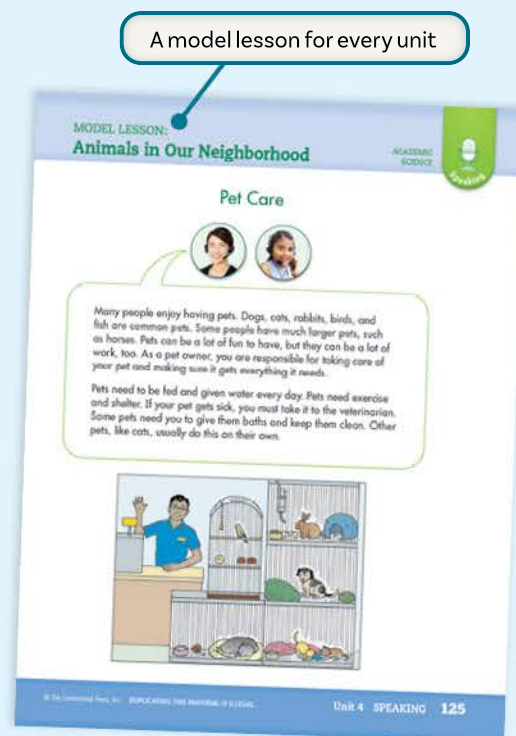
- Student books, printed and interactive eBooks
- Annotated teacher's editions and audio, printed and eBooks

## 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.

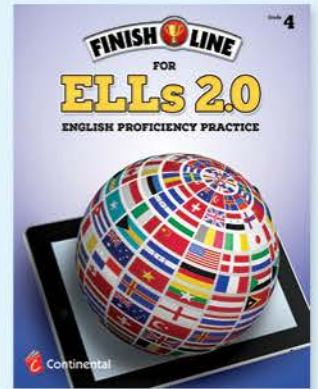
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Lessons address content themes and are organized by language domain





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

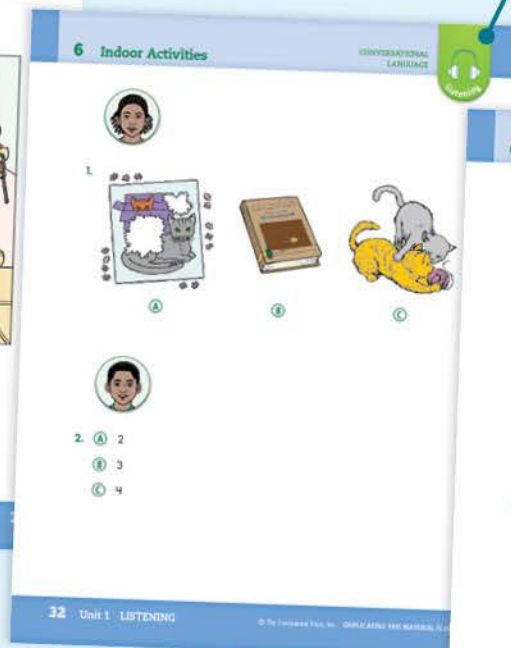
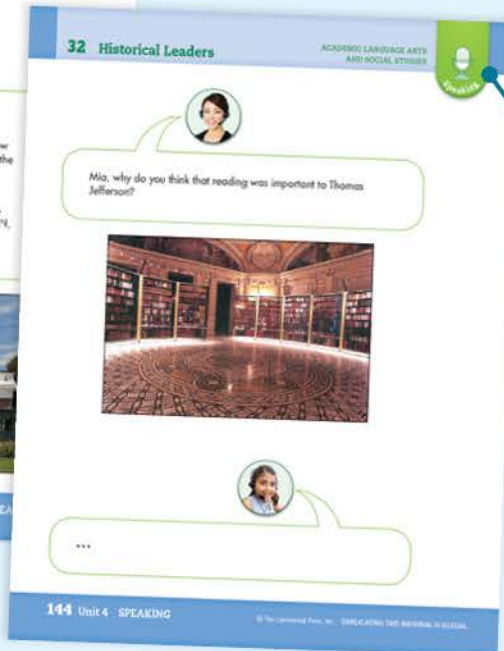


View samples of all grades and the WIDA PRIME V2 Correlation at [ContinentalPress.com](http://ContinentalPress.com).

Audio available for speaking and listening




Student Book, Grade 4



**Lesson 13 Time**

**As Time Goes By**

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




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Reading lessons with a question for each passage

**13 Time**

The plane has landed in Florida. The Soto 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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Writing lessons with short and extended tasks

**Lesson 29 Colonial Life**

**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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**29 Colonial Life**

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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**29 Colonial Life**

**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**

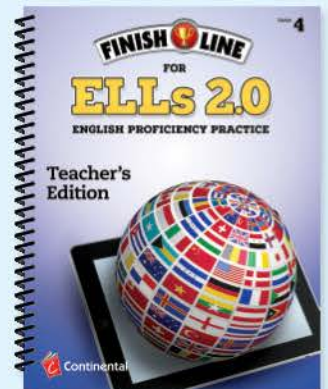
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## Annotated Teacher's Editions and Audio

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 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 Soto 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?

A B C

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.

**62 Unit 2 READING** © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

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 386 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. [I, II]
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? Ok, 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.

- 24/7 web browser access on any device, including iPad using the app
- **recording feature to mimic the speaking portion of the test**
- instant scoring for multiple-choice items
- audio for listening activities
- highlighter, notes, and bookmark tools
- reporting to track student data and identify needs to drive instruction
- custom test creation with your content (optional)



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	Printed Books	eBooks
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Grade 2	NY1783-5	NY0413-2
Grade 3	NY1784-2	NY0414-9
Grade 4	NY1785-9	NY0415-6
Grade 5	NY1786-6	NY0416-3
Grade 6	NY1787-3	NY0417-0
Grade 7	NY1788-0	NY0418-7
Grade 8	NY1789-7	NY0419-4
Grades 9–12	NY1790-3	NY0420-0

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### STUDENT BOOKS

Available as printed student books or one-year student eBook licenses\*

**Printed:** 30 or more copies of the same book **\$18.75**

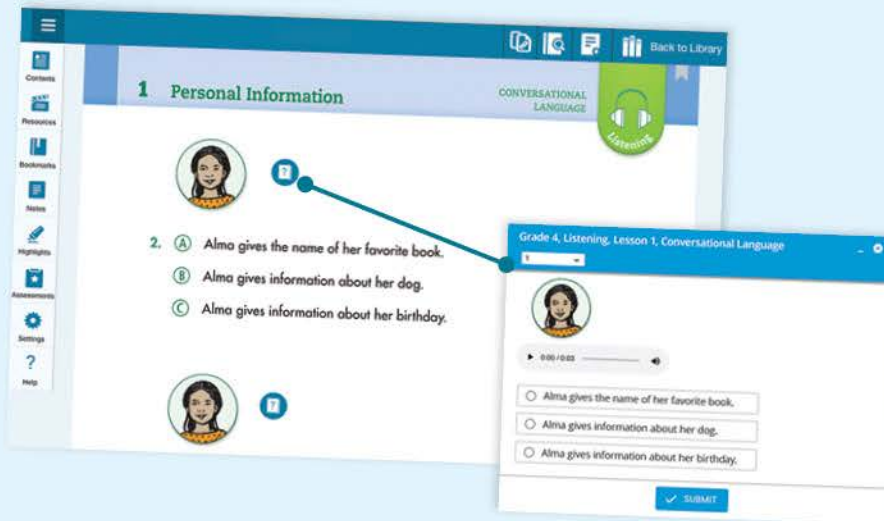
10–29 copies of the same book **\$22.55**

5–9 copies **\$26.30**

**eBook:** 20 or more copies of the same license **\$18.75**

	Printed Books	eBooks
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Grade 2	NY0057-8	NY0386-9
Grade 3	NY0058-5	NY0387-6
Grade 4	NY0059-2	NY0388-3
Grade 5	NY0060-8	NY0389-0
Grade 6	NY0061-5	NY0390-6
Grade 7	NY0062-2	NY0391-3
Grade 8	NY0063-9	NY0392-0
Grades 9–12	NY0064-6	NY0393-7





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Benchmark student and class progress

Teacher  
Management

Continental

Dashboard > Performance Reports

### Performance Reports

Jan-11-2023 - May-11-2023 | 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 Penimir	65.48%	66.28%	- 70.61%	40.75%	77.78%	72.23%	91.67%
Cindy Lecetrar	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%

Mail Continental: 520 East Bainbridge Street, Elizabethtown, PA 17022

To Order

#### STUDENT SETS

1 printed student book and 1 FREE matching interactive eBook.\*\* Minimum 25 sets of the same grade. **\$18.75**

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Grade 4	NY2246-4
Grade 5	NY2247-1
Grade 6	NY2248-8
Grade 7	NY2249-5
Grade 8	NY2250-1
Grades 9–12	NY2251-8

#### INTERACTIVE EBOOK STARTER PACKAGES

10 interactive eBook licenses\* and 1 annotated teacher's edition eBook **\$270.90**

Grade 1	NY0403-3
Grade 2	NY0404-0
Grade 3	NY0405-7
Grade 4	NY0406-4
Grade 5	NY0407-1
Grade 6	NY0408-8
Grade 7	NY0409-5
Grade 8	NY0410-1
Grades 9–12	NY0411-8

#### ANNOTATED TEACHER'S EDITION

Available as printed books or as one-time-purchase eBooks **\$71.60**

	Printed Books	eBooks
Grade 1	NY1791-0	NY0394-4
Grade 2	NY1792-7	NY0395-1
Grade 3	NY1793-4	NY0396-8
Grade 4	NY1794-1	NY0397-5
Grade 5	NY1795-8	NY0398-2
Grade 6	NY1796-5	NY0399-9
Grade 7	NY1797-2	NY0400-2
Grade 8	NY1798-9	NY0401-9
Grades 9–12	NY1799-6	NY0402-6

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\*\*FREE eBook licenses are valid for one year from the purchase date of student sets. Visit our website to see permissions & terms of usage.

# 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

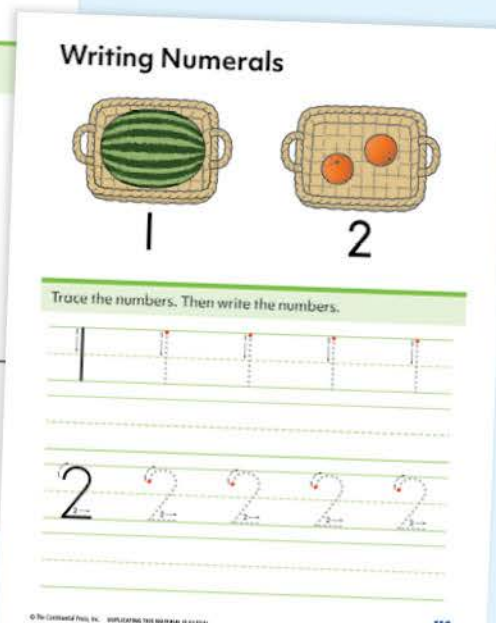
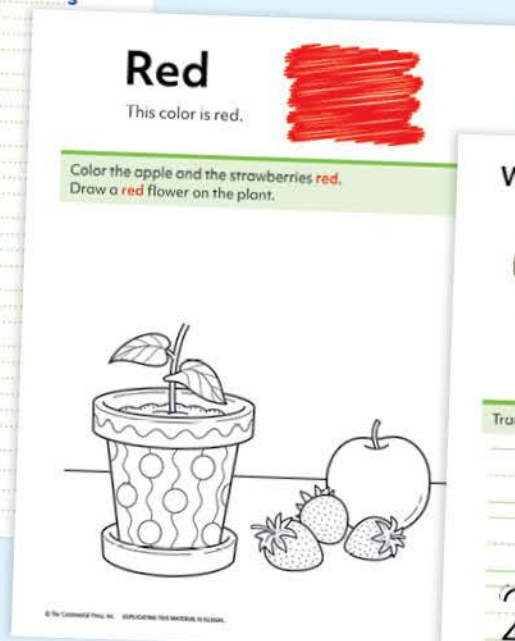
Each card features the letter/word on one side and a photo of the letter/word on the other side to visually reinforce lesson topics.



K–3 Vocabulary Picture Cards

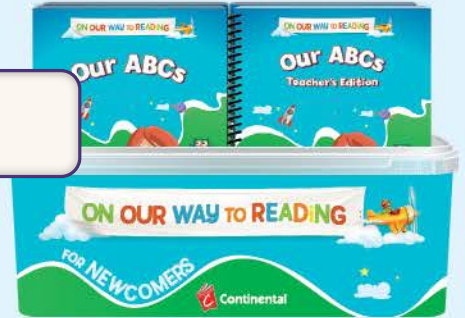


Colors, Shapes, and Numbers





View samples of all books at [ContinentalPress.com](http://ContinentalPress.com).



## contents

### Lines and Circles

Capital and lowercase A, a  
Capital and lowercase B, b  
Capital and lowercase C, c  
Capital and lowercase D, d  
Capital and lowercase E, e  
Capital and lowercase F, f  
Review A-F, a-f

Capital and lowercase G, g  
Capital and lowercase H, h  
Capital and lowercase I, i  
Capital and lowercase J, j  
Capital and lowercase K, k  
Capital and lowercase L, l  
Capital and lowercase M, m  
Review G-M, g-m

Capital and lowercase N, n  
Capital and lowercase O, o  
Capital and lowercase P, p  
Capital and lowercase Q, q  
Capital and lowercase R, r  
Capital and lowercase S, s  
Capital and lowercase T, t  
Review N-T, n-t

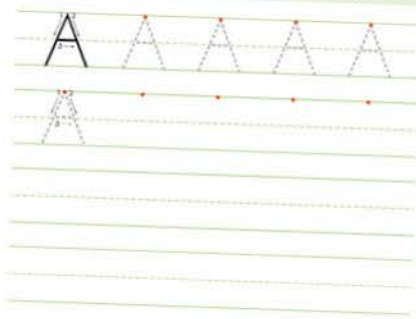
Capital and lowercase U, u  
Capital and lowercase V, v  
Capital and lowercase W, w  
Capital and lowercase X, x  
Capital and lowercase Y, y  
Capital and lowercase Z, z  
Review U-Z, u-z

### Handwriting Models

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.



48

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Short e Rhymes  
Short i Rhymes  
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Short u Rhymes  
Rhyming Word Pairs: Short Vowels  
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Long o Rhymes  
Long i Rhymes  
Rhyming Word Pairs: Long Vowels  
Counting Syllables

Rhyming Pairs: Vowel Vowels  
Vowel + r Rhymes  
Rhyming Words in Print  
Reviewing Rhymes  
Counting Syllables  
Reviewing Rhymes

Writing Rhyming Words  
Cut-and-Paste Page

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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Phoneme Awareness	
Initial Consonant j /j/	
Initial Consonant w /w/	
Initial Consonant y /y/	
Review j, w, y	
Phoneme Awareness	

Take-Home Story

## 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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Initial Consonant Blends sp /	
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Initial Consonant Digraph wh /	
Initial Consonant Digraph ch /	
Review th, sh, wh, ch	

Blending Phonemes	
Segmenting Words	
Adding Initial and Final Phonemes	
Deleting Initial and Final Phonemes	
Substituting Initial and Final Phonemes	

Take-Home Story

## 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

## Decodable Readers

24 readers

Teacher's editions recommend decodable 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



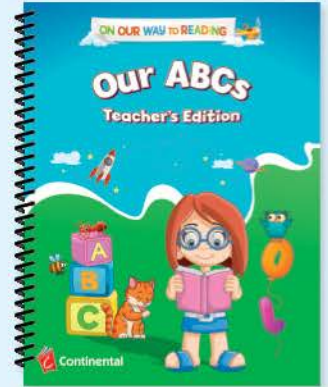
## Annotated Teacher's Editions and Audio

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
- Support for social emotional development
- Support for cultural awareness
- Skills assessment checklist
- Reproducible take-home book
- Audio download instructions

eBooks are available on our website.



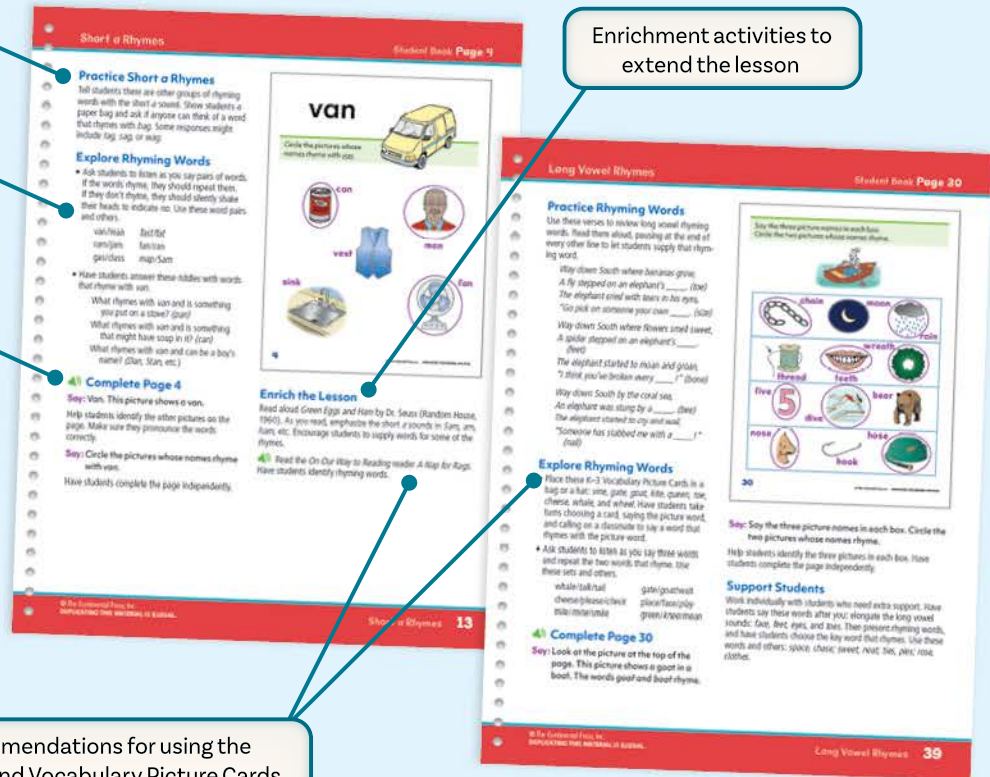
Enrichment activities to extend the lesson

Skill introduction

Detailed directions

Audio opportunities

Recommendations for using the Readers and Vocabulary Picture Cards



Annotated Teacher's Edition, Rhyming Words

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25 student books (5 copies of 5 books)  
5 teacher's editions with audio  
(1 for each book)  
1 K-3 Vocabulary Picture Cards set  
24 readers (1 each of 24 titles)  
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NY1717-0 \$556.20

Order the add-ons you need!

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5 copies of the same student book \$52.50

Colors, Shapes, and Numbers	NY1704-0
Our ABCs	NY1705-7
Rhyming Words	NY1706-4
Sounds and Letters	NY1707-1
More Sounds and Letters	NY1708-8

#### STUDENT BOOK 20-PACKS

Prior kit purchase is required to order this add-on.

20 copies of the same student book \$146.40

Colors, Shapes, and Numbers	NY1709-5
Our ABCs	NY1710-1
Rhyming Words	NY1711-8
Sounds and Letters	NY1712-5
More Sounds and Letters	NY1713-2

## Ready, Set, Go! Newcomers Kits

### 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
- For students at English language proficiency levels 1 and 2 (entering and beginning)
- Step-by-step teaching support
- Age-appropriate visual support
- Grades 6–12 kit is ideal for Students with Interrupted/Inconsistent Formal Education (SIFE)

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

Table of Contents	
Welcome to Ready, Set, Go! Newcomers	
<b>UNIT 1 BUILDING BLOCKS</b>	
• Lesson 1 Colors	
• Lesson 2 Shapes	
• Lesson 3 Numbers	
• Lesson 4 The Alphabet	
• Lesson 5 Time	
• Lesson 6 Days of the Week	
• Lesson 7 Months of the Year	
• Lesson 8 Weather	
• Lesson 9 Temperature	
• Lesson 10 Seasons	
★ GRAMMAR Capitalization	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 2 SOUNDS OF ENGLISH</b>	
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★ GRAMMAR End Punctuation	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 3 CHALLENGES OF THE ENGLISH LANGUAGE</b>	
• Lesson 21 Changing Sounds in Words	
• Lesson 22 Vowel Teams	
• Lesson 23 Silent e	
• Lesson 24 Two-Syllable Words	
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• Pronunciation Guide	128

Grades 3–5, Student Book, Book 1



View lessons and request a FREE sample at [ContinentalPress.com](http://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	<input type="checkbox"/> 2	<input type="checkbox"/> 12	<input type="checkbox"/> 20
2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3	<input type="checkbox"/> 30	<input type="checkbox"/> 60	<input type="checkbox"/> 90
4	<input type="checkbox"/> 1st	<input type="checkbox"/> 4th	<input type="checkbox"/> 5th
5	<input type="checkbox"/> 2nd	<input type="checkbox"/> 3rd	<input type="checkbox"/> 4th
6	<input type="checkbox"/> 0	<input type="checkbox"/> 10	<input type="checkbox"/> 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.

clap sing

You listen to and play instruments.

drum maracas piano 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.

Table of Contents	
Welcome to Ready, Set, Go! Newcomers	
UNIT 1 SOUNDS AND LETTERS	
• Lesson 1	The Alphabet
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• Lesson 3	Consonant Blends
• Lesson 4	Consonant Digraphs
• Lesson 5	Silent Letters <i>kn</i> and <i>wr</i>
• Lesson 6	Short Vowels
• Lesson 7	Long Vowels
• Lesson 8	Vowels + <i>r</i>
• Lesson 9	Vowel Sounds
• Lesson 10	Y as a Vowel and a Consonant
★ GRAMMAR	Alphabetical Order
★ READ & WRITE	
★ REVIEW	
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• Lesson 30	Emergency Form	
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★ READ & WRITE		
★ REVIEW		

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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.

1

2

3

4

5

6

Write the word for each picture.

7

8

9

10

11

12

backpack

book

calculator

eraser

notebook

paper

pen

pencil

ruler

scissors

stapler

tape

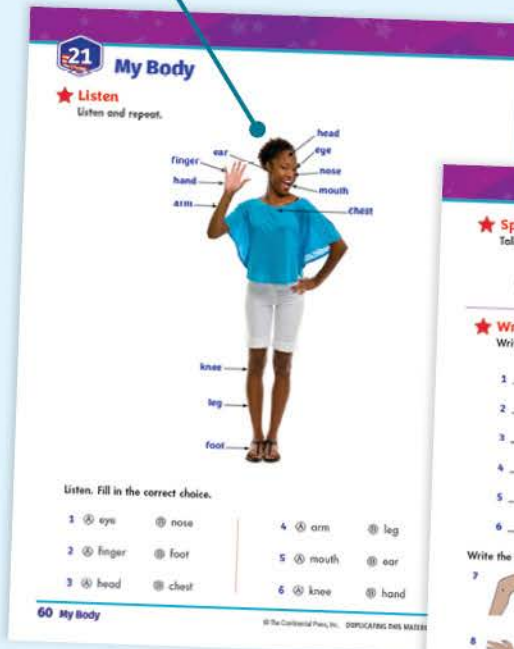
Classroom Objects 89

What class do you enjoy most in school? Why?

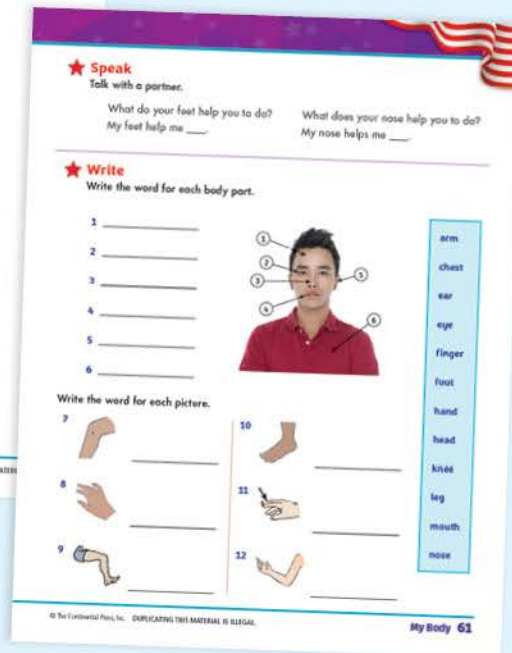
How is school different here than in your native country?

Newcomers Cards

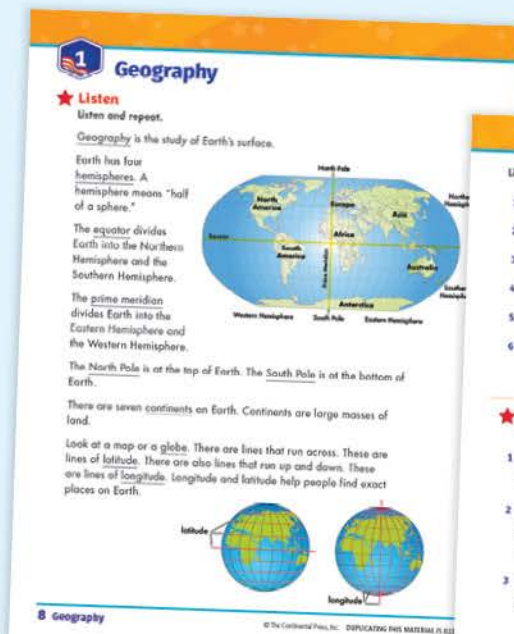
Mature visuals for older students



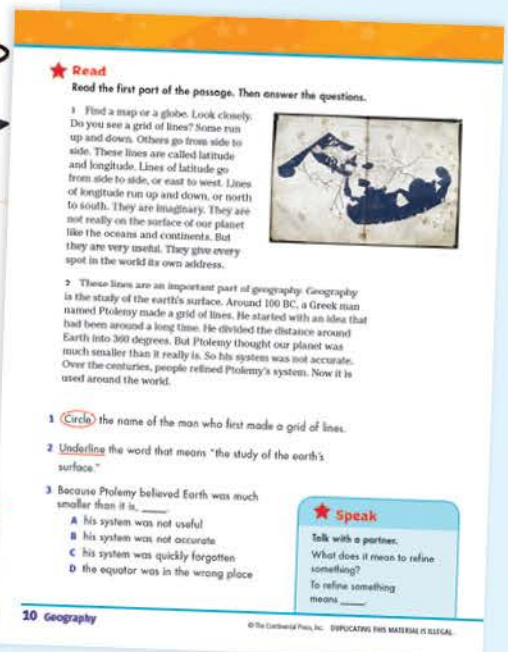
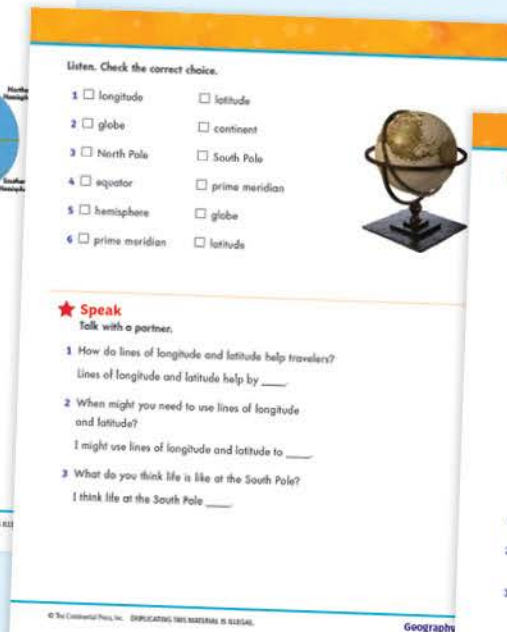
Grades 6-12, Student Book, Book 2



Vocabulary Picture Cards



Grades 6-12, Student Book, Book 3





## Support Cards

2 card sets per kit (1 of each set)

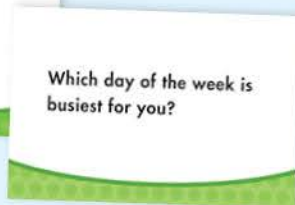
Visual resources introduce skills or remind students throughout the lessons.

- Vocabulary Picture Cards
- Newcomers Cards (Number cards, alphabet cards, conversation cards. Sight word cards are also included in the Grades 3–5 kit.)

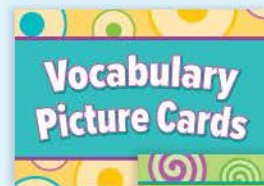
English-Spanish cards are sold separately on our website.



Newcomers Cards



Vocabulary Picture Cards



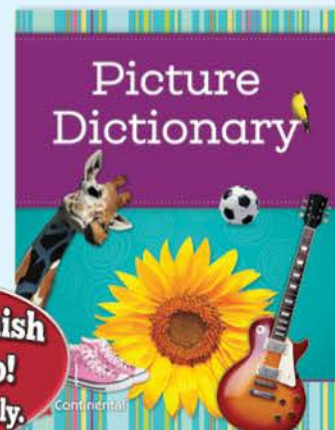
## Picture Dictionary

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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.





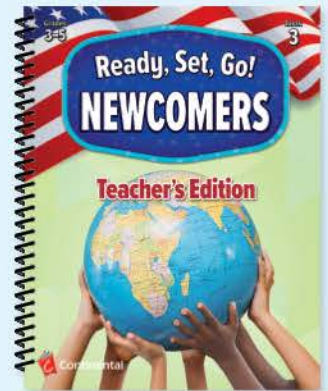
## Annotated Teacher's Editions and Audio

3 copies per kit (1 copy for 3 books)

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:

- Lesson objectives
- Suggested time allotment for each activity
- Tiered vocabulary focus
- Audio script for listening activities
- Step-by-step teaching support
- Differentiated instruction strategies
- Audio download instructions

eBooks are available on our website.



### Instructional Features

Ready, Set, Go! Newcomers Grades 3-5 is designed for use by ELL 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
<b>Unit 1: Building Blocks</b>		
<ul style="list-style-type: none"> <li>• colors</li> <li>• shapes</li> <li>• numbers</li> <li>• alphabet</li> <li>• time</li> <li>• days/months</li> <li>• weather</li> <li>• temperature</li> <li>• seasons</li> </ul>	Science Math	Capitalization
<b>Unit 2: Sounds of English</b>		
<ul style="list-style-type: none"> <li>• sight words</li> <li>• consonants/consonant sounds</li> <li>• vowels/vowel sounds</li> <li>• rhyming words</li> <li>• counting, adding, and subtracting</li> <li>• phonemes</li> <li>• consonant blends/digraphs</li> </ul>	Language arts	Consonants Vowels Phonemes Rhyming words Blends Digraphs End punctuation

#### Unit 3: Challenges of the English Language

- substituting phonemes
- vowel teams
- silent letters
- syllables
- vowel sounds: vowels + c, final y
- hard and soft c and g
- consonant digraphs: gh and ph
- high-frequency sight words

#### Unit 4: All About Me

- introductions, greetings, and goodbyes
- address
- phone number
- family/relatives
- feelings
- useful questions and phrases

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**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, sixty, twenty, fifteen, nine, one hundred, sixty, two, fifty, nineteen, seven, thirteen, 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**  
1. 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.  
2. Tell students to listen to a sentence and then check the box next to the number that goes with the sentence.  
3. I have 2 sisters.  
4. Carlos ate 5 carrots.  
5. There are 60 cars in the parking lot.  
6. Lily is in 1st grade.  
7. I won 2nd place in the race.  
8. There are 100 jellybeans in the jar.

**Numbers**  
Listen and repeat.  
0 zero 1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten 11 eleven 12 twelve 13 thirteen 14 fourteen 15 fifteen 16 sixteen 17 seventeen 18 eighteen 19 nineteen 20 twenty 21 twenty-one 22 twenty-two 23 twenty-three 24 twenty-four 25 twenty-five 26 twenty-six 27 twenty-seven 28 twenty-eight 29 twenty-nine 30 thirty 31 thirty-one 32 thirty-two 33 thirty-three 34 thirty-four 35 thirty-five 36 thirty-six 37 thirty-seven 38 thirty-eight 39 thirty-nine 40 forty 41 forty-one 42 forty-two 43 forty-three 44 forty-four 45 forty-five 46 forty-six 47 forty-seven 48 forty-eight 49 forty-nine 50 fifty 51 fifty-one 52 fifty-two 53 fifty-three 54 fifty-four 55 fifty-five 56 fifty-six 57 fifty-seven 58 fifty-eight 59 fifty-nine 60 sixty 61 sixty-one 62 sixty-two 63 sixty-three 64 sixty-four 65 sixty-five 66 sixty-six 67 sixty-seven 68 sixty-eight 69 sixty-nine 70 seventy 71 seventy-one 72 seventy-two 73 seventy-three 74 seventy-four 75 seventy-five 76 seventy-six 77 seventy-seven 78 seventy-eight 79 seventy-nine 80 eighty 81 eighty-one 82 eighty-two 83 eighty-three 84 eighty-four 85 eighty-five 86 eighty-six 87 eighty-seven 88 eighty-eight 89 eighty-nine 90 ninety 91 ninety-one 92 ninety-two 93 ninety-three 94 ninety-four 95 ninety-five 96 ninety-six 97 ninety-seven 98 ninety-eight 99 ninety-nine 100 one hundred

Listen. Check the correct choice.  
1. ☒ 2 ☐ 10 ☐ 20  
2. ☐ 3 ☐ 4 ☒ 5  
3. ☐ 30 ☒ 40 ☐ 50  
4. ☒ 1st ☐ 2nd ☐ 3rd ☐ 4th  
5. ☒ 1st ☐ 2nd ☐ 3rd ☐ 4th  
6. ☐ 1st ☐ 2nd ☐ 3rd ☒ 4th

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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 0-100. Say a number name, and have students point to the number on the line.

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Grades 6–12, Student eBook, Book 1

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15 student books (5 copies of 3 books)  
3 teacher's editions with audio (1 for each book)  
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1 set of Vocabulary Picture Cards  
1 set of Newcomers Cards  
Convenient case, style may vary  
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1 printed student book and 1 FREE matching interactive eBook.\*\* Minimum 25 sets of the same book. **\$23.70**

	Grades 3–5	Grades 6–12
Book 1	NY2252-5	NY2255-6
Book 2	NY2253-2	NY2256-3
Book 3	NY2254-9	NY2257-0

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

Jan-11-2023 - May-11-2023 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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To Order

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**\$18.90**

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Book 2	NY1941-9	NY1408-7
Book 3	NY1942-6	NY1409-4

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5 copies of the same book **\$118.50**

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Book 2	NY1965-5	NY1353-0
Book 3	NY1966-2	NY1354-7

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20 copies of the same book **\$378.00**

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Book 2	NY1968-6	NY1356-1
Book 3	NY1969-3	NY1357-8

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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

Lesson format:

**Part #1:** Skill introduction

**Part #2:** Guided practice with tips and reminders

**Part #3:** Independent practice

Four units progressively build writing skills

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Student Book, Level C

## 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.



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.

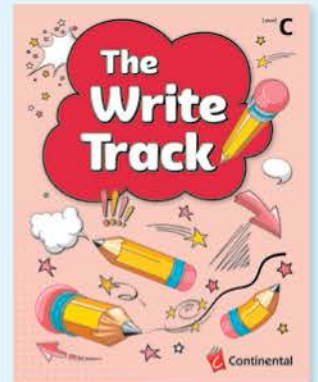
un- + happy = unhappy

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	

“An excellent tool for building students’ writing!”  
— ELD Teacher, Grades 9-12, CO



View lessons from all grades  
and request a sample book  
at [ContinentalPress.com](http://ContinentalPress.com).

**PART #2**

**Guided Practice**

Answer the questions.

What is the root word of unlikely?

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

**Hint:** 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."

Unit 1 Language Conventions

Hint boxes provide scaffolding  
for extra support

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
care		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

**Hint:** 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

**Hint:** 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

**Hint:** 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.

Unit 1 Language Conventions 29

Use in class or as  
homework assignments

**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.

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	_____

“The guided practice was very beneficial for my students. Highly structured activities transitioned them from what they learned in the concept introduction to independently applying the skills at the end of the each lesson.”


– Cara Baldwin, 6-8 English Language Development, PA

**Lesson 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 smell. 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

Student Book, Level C

**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

**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:

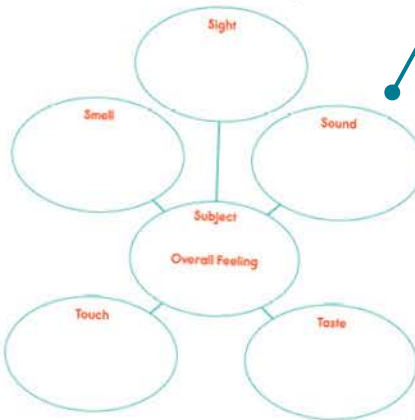
- follow the five steps of the writing process
- write a topic sentence
- use exact verbs and describing words
- arrange the details in an order that makes sense
- tell what it looks like
- tell what it sounds like
- tell what it smells like
- tell what it feels like

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

Graphic organizers throughout lessons

**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.

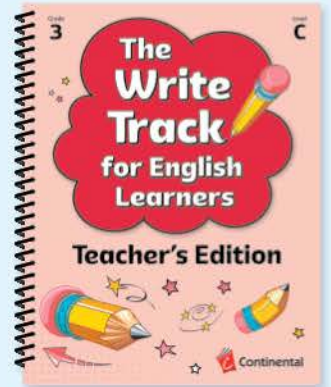


## Annotated Teacher's Editions

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.



“The vocabulary list was presented in tiers, which was extremely helpful. The language differentiation and enrichment activities also provided valuable teaching support.”

— Benita Afonso, ENL Teacher/Point Person Grades 1–2, NY

**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, proofread, publish, review, revise, rubric, 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 145 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: Prewrite**

- Think about what you know.
- Identify your audience and audience.
- Think about the purpose you want to write.
- Plan your writing: make lists, take notes, and make plans.

**Step 2: Draft**

- Write a clear main idea and supporting details.
- Write clearly and neatly.
- Organize your ideas in a way that makes sense.

**Step 3: Revise**

- Read over your writing with your purpose and audience in mind.
- Be sure your writing makes sense throughout.
- Add facts and details that support your main idea.
- Remove details that are not needed or are repeated.
- Get someone else to read your writing.

**Step 4: Edit**

- Pay attention to the rules of English, such as capitalization, punctuation, and spelling, and complete sentences.
- Check spelling.

**Step 5: Publish**

- Review your final draft.
- Share your work.

Sometimes you will not have the time to read your work. You will have to plan to do so on your own and get the details right the first time.

**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 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 Vocabulary Picture Cards and Picture Dictionary can also provide visual and vocabulary support and inspiration.

**78 Unit 2 Elements of Writing**

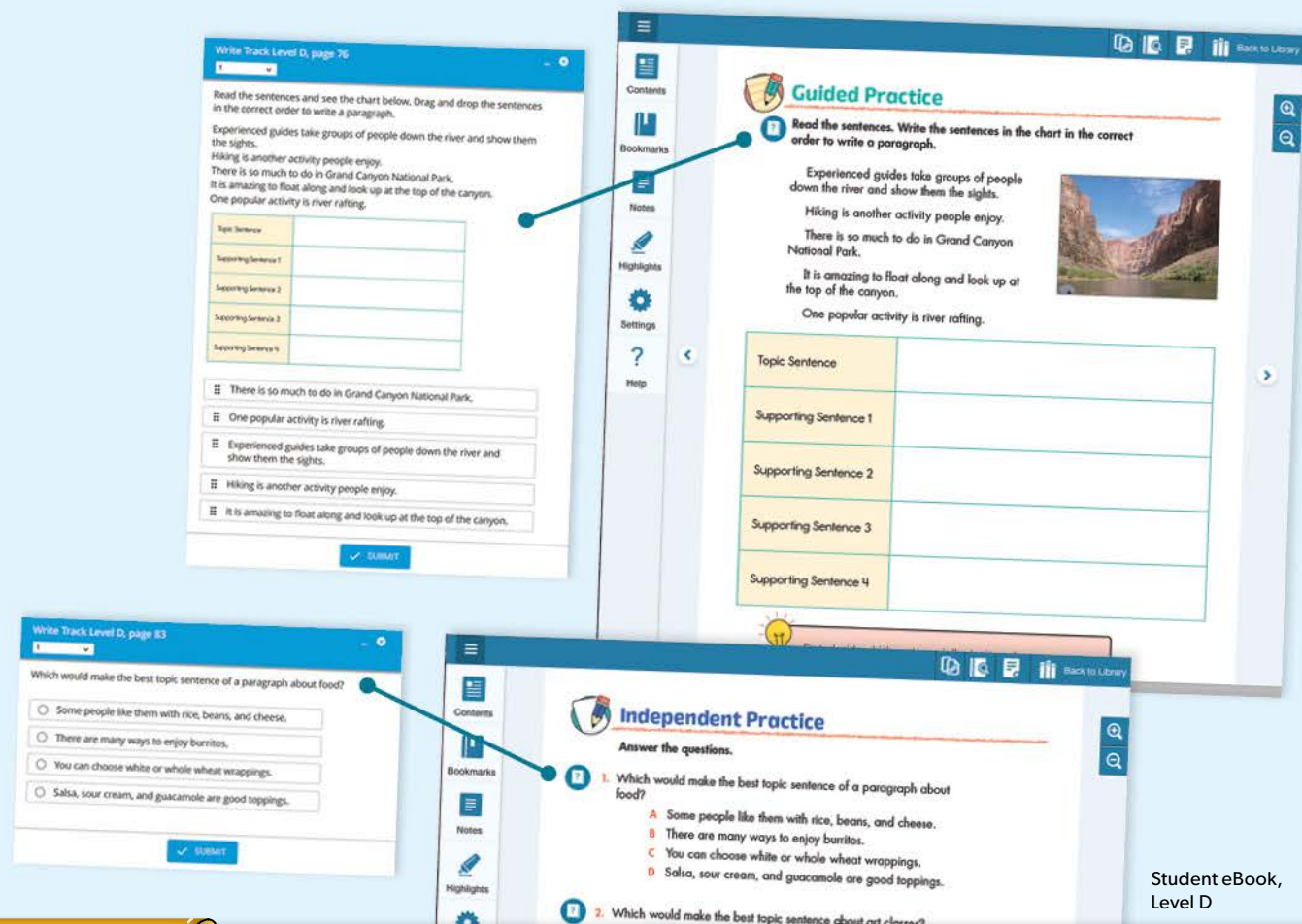
**88 Unit 2 Elements of Writing**

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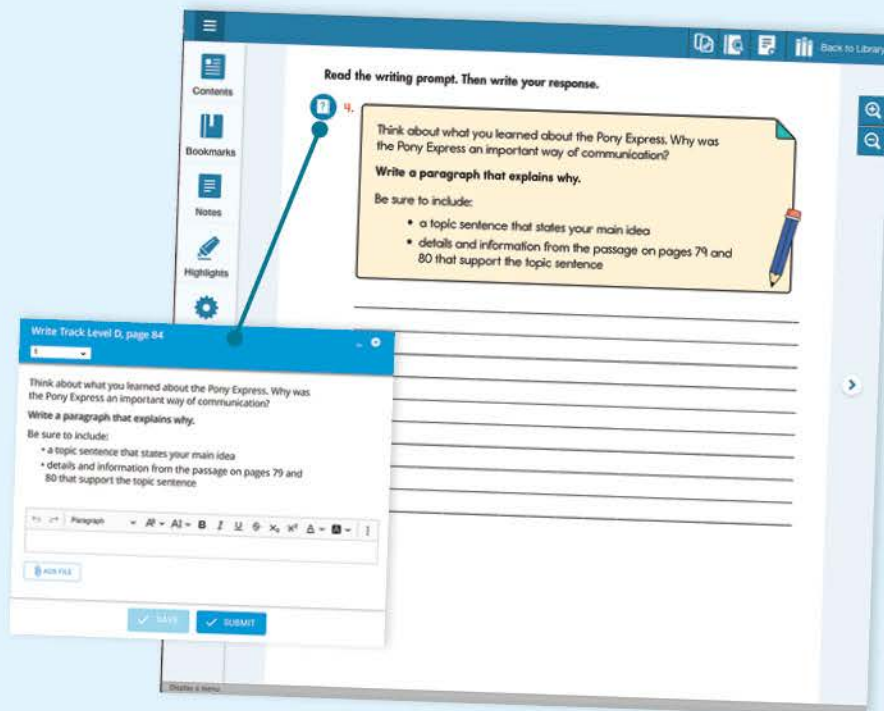
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Dashboard > Performance Reports

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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	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%	68.76%	83.34%	83.34%
Tee Hodges	23.18%	63.3%	70.29%	73.08%	100%
Don Tolister	11.97%	35.9%	33.34%	66.67%	50%
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# My Language Journal



## Student Portfolios to Build Vocabulary and Practice Writing

*My Language Journal* gives English learners (ELs) the opportunity to develop content vocabulary and practice writing skills through activities that engage their visual learning. These personal portfolios can be utilized in a variety of instructional groupings including whole group, small group, pairs, or individual.

## Student Books

Lesson format:

- Part #1:** A personal writing prompt is the focus of each lesson. Each lesson begins with a unique graphic organizer to help students brainstorm their ideas.
- Part #2:** Students complete four-square charts for the vocabulary words from the word bank.
- Part #3:** They will write a response to the lesson prompt using their completed graphic organizer and the vocabulary they selected.

Tier 2 and Tier 3 vocabulary support the writing prompt content.

Writing genres include informative, descriptive, narrative, opinion, and visual response.

Content areas cover social emotional learning (SEL), English language arts, social studies, science, and math.

## Teacher's Guides

Guides include suggestions for use and support for each lesson: topic, content, writing genre, writing standard, and tiered vocabulary focus.

Multiple content areas and writing genres

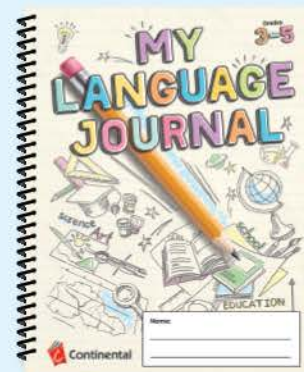
Teacher-created lessons

Sample lesson to model the activity

The collage displays various pages from the *My Language Journal*. On the left is the **Table of Contents**, listing lessons across Social Emotional Learning, English Language Arts, Social Studies, Science, Math, and Teacher-created Lessons. The center shows detailed lesson plans for Science (Lessons 16-20), Math (Lessons 21-25), and Teacher-created Lessons (Lessons 26-30), each with a writing genre and page number. On the right is a **Sample Lesson** page for a sport, featuring a central graphic organizer with five circles: 'When, how, and why you play it', 'Equipment', 'Rules', 'Why you like it', and 'Sport' (with icons). The page includes a writing prompt and a four-square chart for vocabulary.

Student Book, Grades 3–5

“Some of my newcomers could write a few sentences after completing several lessons. That was amazing and impressive!”  
— Meichu Huang, K-5 ESOL Teacher, GA



View lessons from all grades and request a sample book at [ContinentalPress.com](http://ContinentalPress.com).

**PART #1**

**Lesson 17 A perfect day**

Imagine that you are taking a walk on a perfect day in your favorite season. Describe what you see, hear, taste, smell, and feel on that perfect day.

See	Hear	Taste	Smell

What emotions did you feel?

MY LANGUAGE JOURNAL 73

Subject/content area

Unique graphic organizer per lesson

Students can add their own words

**PART #2**

**Word Bank**

cloud	nature	
season	temperature	

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

74 MY LANGUAGE JOURNAL

Review and revisit learned words

**My Word Log**

Word	Page	Word	Page

**PART #3**

**Write About It**

Use information from the graphic organizer and words from the Word Bank to write about a perfect day in your favorite season. Be sure to include details to describe the season and what you would experience on that perfect day.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## TEAM Toolkits

### Teaching ELs for Academic Language Mastery



### Structured Activities to Develop Academic Language

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Four kits are available: Grades K–2, Grades 3–5, Grades 6–8, and Grades 9–12.

**Components—See pages 30–35.**

### Student Books

15 copies per kit (5 per level/grade)

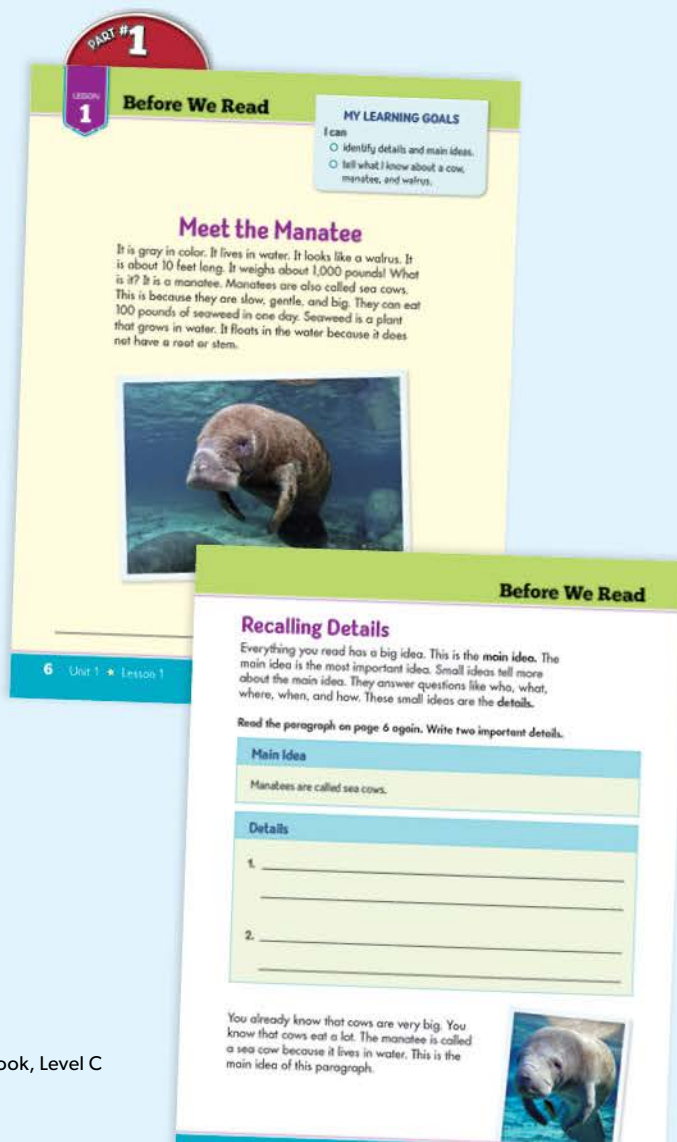
Lesson format:

- 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

Table of Contents	
Welcome to TEAM	4
<b>Unit 1</b> All About Animals	5
Lesson 1 Meet the Manatee	6
Lesson 2 Flying Far from Home	20
Lesson 3 At the Zoo	34
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Glossary	177



Student Book, Level C



Informational and  
literary passages

**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

**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.

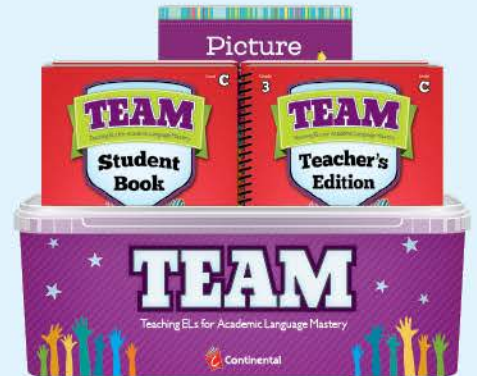
**Main Idea**  
Manatees can live long lives, but they often die because of human mistakes.

**Detail**

**Detail**

**Detail**

12 Unit 1 • Lesson 1



See inside all kits and request a FREE sample at [ContinentalPress.com](http://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 walrus  
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 walrus 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,

\_\_\_\_\_

Unit 1 • Lesson 1 19

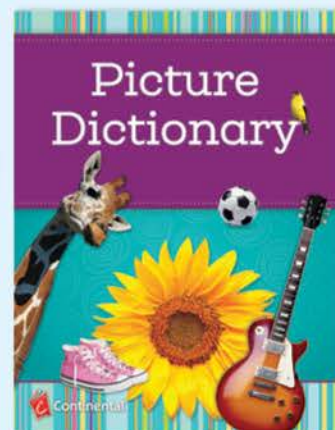
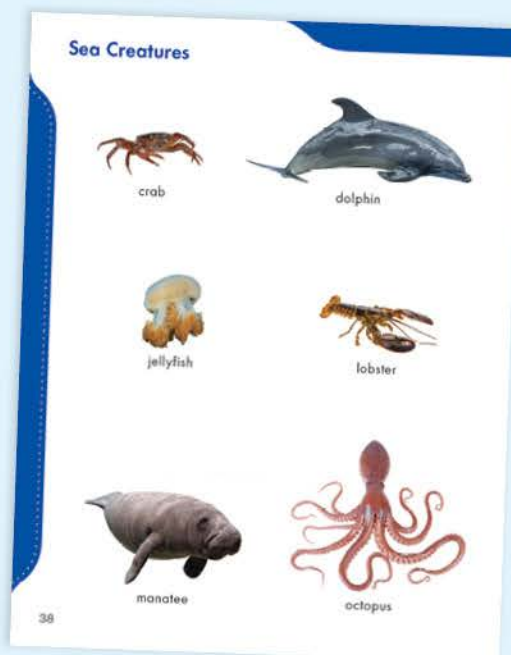
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*Picture Dictionary* shows students simple photographs with words to reinforce the vocabulary they are learning.

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.





## Annotated Teacher's Editions and Audio

3 copies per kit (1 per level/grade)

Teacher's editions include a program overview, suggestions for use, instructional features, teaching strategies, and connections to the ELP assessment practice in *Finish Line for ELLs 2.0* (see pages 4–9).

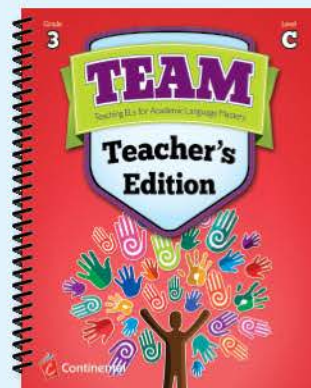
Support for each lesson:

- 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. Chorusly 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. While you listen the second time, take notes on the web below.  
*Answers will vary.*

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 script is on the next page.

Have volunteers provide answers from their web.  
*Answers will vary.*

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**Listen and Discuss** MY LEARNING GOALS

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

Live in water, whiskers, flippers, big

### 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
<b>UNIT 1: All About Animals</b>				
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: All the Zoo	Language Arts Science	Sequence	End Punctuation	Diary or Journal entry
<b>UNIT 2: Ideas That Changed the World</b>				
LESSON 4: American Indian Creations	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: A Man Ahead of His Time	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retelling Folktale
<b>UNIT 3: New Places, New Faces, New Things</b>				
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 is and are	Opinion
LESSON 9: A Place for Yuki	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
<b>UNIT 4: Food for Thought</b>				
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

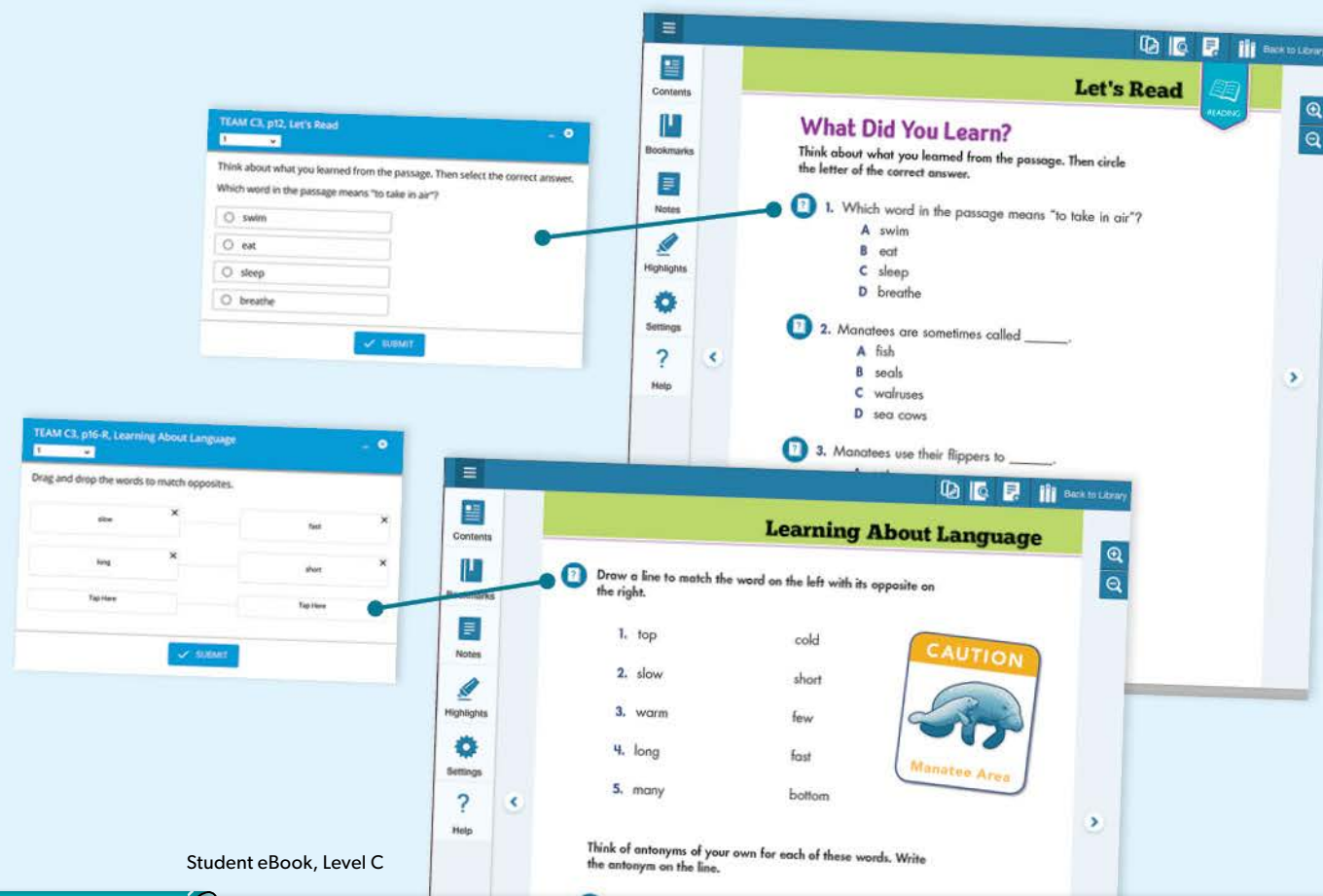
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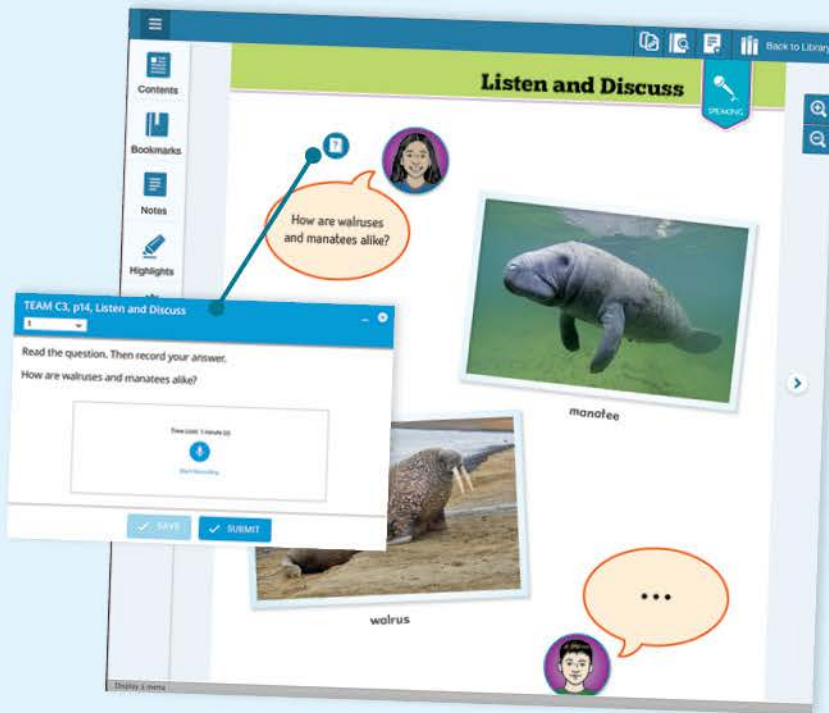
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To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	ESL/ELD	Grade 3	Listening	Reading	Speaking	Writing
Raul Sanchez	65.40%	66.20%	70.61%	40.75%	77.78%	72.23%	91.67%
Don Lousard	66.67%	44.46%	70.29%	35.83%	77.78%	77.42%	100%
Siam Lertz	63.3%	33.16%	68.76%	27.78%	88.89%	75%	83.34%
Sara Neu	21.67%	21.67%	60.86%	29.63%	88.89%	50%	75%
Brian Conner	51.2%	17.07%	33.34%	29.63%	88.89%	50%	75%

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Level C (Gr. 3)	NY0379-1	High School (Bk. 1)	NY1334-9
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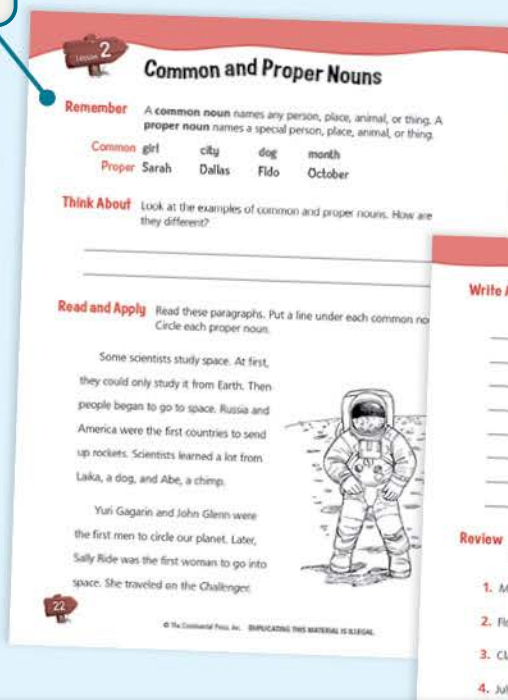
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Table of Contents	
Introduction to Exploring English Grammar	5
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Lesson 3 Possessive Pronouns	56



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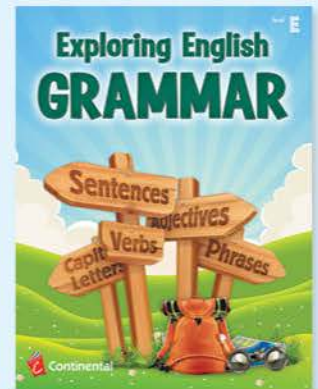
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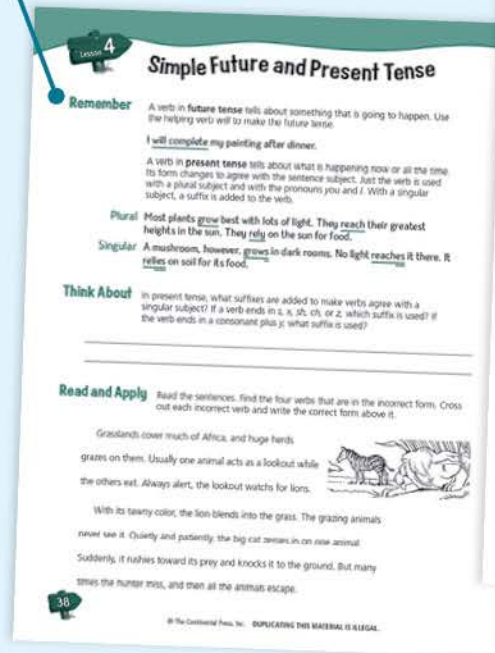
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— Danielle Boutin, EL Teacher K–5, NH

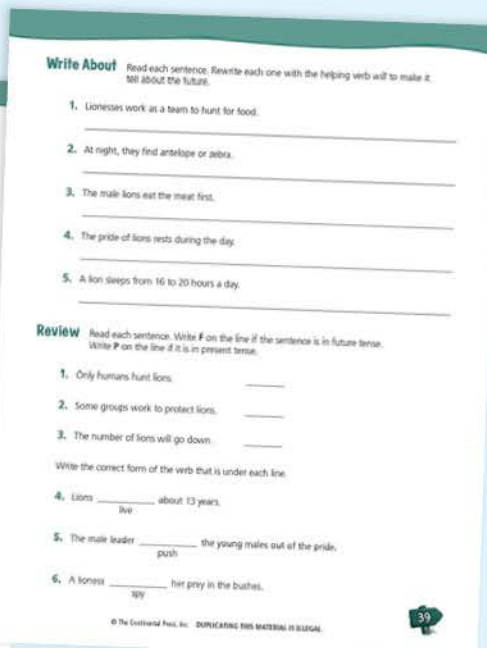
5 parts in each lesson



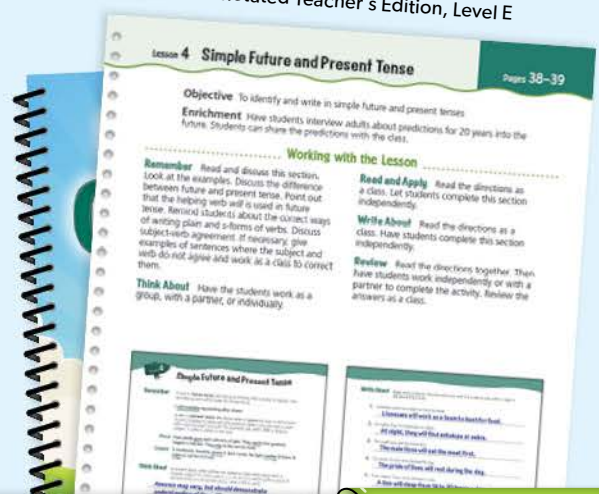
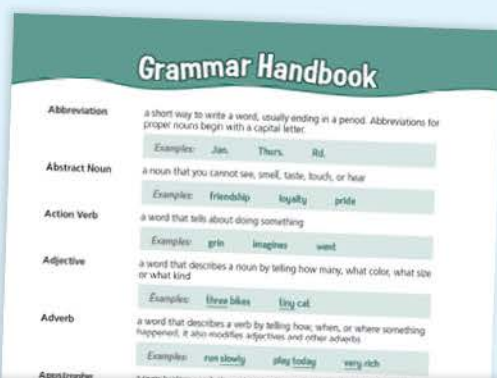
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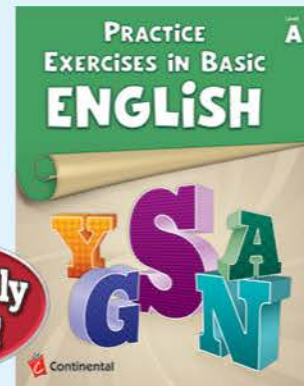
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Level A

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Plural Forms	9
Singular and Plural	10-11
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Naming Words and Doing Words	16
Forming Sentences	17
Capital Letters	18
Sex	19
Person Names	20-21

Skill introduction

Level C

### Saw and Seen

Circle the correct word to complete each sentence.



1. Mom has \_\_\_\_\_ many parades.  
saw seen
2. I never \_\_\_\_\_ one.  
saw seen
3. I \_\_\_\_\_ the band.  
saw seen

### Saw and Seen

Write *saw* or *seen* to complete each sentence.



1. The cat \_\_\_\_\_ the birds.
2. It has \_\_\_\_\_ many birds.

### 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.

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

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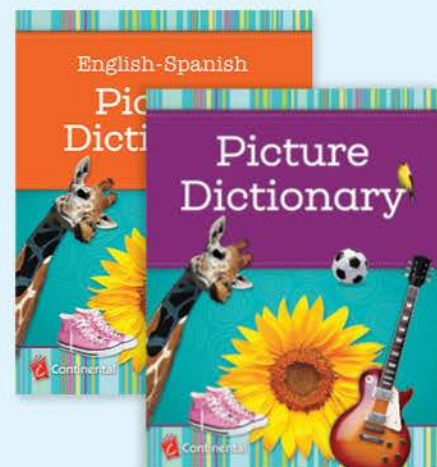
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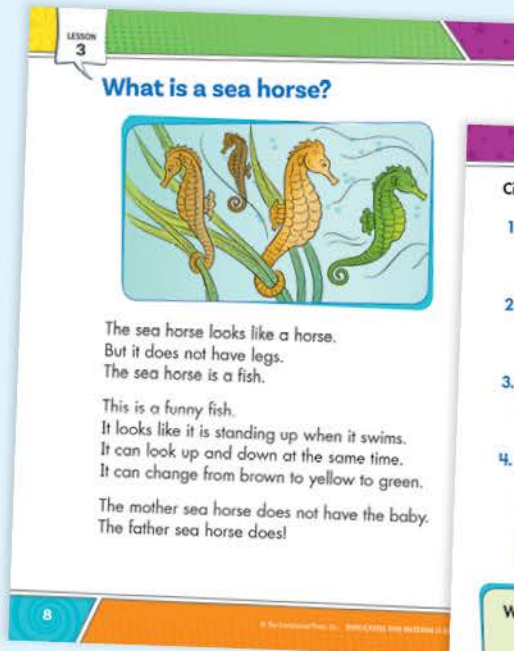
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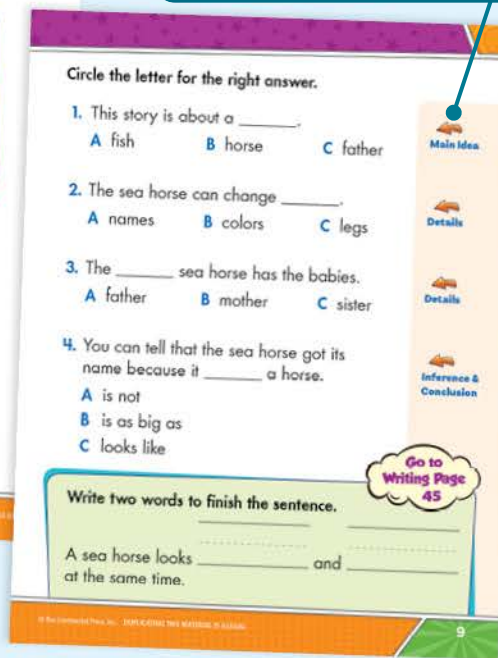
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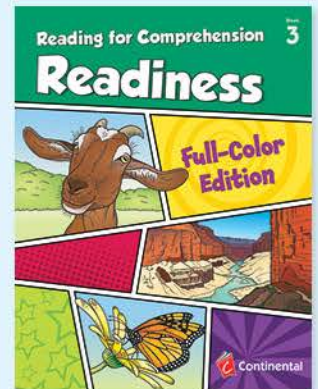
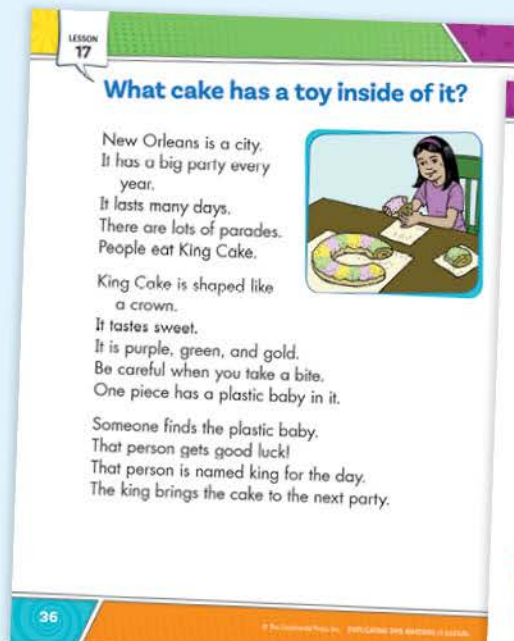


Book 3

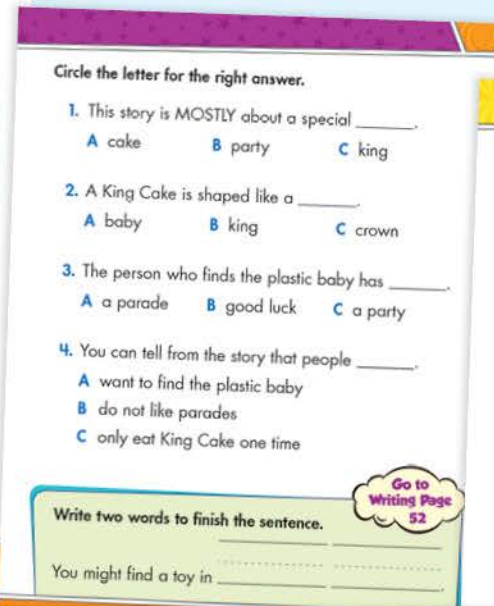
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“These are high-interest topics to my students. They love them!”  
– Neisha Bruce, 2nd Grade Teacher, NJ

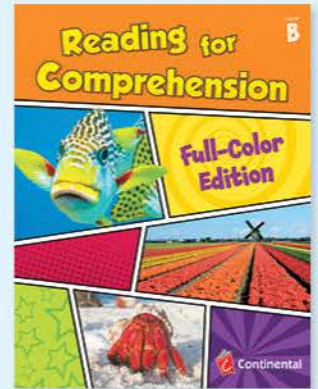
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Level B



“The skill labels in the opening lessons are great! They’re especially helpful for my below-level students.”  
— Neisha Bruce, 2nd Grade Teacher, NJ

High-interest articles




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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 the octopus 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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The image displays four screenshots of the interactive eBook interface. The top-left screenshot shows a lesson page titled "What is a Zamboni?" with two paragraphs of text and an image of a Zamboni machine. The top-right screenshot shows an audio player with a progress bar and a play button. The bottom-left screenshot shows a multiple-choice question: "The Zamboni is \_\_\_\_\_" with options: a skater, an ice rink, a machine, and a city. The bottom-right screenshot shows a text entry question: "Think about a problem that you solved. What did you do?" with a text input field and a "SUBMIT" button. A label "Student Pages, Level B" points to the bottom-right screenshot.

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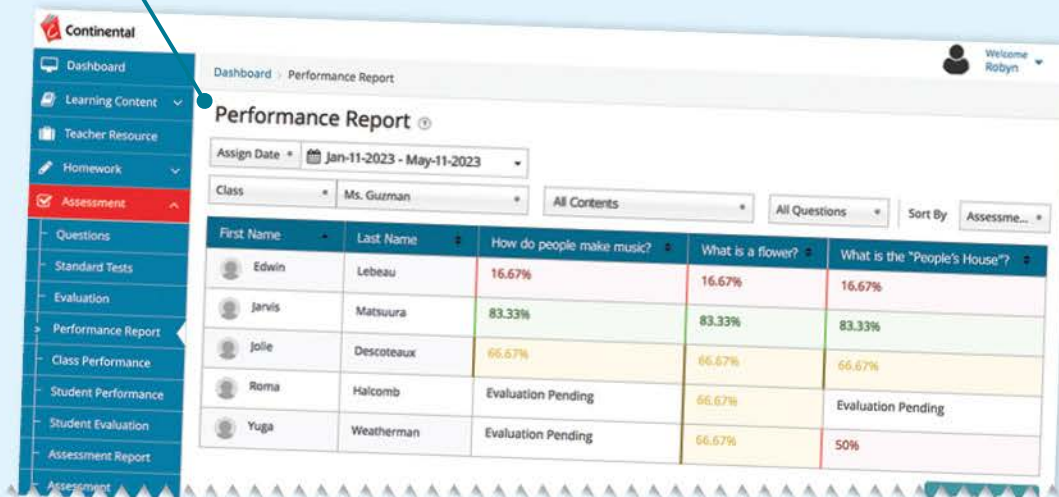
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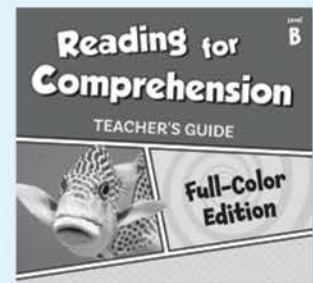
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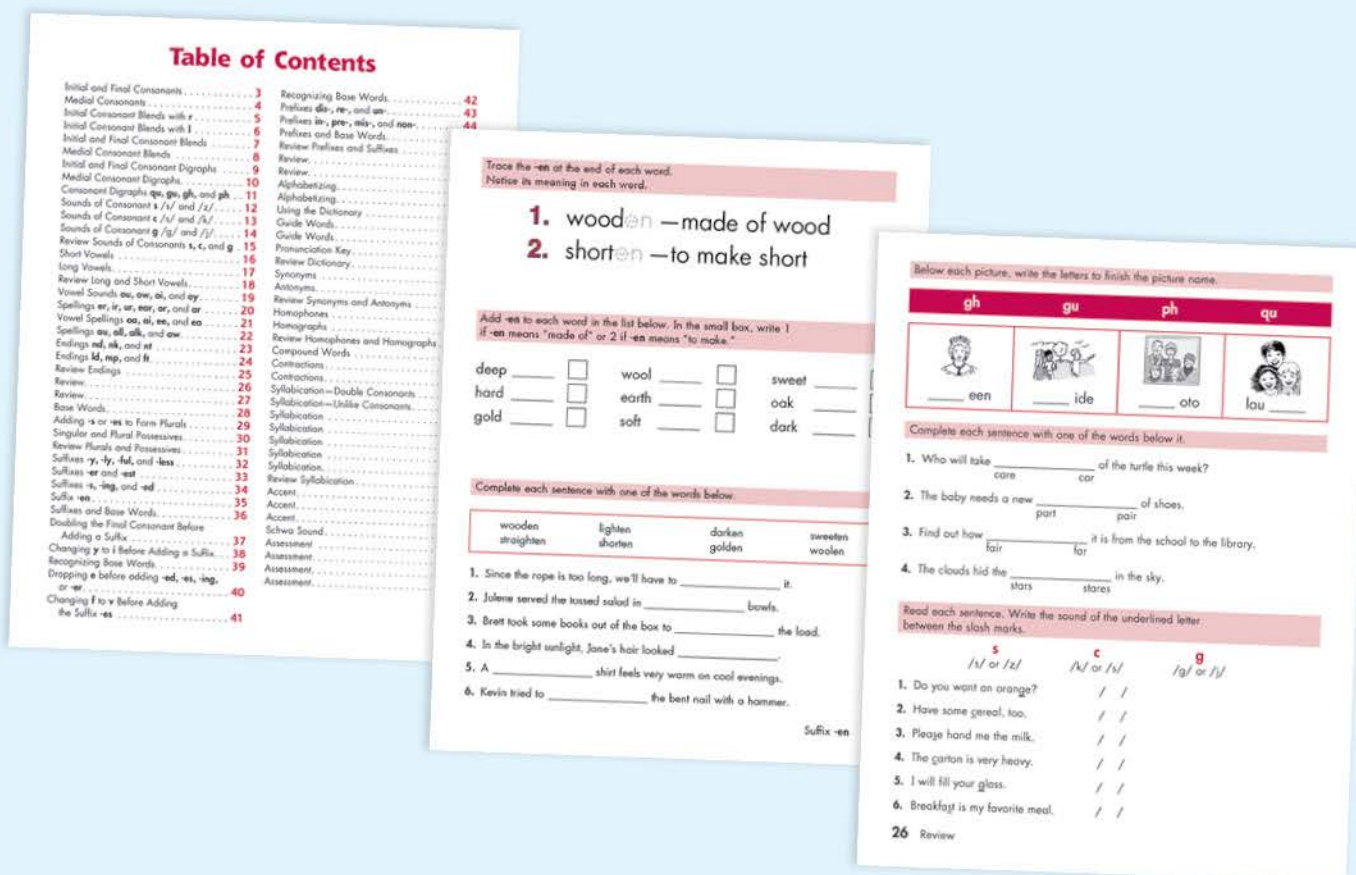
## Student Books

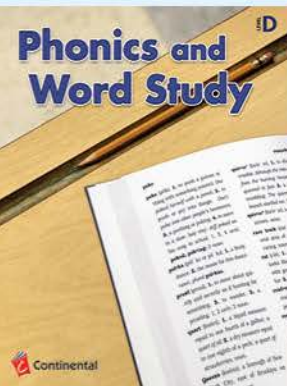
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1. quarter 2. guard 3. laugh 4. phone

On the line after each word below, write the number of the word with the same sound and spelling.

1. enough 5. laughter 9. question 13. guide  
2. quite 6. quiet 10. guest 14. alphabet  
3. elephant 7. rough 11. quarrel 15. quick  
4. quack 8. guess 12. tough 16. queen

Complete the puzzle by using the words in the list above.

ACROSS  
1. A fight using words  
5. To try to figure out  
7. Plenty  
10. A woman ruler  
11. A large gray animal with a trunk

DOWN  
2. Something made up of 26 letters  
3. Sound made when something is funny  
4. A sentence asking something  
6. Without noise  
8. A visitor  
9. The sound of a duck

10 Sounds of qu, gu, gh, and ph

Use the list of words below to write 12 compound words. You will use the words in Column 2 two times.

side	book	mark
note	door	time
after	light	way
flath	noon	house
home	walk	bench
in	work	knob

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	12. _____

Change the words at the end of each sentence to make a contraction. Then write the contraction in the sentence.

- Angelo \_\_\_\_\_ finish the project alone. could not
- \_\_\_\_\_ you see the comet last night? Did not
- \_\_\_\_\_ the disk I left here? Where is
- We \_\_\_\_\_ give the surprise away. must not
- \_\_\_\_\_ at the door? Who is
- Dr. Praveen said \_\_\_\_\_ got the flu. we have
- \_\_\_\_\_ go to the mall. Let us
- \_\_\_\_\_ call you tomorrow. I will
- Are you sure \_\_\_\_\_ able to come with us? you are
- Mum's car \_\_\_\_\_ in the garage. is not

78 Assessment

The letter y has three sounds.

1 yarn /y/

2 fly /i/

3 baby /e/

In the small box, write the number that tells which sound of y is heard in the picture's name.

80 eighty	motorcycle	puppy	yawn
type	yard	strawberry	butterfly

On the line after each word below, write the number that tells which sound of y is heard in the word.

1. candy _____	9. you _____	17. nearby _____
2. lying _____	10. by _____	18. year _____
3. worry _____	11. yell _____	19. safety _____
4. young _____	12. sky _____	20. shy _____
5. already _____	13. fancy _____	21. yourself _____
6. beauty _____	14. yellow _____	22. reply _____
7. spy _____	15. anywhere _____	23. by _____
8. plenty _____	16. yes _____	24. backyard _____

Letter y as Consonant and Vowel 25

Student Book, Level D

Teacher's Guide, Level D

Lesson extensions

Page 25 Letter y as Consonant and Vowel

**Introduce the Concept**  
Write the following sentence on the board: I saw a pretty butterfly in my yard. Read the sentence aloud and ask students what they notice about the sentence. Then point out that the sentence word to represent a consonant sound and in two words it represents different vowel sounds. Underline the letter y in the sentence and ask students to pay attention to the letters around the letter y. Ask them what they see.

**Use the Page**  
Have students open their books to page 25. Read and discuss with all the pictures on the page and read the picture names aloud. Explain the association of the letter y with its three sounds. Read both sets of directions and let students complete the page independently. You may choose to do the first item in each section together before students work on their own.

**Extend the Lesson**  
Prepare for each student a chart with three columns labeled Consonant, Long i, Long e. Read a list of words containing the three sounds of y. Have the students write each word in the correct column on the chart.

Page 26 Review Consonant Sounds

This review page will help you assess students' progress and identify any problems they may have with hearing and naming consonant sounds.

Have students open their books to page 26. Read the directions to students and have them complete the page independently. Check their work one at a time, either alone or as a class activity.

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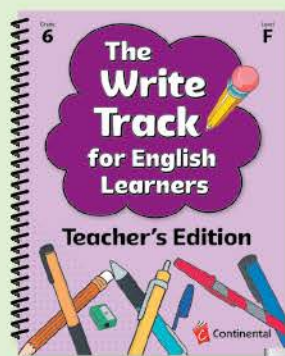
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