

# TEXAS

## Curriculum Support for Emergent Bilingual Students

Targeted PreK-12 programs to help your emergent bilingual students improve fundamental skills and reach language proficiency

- TELPAS Readiness
- ELPS Language Development
- Newcomers
- Vocabulary & Comprehension
- Writing
- Grammar
- Phonics



**NEW!**

**TELPAS**  
ePRACTICE

Ready, Set, Go!  
**NEWCOMERS**

Ready, Set, Go!  
**NEWCOMERS**

**TEAM**  
Student Book

**TEAM**  
Texas Teacher's Edition

**Texas TEAM**  
Teaching ELs for Academic Language Mastery

**HISD  
and TIPS  
Approved  
Vendor**



**Continental**  
inspire every learner

# Continental for Texas Emergent Bilingual Students

Since 1937, our supplemental materials have supported PreK–12 schools in advancing achievement for emergent bilingual students and all learners. Our print and digital programs engage students in developing skills to reach classroom goals, master Texas language standards, and become lifelong learners.

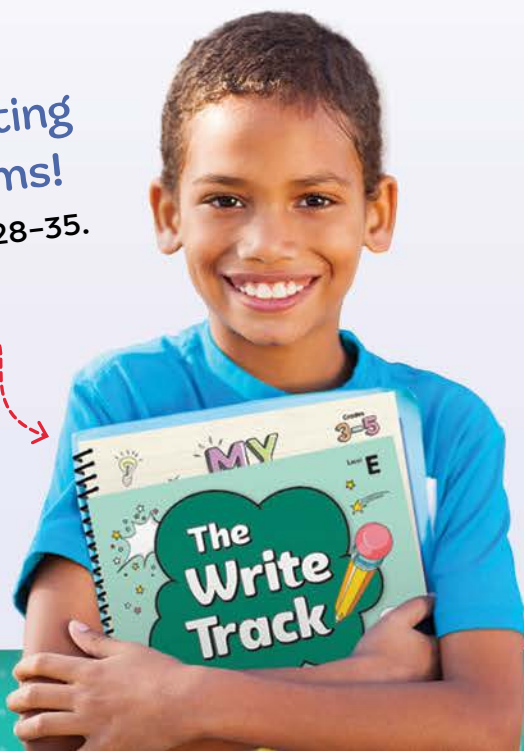


**For the  
2024 Test!**

Grades 2–12  
Pages 4–9



**New writing  
programs!**  
See pages 28–35.



## Need Samples?

**Regions 1, 2, 13, 19, 20**

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terribooker@me.com

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**Regions 3, 4, 5, 6**

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sharon@thewaymiregroup.com

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## Explore Our ESL Teacher Center

[www.ContinentalPress.com/  
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# TELPAS ePractice



## Prepare for the 2024 TELPAS with Updated Practice

TELPAS ePractice provides an updated online experience to prepare your emergent bilinguals for the 2024 Texas English Language Proficiency Assessment System (TELPAS). Give practice at any time with lessons that are immediate and easy to use.

### Components—See pages 4–9.

- Student licenses
- Teacher’s guide eBooks

## Student Licenses

### Student Experience

Familiarize students with the TELPAS item formats and types:

- Practice assesses item types of the TELPAS language domains.
- Writing lessons reflect the latest test changes.
- Item functions include video, drag-and-drop, matching, self-recording, audio, and hot spots.

Reinforce grade-level Texas Essential Knowledge and Skills (TEKS) through lesson topics.

Strengthen language skills from the Texas English Language Proficiency Standards (ELPS).

### Teacher Experience

Monitor performance and pinpoint areas of need using built-in teacher tools:

- Reports deliver data at the student and class level and by lesson, ELPS, content area, and language domain.
- Selected-response items are instantly scored, and oral- and written-response items are teacher scored using the embedded rubrics.

Organized by item types of the TELPAS language domains

Lessons with the latest TELPAS writing changes

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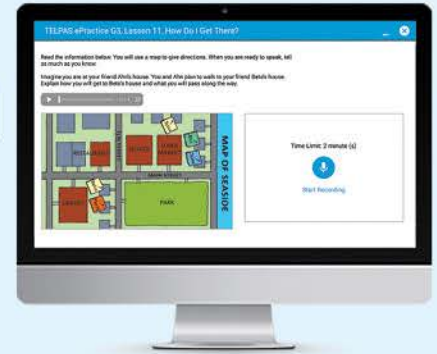
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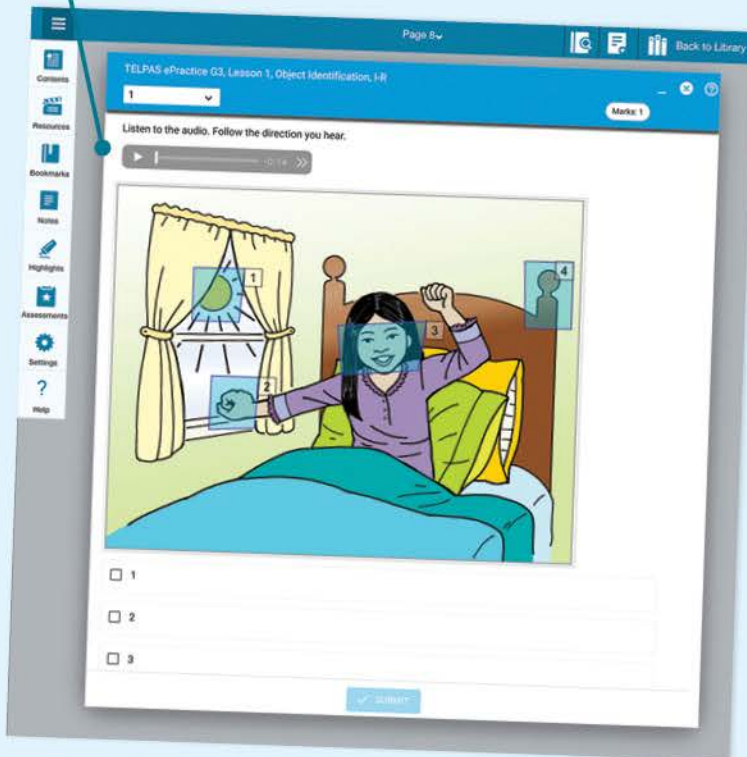
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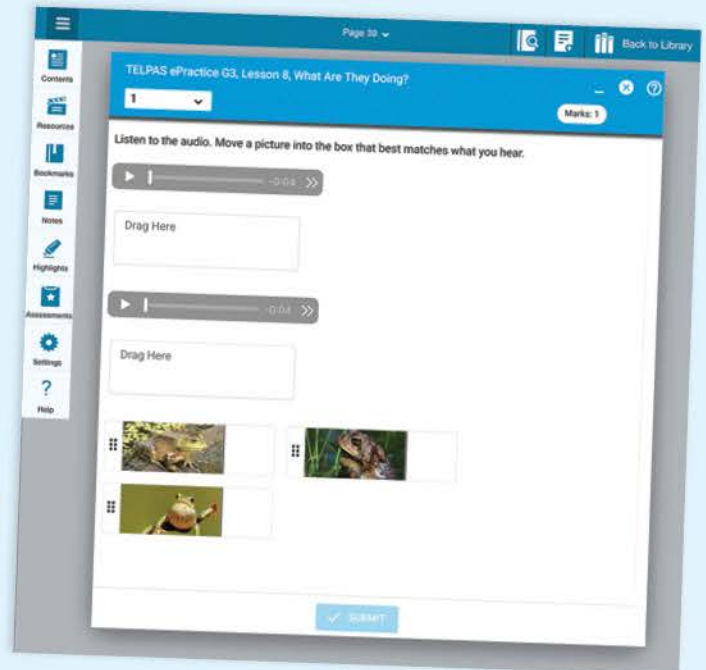




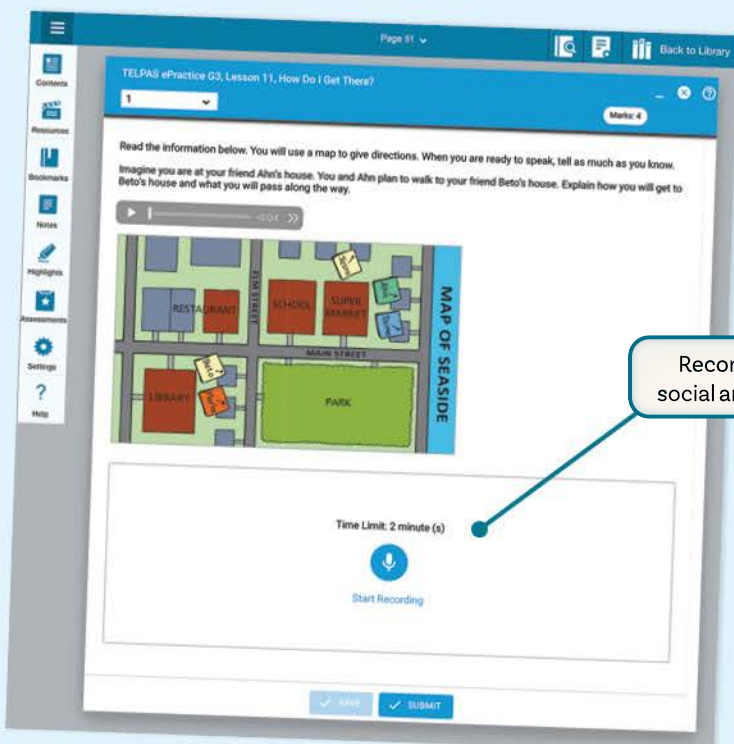
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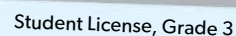
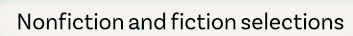
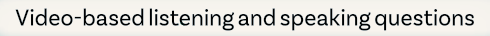


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Record oral responses for  
social and academic contexts







Identify and/or correct errors in grammar, usage, and spelling


Page 86

TELPAS ePractice G3, Lesson 19, Grammar, I

1

Read the text. There is an error that is underlined.

Miguel found his socks over the bed.



In the space, write one word that corrects the underlined error.

✓ SAVE ✓ SUBMIT

Constructed-response writing prompts

Page 97

TELPAS ePractice G3, Lesson 21, Rewriting Sentences

1

Read the text. The text has one or more errors.

Amir want to ride his bike to tomorrow school.

In the space provided, rewrite the complete text to make the text correct.

Paragraph

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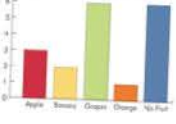
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TELPAS ePractice G3, Lesson 23, Academic Writing

1

Mr. Wong asked his students what fruit they eat. Twelve students said they liked to eat fruit, and six students said they did not eat fruit. Mr. Wong put the information on a graph.



Section: 1.1

- Describe this graph. What can you tell from the graph?
- Tell about the fruit that students in Mr. Wong's class eat. Which fruit is the most popular in his class? Which fruit is the least popular?
- What fruit do you eat? Name the fruit, and explain why you like it. If you do not eat any fruit, tell what snack you eat and why you enjoy it.

Paragraph

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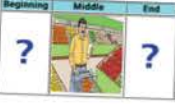
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TELPAS ePractice G3, Lesson 27, Narrative Writing-A

1

Look at the picture. It shows what happened in the middle of a story. You will use this picture to write a story with a beginning, a middle, and an end.



Section: 1.1

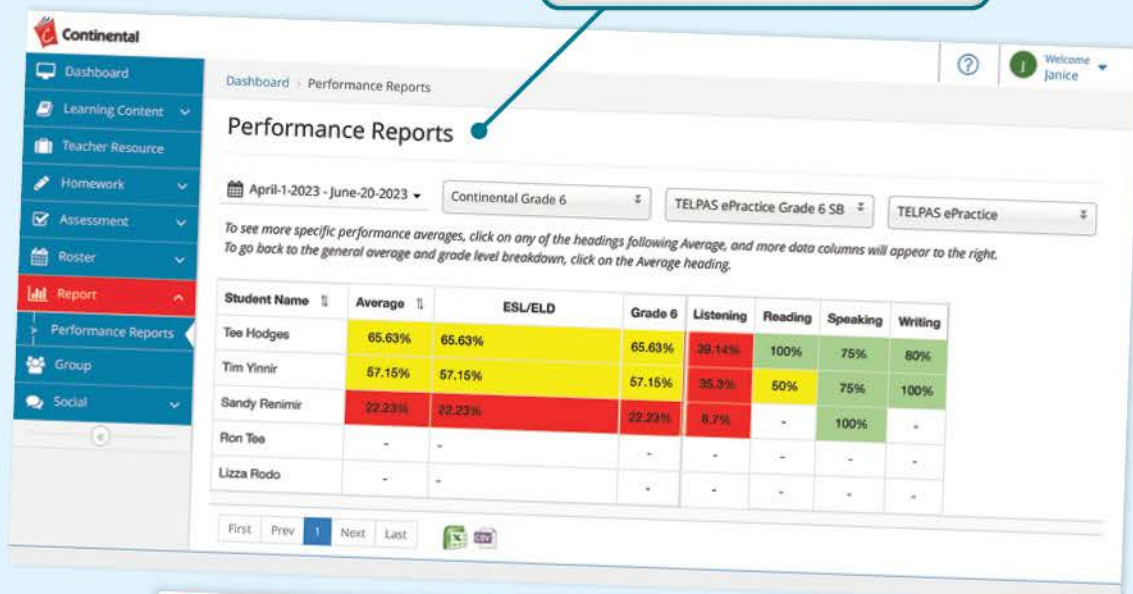
- First, write about what you think happened before what you see in the picture.
- Next, write about what is happening in the picture.
- Finally, write what will happen after what you see in the picture.

Paragraph

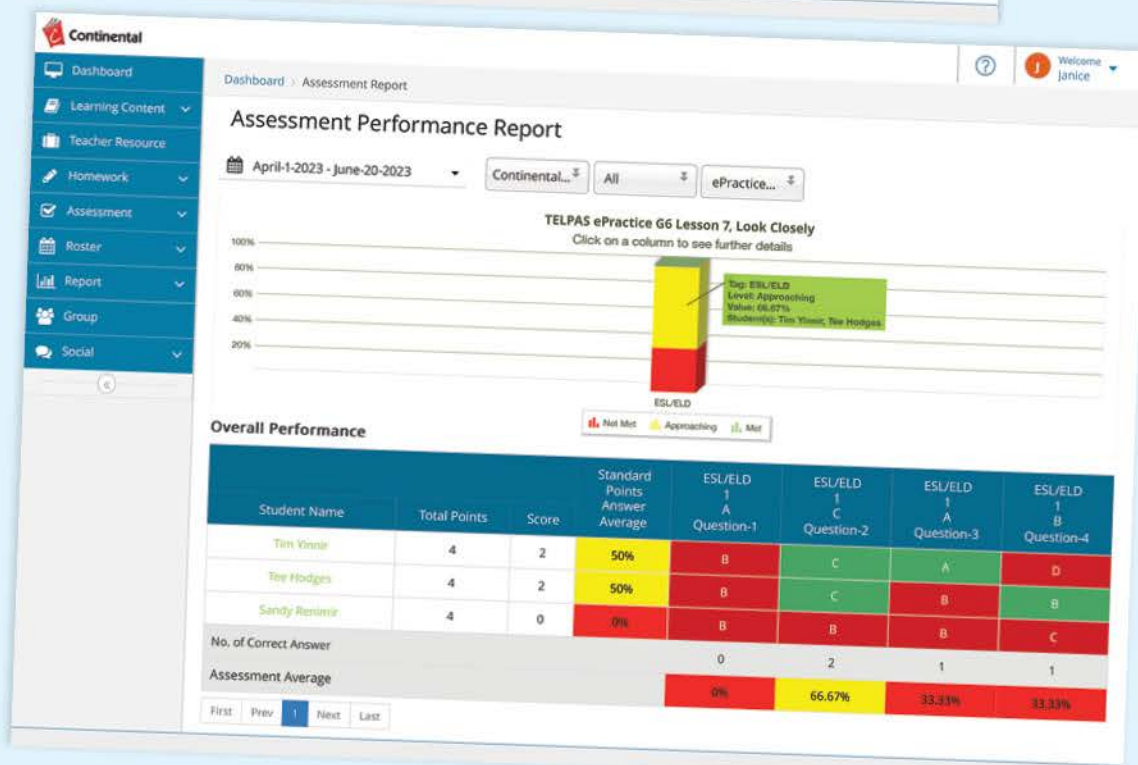
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Benchmark student and class progress



Teacher  
Management



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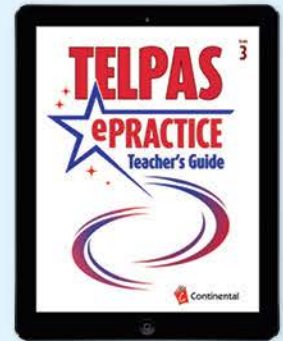
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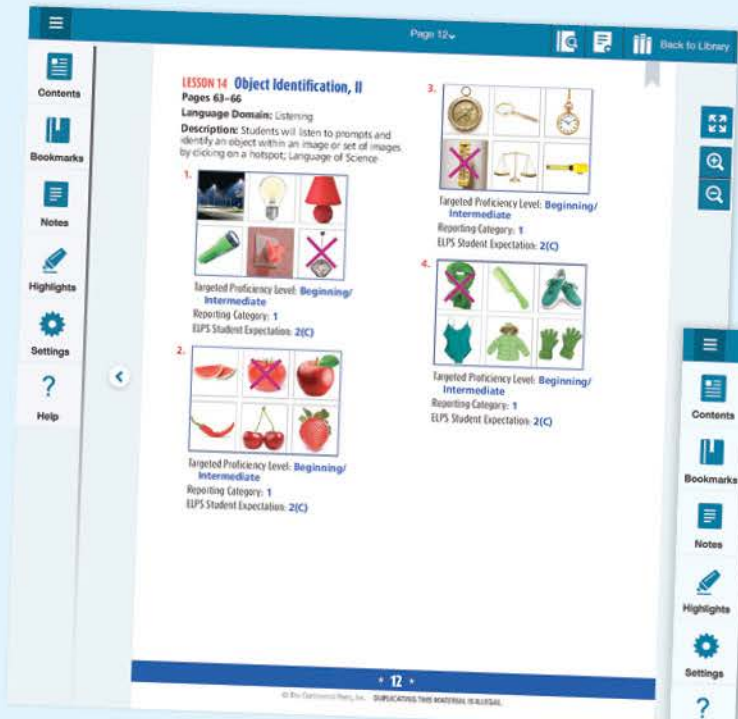
## Teacher's Guide eBooks

Additional support in our teacher's guide eBooks:

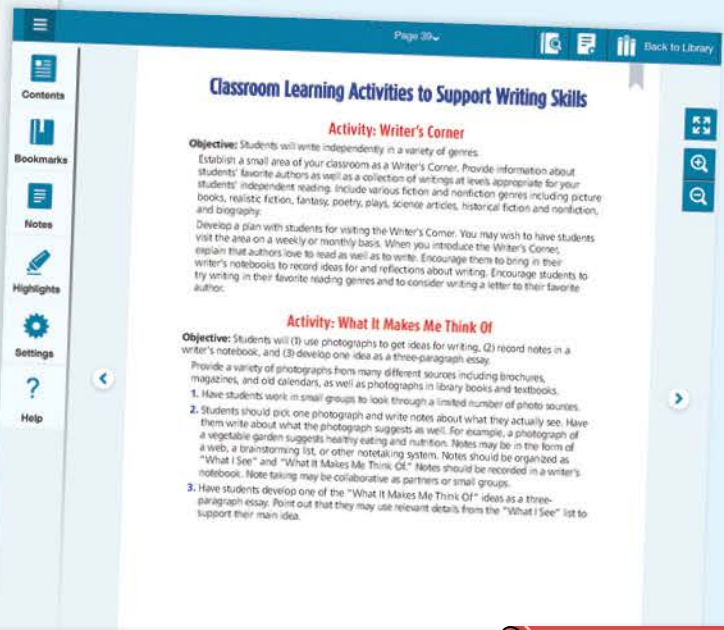
- Instructions for use
- Answer key with correlations to proficiency level, reporting category, and ELPS
- Learning activities to support each domain
- ELPS Student Expectations and Proficiency Level Descriptors
- Speaking and writing rubrics



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Teacher's Guide eBook, Grade 3



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One-year student licenses.  
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**\$18.75**

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Grade 4	PC2181-8
Grade 5	PC2182-5
Grade 6	PC2183-2
Grade 7	PC2184-9
Grade 8	PC2185-6
Grades 9–12	PC2186-3

### STUDENT SETS

1 TELPAS ePractice student license\* and 1 FREE *Finish Line* TELPAS printed book. Visit our website for *Finish Line* TELPAS details.  
Minimum order of 25 sets of the same grade. **\$18.75**

Grade 2	PC2313-3
Grade 3	PC2314-0
Grade 4	PC2315-7
Grade 5	PC2316-4
Grade 6	PC2317-1
Grade 7	PC2318-8
Grade 8	PC2319-5
Grades 9–12	PC2320-1

### TEACHER'S GUIDE EBOOK

One-time purchase eBook **\$20.95**

Grade 2	PC2187-0
Grade 3	PC2188-7
Grade 4	PC2189-4
Grade 5	PC2190-0
Grade 6	PC2191-7
Grade 7	PC2192-4
Grade 8	PC2193-1
Grades 9–12	PC2194-8

\*Student licenses are valid for one year from the activation date.  
See permissions & terms of usage on our website.

# On Our Way to Reading—Newcomers

## Foundational Skills Development for Emergent Readers

*On Our Way to Reading—Newcomers* helps younger emergent bilingual students develop print, phonological, and phonemic awareness. Activities for the ELPS language domains—reading, writing, speaking, and listening—engage students using an age-appropriate design and format.

**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*

Standard eBooks are available on our website.

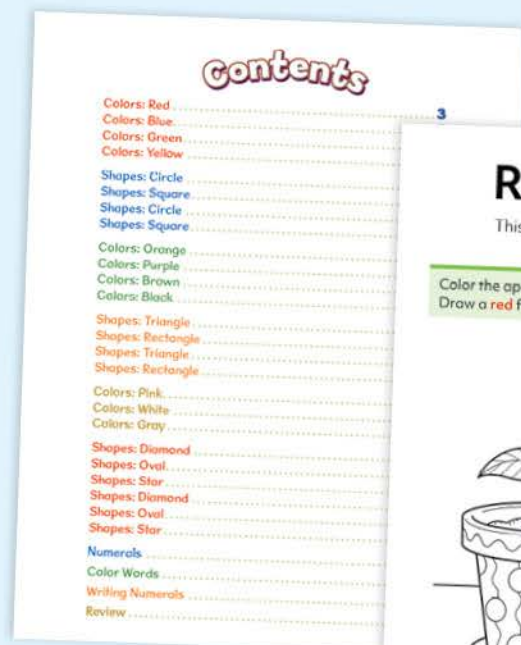
## K–3 Vocabulary Picture Cards

1 set of 100 cards

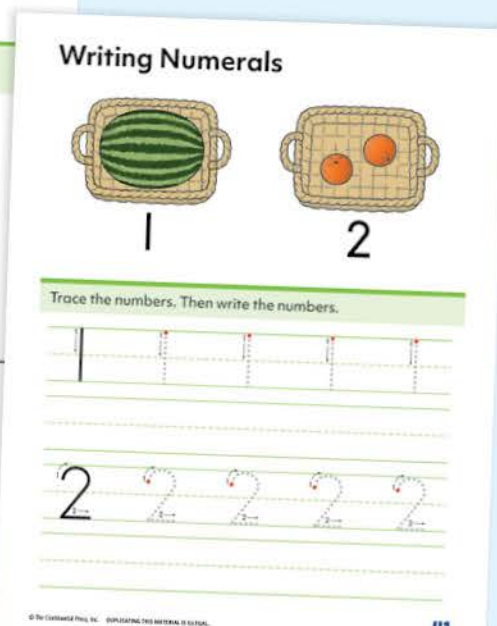
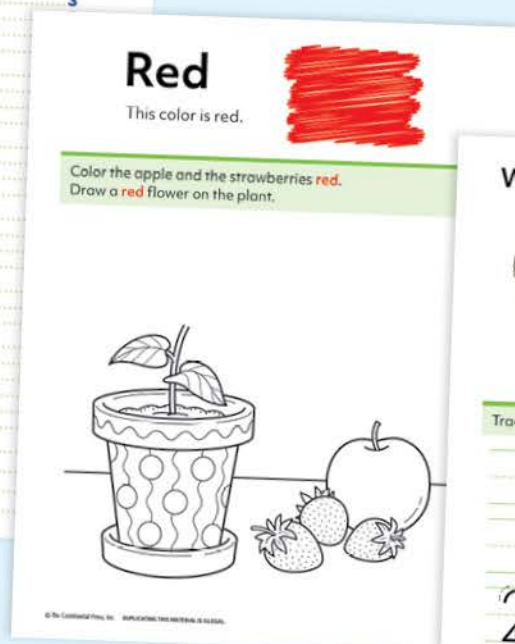
Each card features the letter/word on one side and a photo of the letter/word on the other side to visually reinforce lesson topics.



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

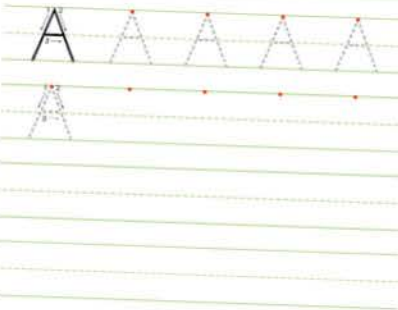
Capital and lowercase G, g  
Capital and lowercase H, h  
Capital and lowercase I, i  
Capital and lowercase J, j  
Capital and lowercase K, k  
Capital and lowercase L, l  
Capital and lowercase M, m  
Review G-M, g-m

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

A Ant

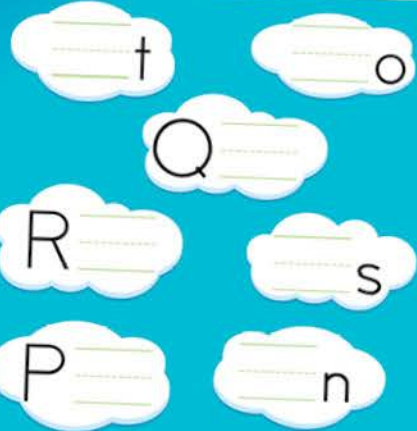
Trace each capital A. Then write capital A to fill the lines.



Our ABCs

Nn Oo Pp Qq Rr Ss Tt

Write the partner for each letter.



## contents

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

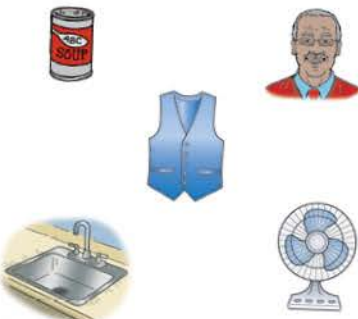
Long a Rhymes  
Long e Rhymes  
Long o Rhymes  
Long i Rhymes  
Rhyming Word Pairs: Long Vowels  
Counting Syllables

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

Writing Rhyming Words  
Cut-and-Paste Page

van

Circle the pictures whose  
names rhyme with van.



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



Rhyming Words

## contents

Initial Consonant m /m/	3
Initial Consonant s /s/	5
Initial Consonant t /t/	7
Review m, s, t	9
Phoneme Awareness	10
Initial Consonant b /b/	12
Initial Consonant n /n/	14
Review b, n, t	16
Phoneme Awareness	

## sun



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



Trace the letter **s**.

sun



Sounds and Letters

## contents

Initial Consonant Sound qu /kw/	3
Initial Consonant z /z/	5
Review qu, z	7
Review Initial Consonant Sounds	8
Phoneme Awareness	10
Final Consonant Sounds b /b/, t /t/, g /g/	12
Final Consonant Sounds d /d/, n /n/, p /p/	14
Review b, t, g, d, n, p	16

## thumb



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



Trace the letters **th**.

thumb



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



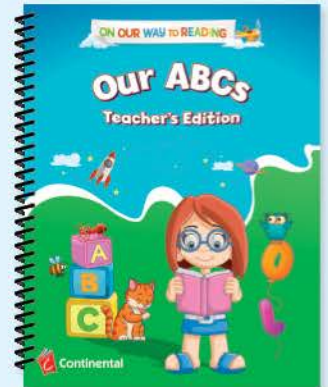
## Annotated Teacher's Editions and Audio

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.



Audio

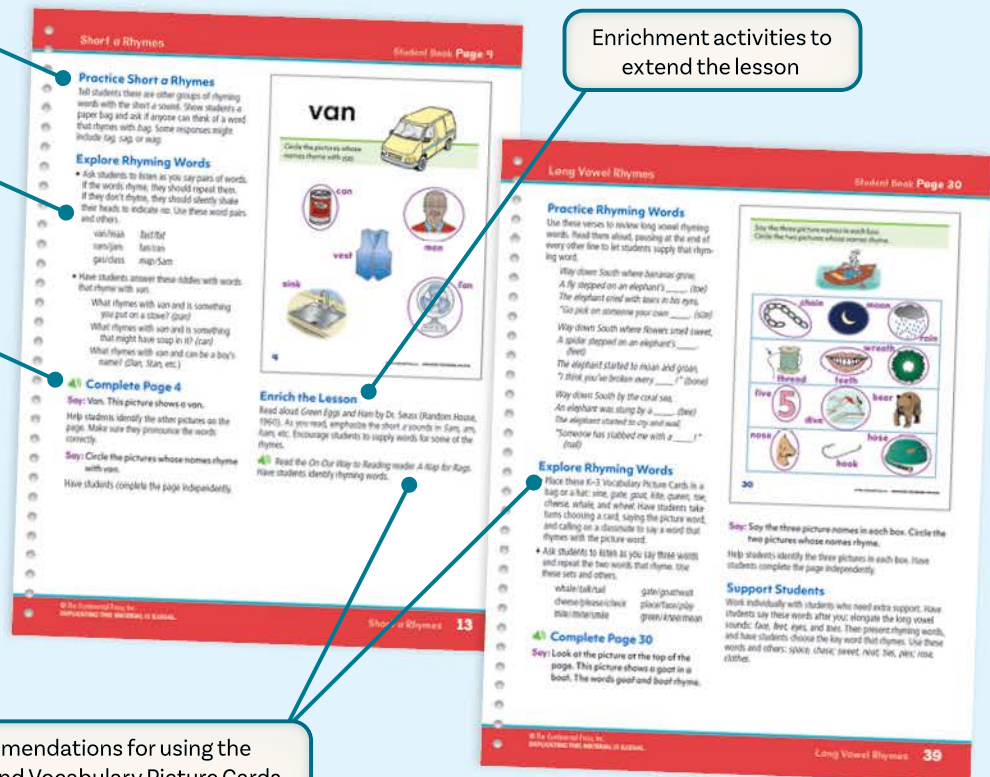
Skill introduction

Detailed directions

Audio opportunities

Enrichment activities to extend the lesson

Recommendations for using the Readers and Vocabulary Picture Cards



Annotated Teacher's Edition, Rhyming Words

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### COMPLETE KIT

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)  
Convenient case, style may vary  
PC1717-0 \$556.20

Order the add-ons you need!

Visit our website to see all add-on options, including cards, reader sets, and eBooks.

### STUDENT BOOK 5-PACKS

Prior kit purchase is required to order this add-on. 5 copies of the same student book **\$52.50**

Colors, Shapes, and Numbers	PC1704-0
Our ABCs	PC1705-7
Rhyming Words	PC1706-4
Sounds and Letters	PC1707-1
More Sounds and Letters	PC1708-8

### 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	PC1709-5
Our ABCs	PC1710-1
Rhyming Words	PC1711-8
Sounds and Letters	PC1712-5
More Sounds and Letters	PC1713-2

# Ready, Set, Go! Newcomers Kits

## Help Newcomers Develop Essential English 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
- Skill building from phonics to social communication to academic English
- Activities for the ELPS language domains—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)



Grades 3–5 Kit

Grades 6–12 Kit

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.

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• Lesson 6 Days of the Week	
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• Lesson 8 Weather	
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• Lesson 10 Seasons	
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★ READ & WRITE	
★ REVIEW	
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Grades 3–5, Student Book, Book 1



See inside both kits and request a FREE sample at [ContinentalPress.com](http://ContinentalPress.com).

How does your favorite song make you feel?

What kind of music is popular in your native country?

Newcomers Cards

piano



Vocabulary Picture Cards

### 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	40	
eighteen	nineteen	twenty	thirty	forty	
60	70	80	90		
sixty	seventy	eighty	ninety		
1st	2nd	3rd	4th	5th	
first	second	third	fourth	fifth	

Listen. Check the correct choice.

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

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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.

- 4 \_\_\_\_\_
- 19 \_\_\_\_\_
- 8 \_\_\_\_\_
- 70 \_\_\_\_\_
- 100 \_\_\_\_\_
- 0 \_\_\_\_\_

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### 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    recorder    ukulele

Listen. Circle the correct choice.

- 
- 
- 
- 

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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.

- 
- 
- 
- 
- 
- 
- 
- 

clap  
drum  
maracas  
piano  
recorder  
sing  
ukulele  
xylophone

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## 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
• Lesson 2	Consonants
• 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 22	Where Are You From?	
• Lesson 23	All About Me	
• Lesson 24	Address	
• Lesson 25	Phone Number	
• Lesson 26	My Family	
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• Lesson 30	Emergency Form	
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★ REVIEW		

Grades 6–12, Student Book, Book 1

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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 \_\_\_\_.

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

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

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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.

Write the word for each picture.

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

My Body 61

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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

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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

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**★ 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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2 card sets per kit (1 of each set)

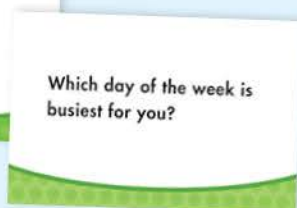
Visual resources introduce skills or remind students throughout the lessons.

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

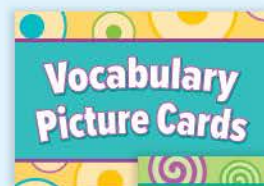
English-Spanish cards are sold separately on our website.



Newcomers Cards



Vocabulary Picture Cards



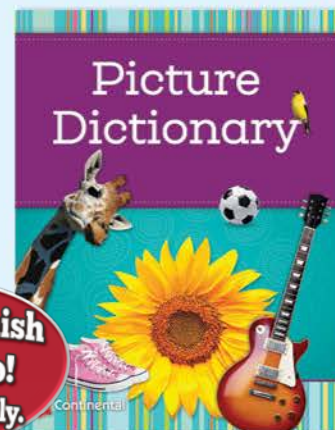
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English-Spanish dictionary is sold separately on page 39.





## Annotated Teacher's Editions and Audio

3 copies per kit (1 copy for 3 books)

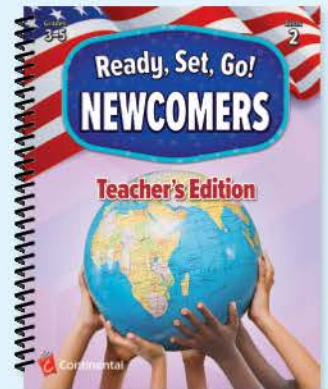
Teacher's editions feature suggestions for use, support for social emotional development, ways to foster cultural awareness, and a skills assessment checklist. Resources for each lesson include:

- 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.



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
<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
<b>Unit 3: Challenges of the English Language</b>		
<ul style="list-style-type: none"> <li>• substituting phonemes</li> <li>• vowel teams</li> <li>• silent letters</li> <li>• syllables</li> <li>• vowel sounds: vowels + c, k</li> <li>• hard and soft c and g</li> <li>• consonant digraphs: gh and</li> <li>• high-frequency sight words</li> </ul>	Language arts	Phonemes Vowel sounds

#### Unit 4: All About Me

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

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### 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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### 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, six, twenty  
fifteen, nine, one hundred, ten  
fifty, nineteen, seven, 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.

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

**3 Numbers**

Listen and repeat:

0	1	2	3	4	5
six	seven	eight	nine	ten	eleven
12	13	14	15	16	17
thirteen	fourteen	fifteen	sixteen	seventeen	eighteen
19	20	21	22	23	24
nineteen	twenty	twenty-one	twenty-two	twenty-three	twenty-four
25	26	27	28	29	30
thirty	thirty-one	thirty-two	thirty-three	thirty-four	thirty-five
36	37	38	39	40	41
forty	forty-one	forty-two	forty-three	forty-four	forty-five
46	47	48	49	50	51
fifty	fifty-one	fifty-two	fifty-three	fifty-four	fifty-five
56	57	58	59	60	61
sixty	sixty-one	sixty-two	sixty-three	sixty-four	sixty-five
66	67	68	69	70	71
seventy	seventy-one	seventy-two	seventy-three	seventy-four	seventy-five
76	77	78	79	80	81
eighty	eighty-one	eighty-two	eighty-three	eighty-four	eighty-five
86	87	88	89	90	91
ninety	ninety-one	ninety-two	ninety-three	ninety-four	ninety-five
96	97	98	99	100	101
one hundred	one hundred one	one hundred two	one hundred three	one hundred four	one hundred five

Listen. Check the correct choice.

1. I have ☒ 2 ☐ 5 ☐ 100

2. Carlos ate ☐ 1 ☒ 5 ☐ 10

3. There are ☐ 10 ☒ 60 ☐ 100

4. Lily is in ☒ 1st ☐ 2nd ☐ 100

5. I won ☒ 2nd ☐ 1st ☐ 100

6. There are ☐ 10 ☐ 100 ☒ 100

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

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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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Dashboard > Performance Reports

### 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	28.17%	28.17%	46.84%	57.15%	-	83.34%	0%
Dora Ruiz	57.7%	57.7%	38.34%	65%	-	0%	50%
Micah Lopenza	0%	0%	0%	-	-	0%	-

First Prev 1 Next Last

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**Components—See pages 22–27.**

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15 copies per kit (5 per level/grade)

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- 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

Lessons with TEKS standards connections

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**PART #2**

**Let's Read**

**Growing a Family Tree**

What do you know about your family? Do you know when and where your parents were born? Do you know when and where your grandparents were born? Do you know when and where they were married? You might want to know more about your own background. Making a family tree is a good way to map what you know and what you want to know about your family. Putting together a family tree has become a fun hobby for many people. They enjoy learning about their ancestors. You can start a family tree now!

A family tree shows who is in a family. It is made up of names. To make a family tree, start with your name. Then write your mom's and dad's names. Your grandmothers' and grandfathers' names come next. A family tree can show aunts and uncles. It can even show the name of your grandmother's grandma.

**MY LEARNING GOALS**  
I can  
☐ read and discuss an informational text  
☐ recall details that support the main idea.

Underline the sentence that tells why people create a family tree.

What hobby do you enjoy?  
I like to \_\_\_\_\_

8 Unit 1 • Lesson 1

**Let's Read**

**Show What You Know**

Read the "Help Finding Family" section on page 11. Fill in the missing details in the web below that tell about the main idea.

**Main Idea**  
You can find more information about your relatives.

**Detail**

**Detail**

**Detail**

12 Unit 1 • Lesson 1

**Let's Read**

**What Did You Learn?**

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

- Some women change their names when they \_\_\_\_\_.  
 A learn about their ancestors  
 B work on a family tree  
 C marry  
 D die
- Which word in the section "Help Finding Family" means "official copies of papers"?  
 A offices  
 B records  
 C relatives  
 D databases
- What is the first thing you can do to start a family tree?  
 A Ask a relative questions.  
 B Buy a computer program.  
 C Study in another country.  
 D Study online records.
- Why is it important to have the correct spelling of a person's first and last names?  
 A to give honor to the family  
 B to not anger the members of your family  
 C to show relatives that you care about them  
 D to find out more about your relatives in the future

Unit 1 • Lesson 1 13

Audio available for listening passages

**PART #3**

**Listen and Discuss**

Listen to a passage about how one boy learned about his family. While you listen the second time, take notes on the web below.

**MY LEARNING GOALS**  
I can  
☐ listen to and understand a conversation about a family.  
☐ use language to discuss what I heard.

14 Unit 1 • Lesson 1

**Listen and Discuss**

How would you find out more about your ancestors?

library

computer

newspapers

...



## Learning About Language


### Compound Words

Compound words are made from two smaller words. The two smaller words help you understand the compound word.

news + paper = newspapers

Read these sentences. Circle the compound words from the lesson.

- You might want to know more about your own background.
- What are the full names of your grandparents?
- People who make family trees often can find information in computer databases.
- Check courthouses for birth, death, and marriage records, records of wills and property.
- Holiday celebrations like Thanksgiving spent with family give you the chance to talk with many relatives at one time.
- His grandfather told him that he was a carpenter for many years.



## Write About It

### Plan My Writing

Family members can help you learn about your family. You can also share with your relatives what you learn about your ancestors. Write an email to a family member telling what you have learned about your family and what you want to learn.

What I Know	What I Want to Know
My mom's maiden name is Lopez.	

## Write About It

TO: Aunt  
FROM:  
SUBJECT: Our Family

I just learned more about our family history. Did you know that \_\_\_\_\_?

I learned that \_\_\_\_\_

Our great-grandparents were married in \_\_\_\_\_

Our ancestors came from \_\_\_\_\_

They lived in \_\_\_\_\_

They \_\_\_\_\_

I still have some questions about our family. I would like to know \_\_\_\_\_

Do you know the answers to these questions?

## Glossary

<b>abstract</b> adj. existing in thought or as an idea; cannot hold, taste, touch, smell, or hear <b>academy</b> n. a school that teaches special subjects <b>admission</b> n. a fee to enter <b>adventure</b> n. an exciting experience <b>advice</b> n. a suggestion or recommendation <b>affordable</b> adj. able to be bought <b>agency</b> n. an organization that helps people <b>agent</b> n. a secret spy; a government employee <b>agreed</b> v. shared the same opinion <b>amount</b> n. the sum or total <b>amusement</b> n. something that entertains; a risk or activity <b>ancestors</b> n. grandparents and all the	<b>arrowhead</b> n. the sharp point of an arrow; made from flint and shaped with a sharp point at one end <b>ashamed</b> adj. embarrassed <b>attached</b> v. joined together <b>attention</b> n. interest or concentration <b>audience</b> n. people who watch or listen to a performance <b>background</b> n. events that are part of a person's life <b>balance</b> v. to keep your equilibrium; to have equal weight on either side <b>bandit</b> n. a robber; someone who takes things <b>battery</b> n. a place to store electricity <b>beneath</b> prep. under <b>bill</b> n. an idea for a law
---	---

Student Book, Level D

## Picture Dictionary

1 copy per kit for levels AA–H

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

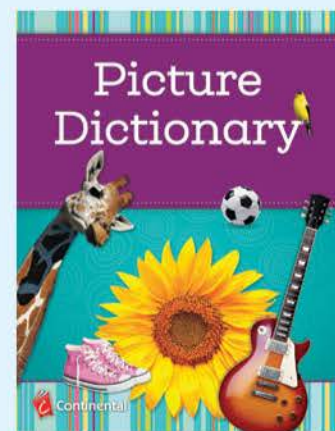
750 basic words are presented in **thematic units** from early learning experiences—beginning with letters and numbers, and ending with action verbs—so each new word is **shown in a meaningful context**.

English-Spanish dictionary is sold separately on page 39.

### Family Members



<b>Parents</b> 1 father 2 mother	
<b>Siblings</b> 3 brother 4 sister	<b>Grandparents</b> 5 grandfather 6 grandmother
	7 husband 8 wife





## Annotated Teacher's Editions and Audio

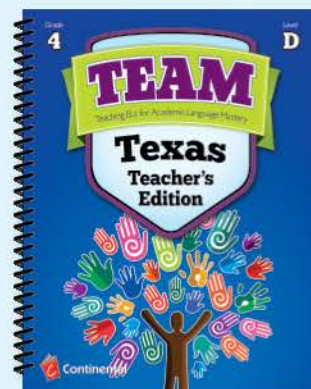
3 copies per kit (1 per level/grade)

Teacher's editions include a detailed program overview, suggestions for use, instructional features, and teaching strategies.

Support for each lesson:

- Lesson objective
- Connections to ELPS Student Expectations
- Academic English 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.



Connections to ELPS  
Student Expectations

**Lesson 1** Student Book PAGES 6-19

**TITLE** Finding Facts About Your Family

**GENRE** Informational Text

**LESSON OBJECTIVES**

- Read, discuss, and write about family history.
- Identify details and main ideas.
- Identify and use compound words.
- Write an email.

**Content Standards Connection**

- The Language of Social Studies

**ELPS Student Expectations**

**Reading**

- Determine main ideas and details that support main ideas.
- Explain procedures in a text.
- Understand features of different genres (poetry, personal narrative, informational).
- Determine the meaning of words and phrases.
- Interpret information gained from visual materials.
- Read and understand an informational text.
- Ask and answer questions to demonstrate understanding of the text.

**Speaking and Listening**

- Ask and answer specific questions to clarify information.
- Make comments that contribute to discussion.
- Use descriptive details to support ideas.
- Read prose orally with accuracy and fluency to support comprehension.
- Differentiate between situations that call for formal and informal English.
- Demonstrate command of English grammar and usage.

**Writing**

- Write an email.
- Use descriptive language.
- Introduce a topic clearly and develop a topic.
- Use technology to interact and collaborate with others.
- Use knowledge of English language and its conventions.

**Grammar and English Conventions**

- Identify and form compound words.
- Demonstrate an understanding of word relationships.
- Produce simple, compound, and complex sentences.
- Use knowledge of language and its conventions when writing.

**ACADEMIC LANGUAGE OF LESSON**

Tier 1	background, future, hobby, information, relatives
Tier 2	database, details, however, main idea, records, research
Tier 3	ancestors, courthouse, husband, maiden, marriage, memories, property, will

Unit 1 • Lesson 1 13

Annotated Teacher's Edition, Level D

Academic English  
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 to tell how to find out more about family members.
- Use language to ask questions and contribute to a conversation.

**ACADEMIC LANGUAGE**

Tier 1: background, hobby, information, relatives Tier 2: database, records, research Tier 3: ancestors

**MY LEARNING GOALS**

Direct students' attention to My Learning Goals. Chorus 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 as a passage is read two times. The first time they hear the passage, 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.

**Listen and Discuss**

Listen to a passage about how one boy learned about his family. While you listen the second time, take notes on the web below.

**Answers will vary.**

Tran asked relatives questions.  
Tran used a database.  
Tran asked his grandfather questions.  
Tran learned about his great-grandparents.  
He learned that his...

**Instructional Features**

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELPS 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: Our History</b>				
LESSON 1: Finding Facts About Your Family	Social Studies	Details	Compound Words	Email
LESSON 2: Born on the Fourth of July	Social Studies	Cause and Effect	Abstract Nouns	Diary Entry
LESSON 3: America's Past	Social Studies Language Arts	Theme	Relative Adverbs	Summary
<b>UNIT 2: Being a Good Citizen</b>				
LESSON 4: Following the Law	Social Studies	Sequence	Prefixed and Antonyms	Directions
LESSON 5: Giving Back to the Community	Social Studies Mathematics	Main Idea	Homophones	Paragraph
LESSON 6: Saying Thanks	Language Arts Mathematics	Understanding Characters	Conjunctions	Thank-You Letter
<b>UNIT 3: Keeping Up with Changing Technology</b>				
LESSON 7: Pedaling Through History	Science Social Studies	Compare and Contrast	Prefixed	Sequence
LESSON 8: The Wonders of Wind	Science	Inference	Fragments	Summary
LESSON 9: Then and Now	Language Arts Social Studies	Setting	Dialogue	Description
<b>UNIT 4: Solving Problems</b>				
LESSON 10: The ABCs of the FBI	Science Social Studies	Prediction	Prepositions	Sequence
LESSON 11: Problems with Squares	Mathematics Social Studies	Problem and Solution	Synonyms	Problem and Solution
LESSON 12: Everyday Mysteries	Language Arts	Point of View	Pronouns	Mystery

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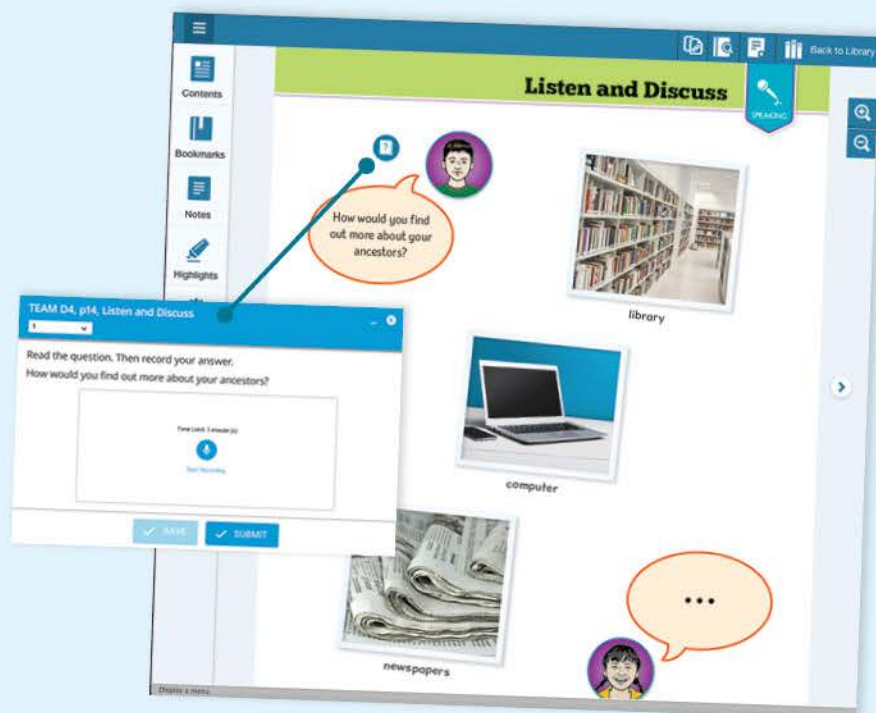
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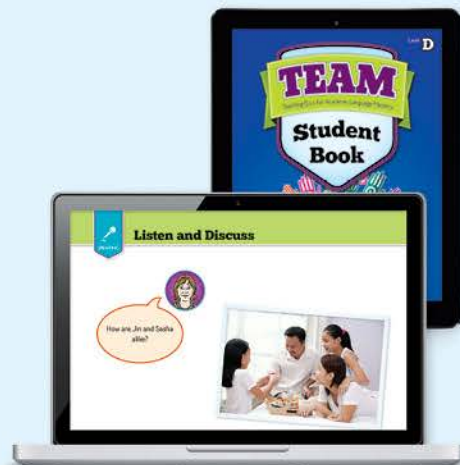
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Dashboard > Performance Reports

## Performance Reports

Jan-11-2023 - May-11-2023 TEAM Grade 3 TEAM Level C SB TEAM

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	65.48%	66.28%	- 70.61%	40.75%	77.78%	72.23%	91.67%
Don Lousard	66.67%	44.46%	- 70.29%	26.93%	77.78%	77.42%	100%
Siam Lertz	63.3%	23.18%	- 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%	- 68.76%	29.63%	88.89%	50%	75%

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Level C (Gr. 3)	PC0379-1	High School (Bk. 1)	PC1334-9
Level D (Gr. 4)	PC0380-7	High School (Bk. 2)	PC1335-6
Level E (Gr. 5)	PC0381-4	High School (Bk. 3)	PC1336-3

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Level C (Gr. 3)	PC0902-1	High School (Bk. 1)	PC1398-1
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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 28–33.

- 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

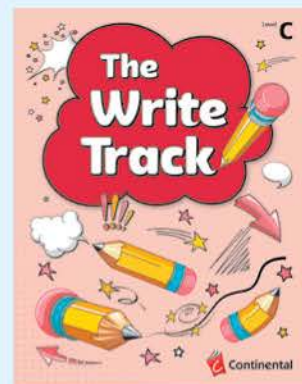
Prefix Chart		
Prefix	Meaning	Example
dis-	not, opposite of	disappear
in-	in, not	inactive
pre-	before	preschool
re-	back, again	rewrite
un-	not	unpleasant

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



Hint boxes provide scaffolding for extra support

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

**Hint:** Remember the prefix in- means "not." Expensive means "costly."

Unit 1 Language Conventions

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

**PART #3**

**Independent Practice**

Answer the questions.

1. What does the word cloudless mean?

A clear  
B cloudy  
C full of clouds  
D slightly cloudy

2. What is the meaning of the word displeased?

A able to please  
B one who is pleased  
C not pleased  
D very pleased

3. 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. pile                      work \_\_\_\_\_  
book                      ball \_\_\_\_\_  
home                      mark \_\_\_\_\_  
snow                      apple \_\_\_\_\_

Use in class or as homework assignments

“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

**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.

Unit 3 Types of Writing 204

**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:

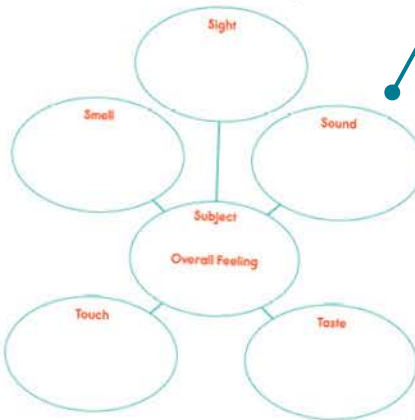
- follow the five steps of the writing process
- write a topic sentence
- use exact verbs and describing words
- arrange the details in an order that makes sense
- tell what it looks like
- tell what it sounds like
- tell what it smells like
- tell what it feels like

1. Who is your audience?

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

Unit 3 Types of Writing 216

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.

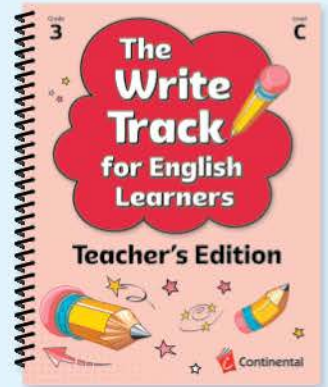


## Annotated Teacher's Editions

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

**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.

**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.

**Model answers for each rubric score**

**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.

**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?

**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.

**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**

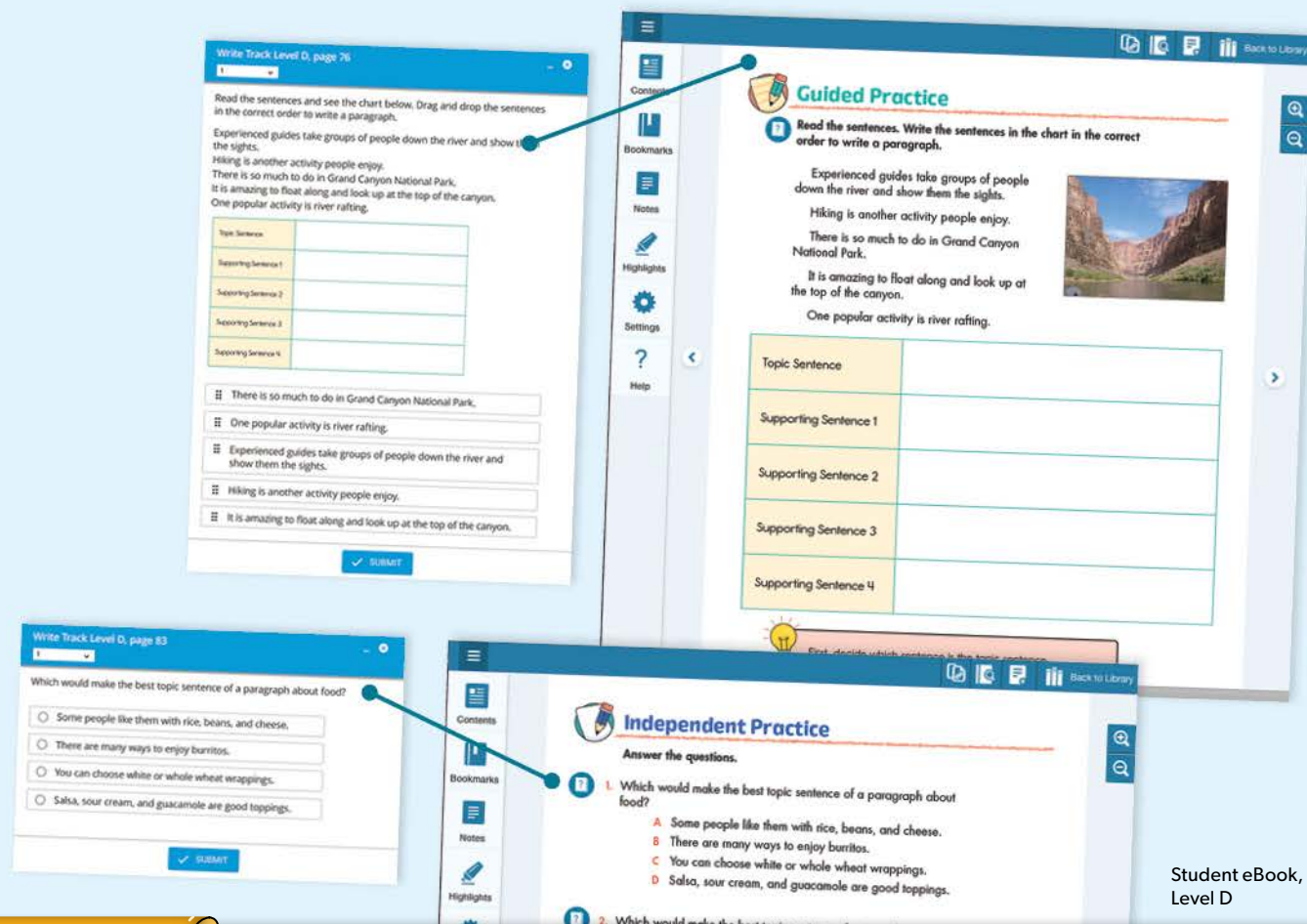
**88 Unit 2 Elements of Writing**

**Language differentiation and enrichment activities**

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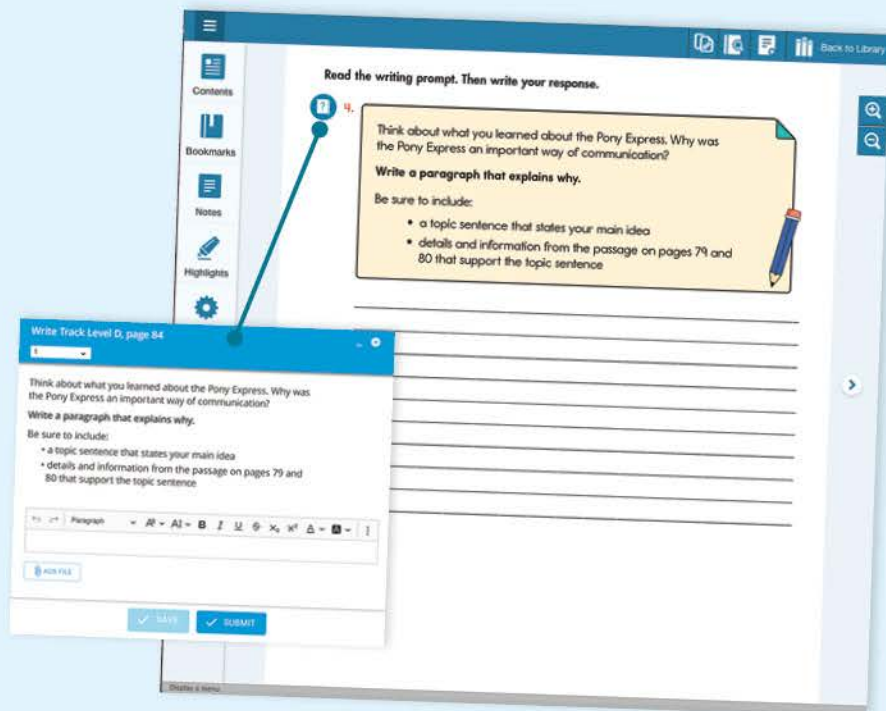
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Student eBook, Level D



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Benchmark student progress

Continental

Dashboard > Performance Reports

### Performance Reports

Jan-11-2023 - May-11-2023 Continental Grade 3 Write Track Level C SB Write Track

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	23.16%	63.3%	70.29%	73.08%	100%
Don Tolister	11.97%	35.9%	33.34%	66.67%	50%

Teacher Management

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# My Language Journal



## Student Portfolios to Build Vocabulary and Practice Writing

*My Language Journal* gives emergent bilingual students 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

Sample lesson to model the activity

Teacher-created lessons

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### Sample Lesson

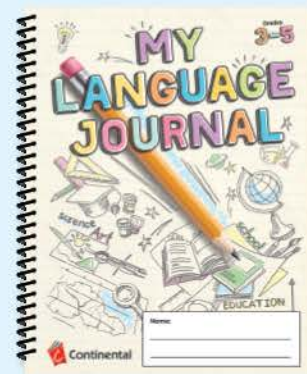
What is your favorite sport? Write a paragraph that tells about the sport you like best and why you like it.

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

MY LANGUAGE JOURNAL 5

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



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	Definition
Synonym	
Antonym	

Picture	Used in a sentence
Word	Definition
Synonym	
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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

76 MY LANGUAGE JOURNAL

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#### TEACHER'S GUIDES

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# Exploring English Grammar

## Approachable Lessons to Improve Grammar Skills

*Exploring English Grammar* gives emergent bilingual students manageable, step-by-step practice to improve their grammar skills. Students take an active role in the learning process as they answer open-ended questions, choose topics and audience, and modify existing text.

## Student Books

- **Two-page lessons** walk students through every skill.
- Grammar is **taught in context**, as opposed to isolated sentences.
- Units cover **content-area topics** that align to top core basal programs at grade level.
- Students apply their language skills in **reading and writing activities**.
- Books are assigned alpha levels so they can be used for **review at any grade level**.

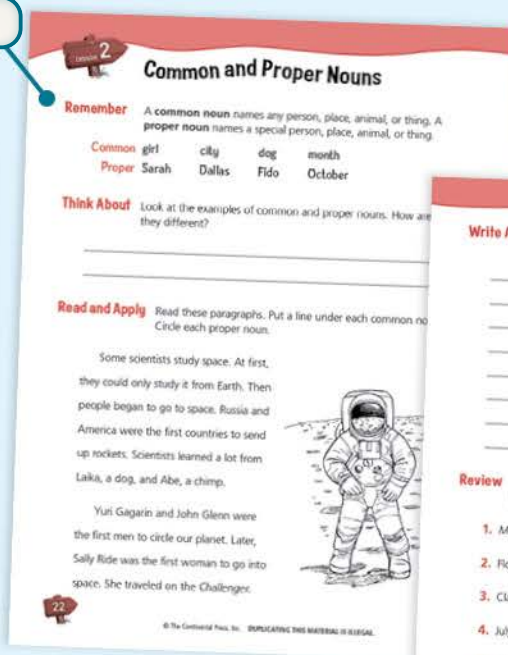
*Standard eBooks are available.*

## Annotated Teacher's Editions

A teacher resource for every level includes a series overview, series scope and sequence, suggestions for use, list of content area subject matter, parent letter for each unit, objective and enrichment activities for each lesson, and annotated student pages.

Examples show what's expected

Table of Contents	
Introduction to Exploring English Grammar	5
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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. day
5. France	10. cat

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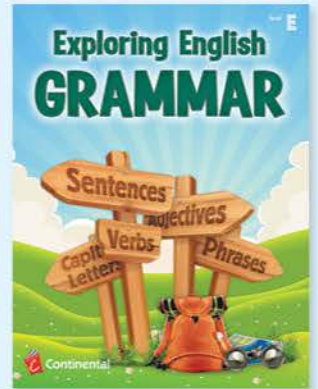
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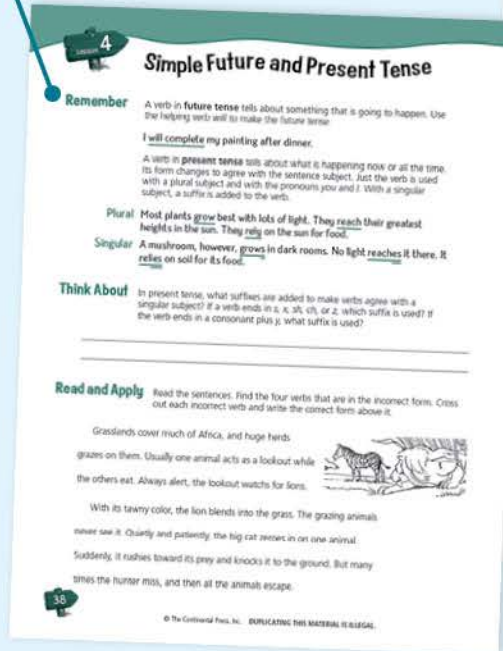
“The in-context practice is very helpful to students. It gives them a better idea of why a particular skill is important/necessary. They will carry this learning over to their own writing.”

— Danielle Boutin, EL Teacher K–5

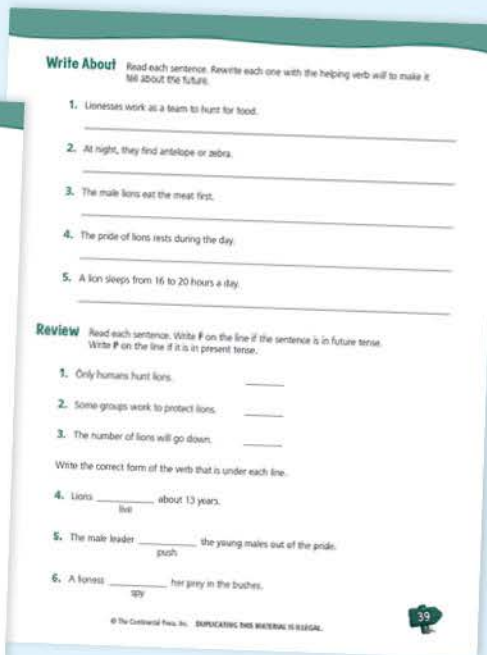
5 parts in each lesson



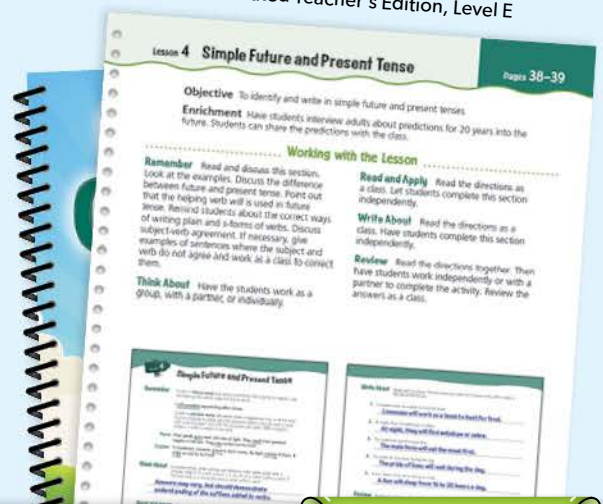
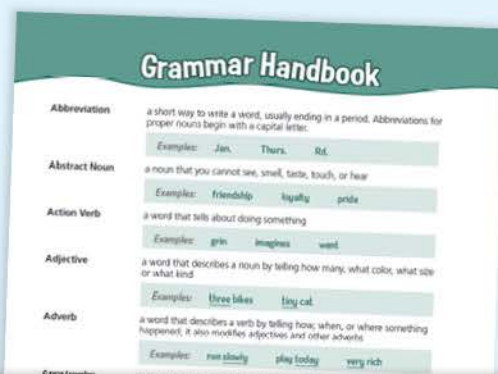
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Student Book, Level E



Annotated Teacher's Edition, Level E



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# Practice Exercises in Basic English

## Simplified Practice to Build English Skills

*Practice Exercises in Basic English* is designed for students who need extra support in basic grammar, usage, and word study skills.

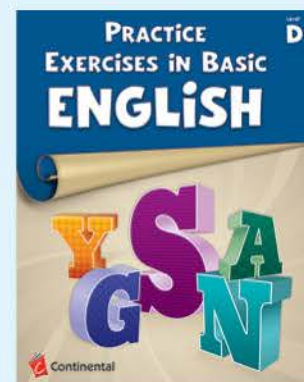
## Student Books

- Each lesson focuses on a single skill.
- Instruction, examples, and/or reminders introduce each skill.
- Skills are repeated in a variety of formats so students learn and retain.
- Reviews are presented periodically and at the end of each book for reinforcement.

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## Annotated Answer Keys

- Annotated student book pages with answers



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

Skills repeated in a variety of formats

Level A

### 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

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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.

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.
7. The train left before nine.

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Level F (Gr. 6)	PCK7089-3	PC1385-1
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Level H (Gr. 8)	PCK7091-6	PC1387-5

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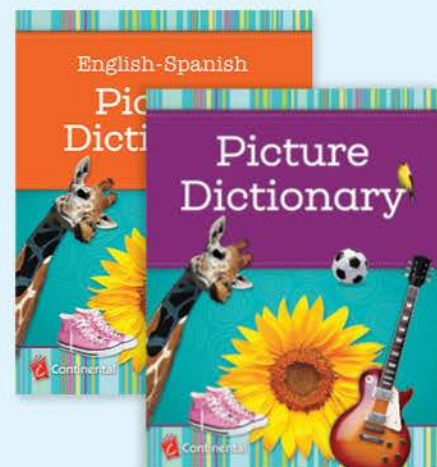
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Our *Picture Dictionary* helps emergent bilingual students expand their word knowledge using visual representations of common vocabulary words.

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# Reading for Comprehension Readiness, Full-Color Edition

## Engaging, Nonfiction Practice for Early Readers

*Reading for Comprehension Readiness, Full-Color Edition* uses engaging lessons to help build reading-for-information skills students will need in later grades. Books are written at the first-grade level, but the high-interest articles make them ideal for struggling readers at higher grades.

## Student Books

Each book includes high-interest, nonfiction articles followed by activities and questions to assess comprehension and build critical thinking skills.

### Books Build in Sequence

This 3-book series progresses from sight words and short vowels to long vowels and easily decodable blends.

### Readiness Skills

Reading skills include main idea, details, vocabulary, inferences, and conclusions. Fun Pages in Books 1 and 2 and Writing Pages in Book 3 reinforce readiness skills like classifying, distinguishing real from make-believe, and following directions.

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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!

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

Write two words to finish the sentence.

A sea horse looks \_\_\_\_\_ and \_\_\_\_\_ at the same time.


Go to Writing Page 45



Reading for Comprehension 3

## Readiness

Full-Color Edition



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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.



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

Write two words to finish the sentence.

You might find a toy in \_\_\_\_\_.

Go to Writing Page 52

Writing extensions in Book 3

Writing Page

### What cake has a toy inside of it?



Tell about your favorite treat.

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# Reading for Comprehension, Full-Color Edition

## High-Interest, Nonfiction Practice to Improve Reading Skills

*Reading for Comprehension, Full-Color Edition* features engaging articles in social studies and science to help students build their nonfiction reading skills.

**Components—See pages 42–45.**

- Student books, printed and interactive eBooks
- Teacher’s guides and audio, printed and eBooks

## Student Books

Each book includes 46 high-interest, nonfiction articles with multiple-choice and open-ended questions that assess comprehension and build critical thinking skills. The order of the questions in each lesson varies to make the targeted skills less predictable.

### Reading Skills

Vocabulary, context clues, main idea, details, sequence, cause and effect, inferences and conclusions

### Writing Skills

Narrative, descriptive, persuasive, expository

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

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Lesson 2	Why do skunks smell so bad? 6
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Why do a cat's eyes glow in the dark?

What is a Zamboni?

What is a falling star?

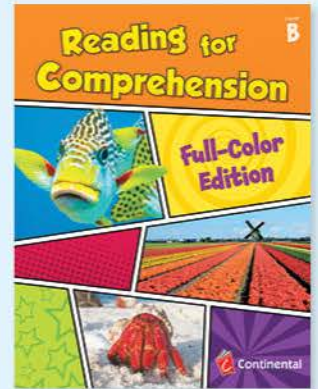
Why are flamingos pink?



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— Neisha Bruce, 2nd Grade Teacher

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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 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

6. Think about an animal that lives in the ocean. Tell what you know about it.

**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

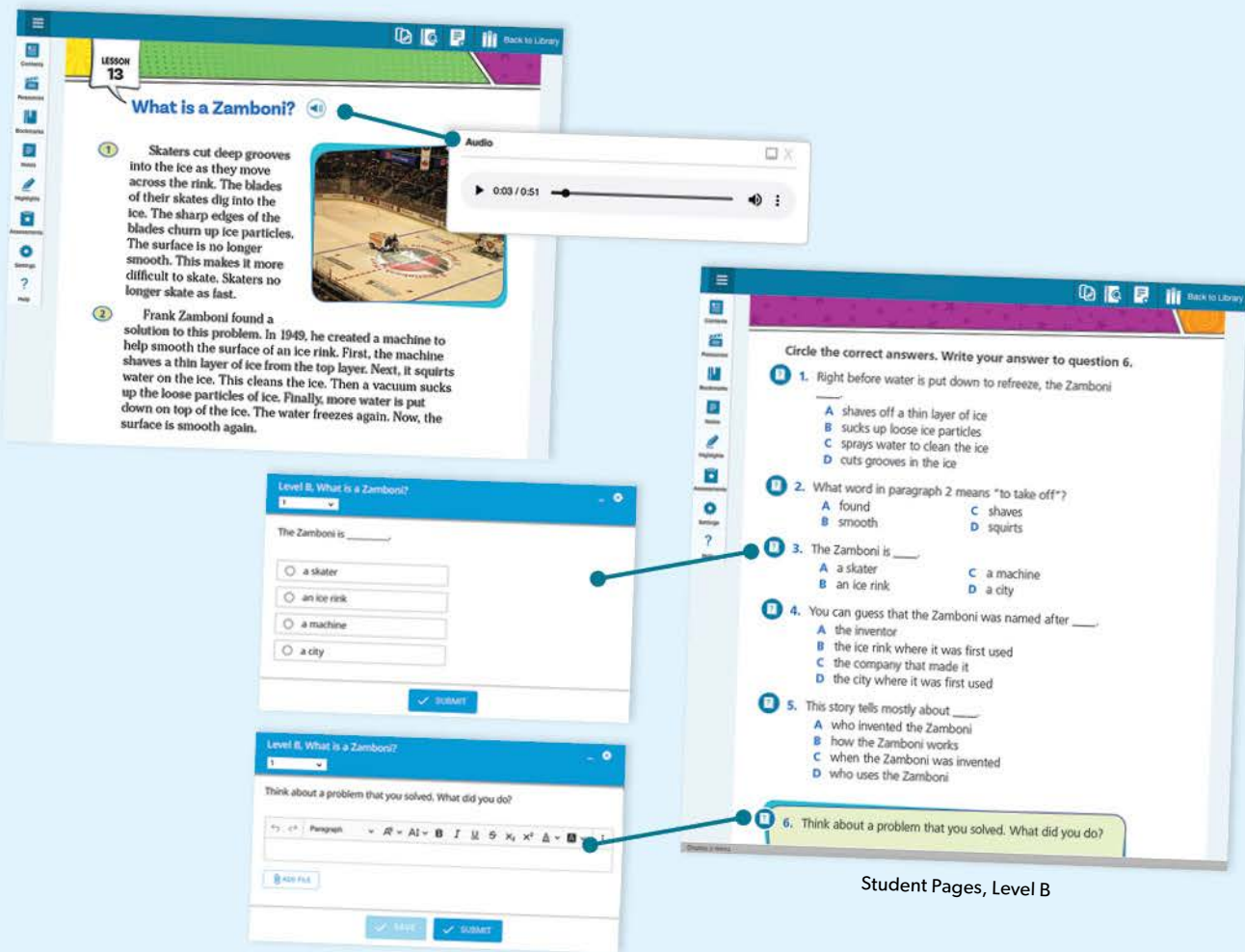
6. Tell about a doughnut you have seen or eaten.

**Level A**

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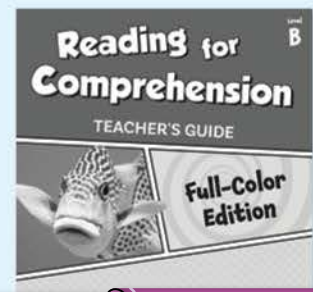
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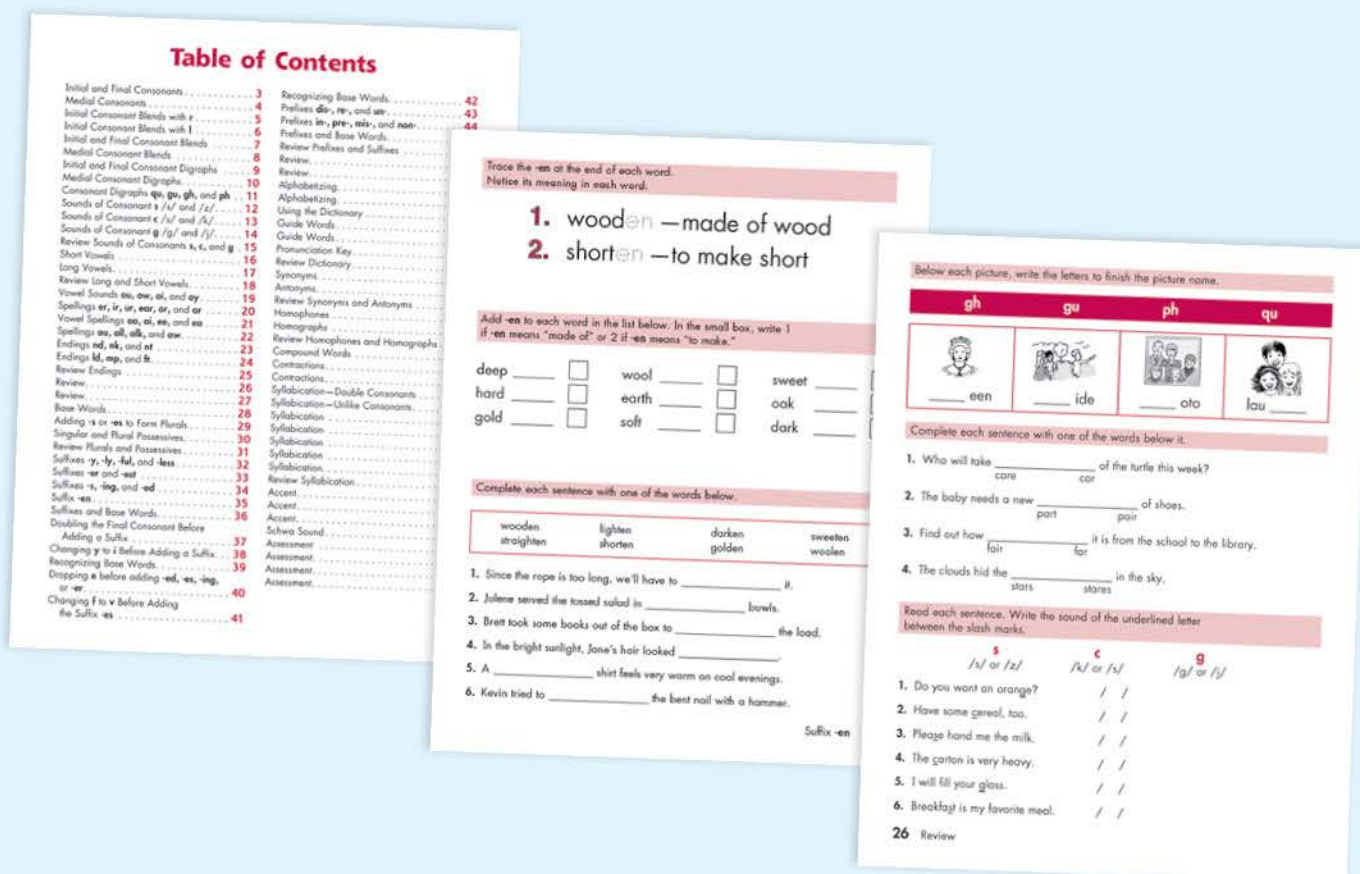
## Student Books

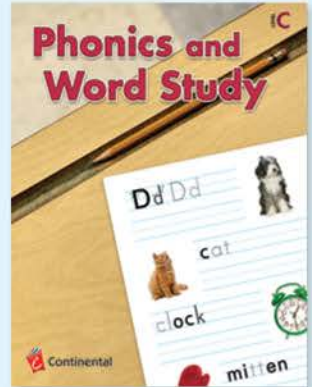
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Assessment of all skills

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
flash	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.

1. Angelo \_\_\_\_\_ finish the project alone. could not  
2. \_\_\_\_\_ you see the comet last night? Did not  
3. \_\_\_\_\_ the disk I left here? Where is  
4. We \_\_\_\_\_ give the surprise away. must not  
5. \_\_\_\_\_ at the door? Who is  
6. Dr. Praveen said \_\_\_\_\_ got the flu. we have  
7. \_\_\_\_\_ go to the mall. Let us  
8. \_\_\_\_\_ call you tomorrow. I will  
9. Are you sure \_\_\_\_\_ able to come with us? you are  
10. 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 students 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, rather than as a class activity.

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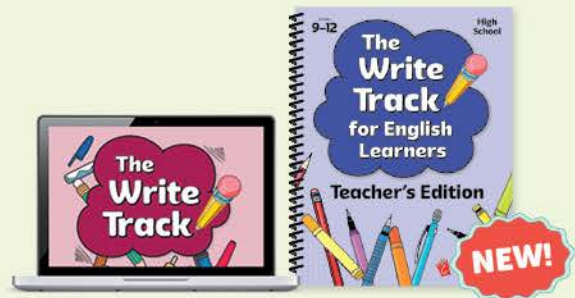
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