

Research Base

Ready, Set, Go!

Newcomers Kit



Kit for Grades 6-12



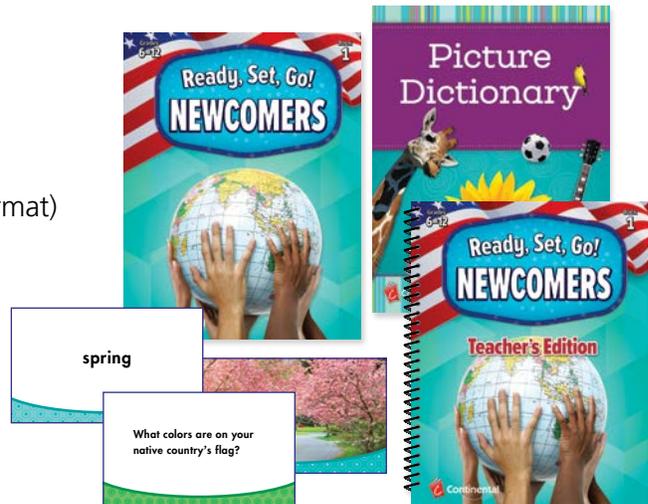
Continental
inspire every learner

Ready, Set, Go! Newcomers Kit was created as a supplemental English language development (ELD) program for students in grades 6–12. It focuses on fundamental skills instruction, from phonics to social communication to academic language. The program develops vocabulary and life skills through listening, speaking, writing, and reading activities necessary for newcomers to communicate effectively with those around them.

Components of **Ready, Set, Go!** **Newcomers Grades 6–12 Kit**

There are three sequential workbooks in the series:
Book 1, Book 2, Book 3

- 5 copies of each book
- 1 set of audio files per book (downloadable format)
- 1 annotated teacher’s edition per book
- 1 Picture Dictionary
- 1 box of Vocabulary Picture Cards
- 1 box of Newcomers Cards (Alphabet, Number, and Conversation Cards)



Instructional Features

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

Book 1

Lesson Topics	Standards Focus	Language Focus
Unit 1: Sounds and Letters		
<ul style="list-style-type: none"> • alphabet • uppercase/lowercase letters • consonants/consonant sounds • blends/digraphs • silent letters • vowels/vowel sounds 	Language arts	Consonants Vowels Digraphs Blends Alphabetical order

Unit 2: The Basics		
<ul style="list-style-type: none"> • colors • shapes • cardinal and ordinal numbers • days/months/years • calendar/dates • weather • seasons • temperature • time 	Science Math	Capitalization
Unit 3: Welcome		
<ul style="list-style-type: none"> • greetings and introductions • all about me • address • phone number • family/relatives • age • personal titles/marital status • emergency form 	Social studies Language arts	Verbs <i>is, are, and am</i>
Unit 4: My School		
<ul style="list-style-type: none"> • classroom objects/tools • people at school • places at school • school rules • following directions • school schedule • useful phrases 	Language arts Social studies Math	Contractions

Book 2

Lesson Topics	Standards Focus	Language Focus
Unit 1: At the Store		
<ul style="list-style-type: none"> • foods and meals • the grocery store • food containers • clothes and clothing sizes • money 	Language arts Math	Nouns Adjectives

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

Book 3

Lesson Topics	Standards Focus	Language Focus
Unit 1: Earth and Its People		
<ul style="list-style-type: none"> • geographical features • bodies of water • types of landforms • early settlers in the United States • immigration in the United States 	Social studies Science	Types of sentences Plural nouns—regular and irregular Linking verbs Abstract nouns

Unit 2: These United States		
<ul style="list-style-type: none"> • important American symbols • holidays and celebrations • US geography and regions • Washington, DC • US national parks 	Social studies	Pronouns Prepositions Comma usage Word usage: <i>there</i> , <i>their</i> , and <i>they're</i> Comparative and superlative adjectives
Unit 3: Science		
<ul style="list-style-type: none"> • types of severe weather • the water cycle • the solar system • the rain forest • recycling 	Science	Suffixes Irregular past-tense verbs Apostrophe usage
Unit 4: Our Government		
<ul style="list-style-type: none"> • the Constitution and branches of government • voting in the United States • the legislative branch • the executive branch • the judicial branch 	Social studies	Present continuous tense Gerunds Subject and verb agreement Question words Subject and predicate

Ready, Set, Go! Newcomers provides educators with a research-based strategic approach to supporting EL students' success through detailed scope and sequence programmatic overview documentation, instructional features and suggestions for implementation, and clear lesson and language objectives. The annotated teacher's editions and audio files provide educators with a variety of components in each lesson. These elements include: statement of lesson objectives, strategies for differentiated instruction, audio scripts for each listening activity; time guidelines to assist educators with pacing, and tools to support authentic conversational and academic conversations. The systematic approach in **Ready, Set, Go! Newcomers** ensures that all students thrive in the classroom as they acquire rich, targeted academic language to engage in collaborative discussions, present independent ideas and thoughts, engage with grade-level texts, explain reasoning, construct arguments, and ultimately critique reasoning of their peers. The curricula provide students meaningful opportunities to both develop and practice receptive and productive language skills.

The **Ready, Set, Go! Newcomers Kit** is based on principles defined in Second Language Acquisition research as discussed in the Center for Applied Linguistics, Developing Academic Literacy and Language in the Content Areas, the framework outlined by the Council of the Great City Schools, and the WIDA Standards Framework and Theoretical Foundations. The research base for the **Ready, Set, Go! Newcomers Kit** includes the latest research from Center for Applied Linguistics (CAL), Teachers of English to Speakers of Other Languages (TESOL), National

Council of Teachers of English (NCTE), the National Literacy Panel on language-minority children, and American Educational Research Association.

This document summarizes development of research in English as a second language and highlights how the **Ready, Set, Go! Newcomers Kit** aligns with key research-best practices and principles.

Ready, Set, Go! Newcomers & First Language to Support English Language Development

Common Elements and Translanguaging for Communication

Not all classroom teachers speak a second language, and often educators can't accommodate the many first languages spoken in the classroom. The scaffolded support structures embedded in the **Ready, Set, Go! Newcomers** instructional materials provide educators instructional suggestions to support students in making strategic connections between their first language and English. An English learner's evolving language proficiency is captured by the notion of interlanguage. Learners build on their prior knowledge and schema as they acquire more complex understanding of language which is refined over time (Fitzgerald & Noblit, 2000).

Low-Stress Practice

Learning a second language is difficult. The **Ready, Set, Go! Newcomers Kit** provides resources to educators to create a positive atmosphere for language instruction and meaningful individualized feedback. Students gain oral vocabulary and language simultaneously with meaningful social and cross-curricular content. Students can listen to teacher and peer models reading and having conversations as a model for their own oral language development. The embedded scaffolds throughout the student book encourage students to work with peers to check for understanding, provide clarification, and support one another in their language development.

Listening and Speaking Skill Development

Listening and speaking are essential components of English language development (Saunders & Goldenberg, 2010). Oral language skills or oracy are important to support an EL's social and emotional growth through both social interaction and classroom participation. As students are able to produce the sounds of a language, or phonological process, their reading acquisition and comprehension is enhanced (Saunders & Goldenberg, 2010). The **Ready, Set, Go! Newcomers Kit** helps to contextualize and model English to support students in developing both listening and speaking skills.

Ready, Set, Go! Newcomers & Listening and Speaking Skill Development

Modeling Language in Context

The **Ready, Set, Go! Newcomers** instructional materials provide students with rich opportunities for learning oral vocabulary and phrases. Unit content is presented with audio support through audio file connections to the text, written text, and visual content including photos and illustrations. Students are given an opportunity to explore new conversational and academic language and vocabulary with meaningful connections to the text and supports in their student book.

Conversational and academic terminology are explained and demonstrated in multiple contexts throughout a unit. Many academic terms have independent meanings that are content specific. These tiered vocabulary words are reiterated throughout a unit of study, and students are provided meaningful opportunities to explore these terms beyond the original example. Additionally, students are exposed to conversational phrases and are able to develop meaningful in-school language skills by listening to and following instructions, answering and creating questions, and processing a variety of other types of auditory information.

Feedback is another language support model found throughout the **Ready, Set, Go! Newcomers** instructional materials. Students are encouraged through each unit of study to practice new phrases and new questioning techniques with peers. Within the Speaking experience, educators can provide individualized support and modeling to students in an effort to create authentic conversations in the classroom. Questions and sentence starters are included in the annotated teacher's editions to extend conversations.

Producing and Practicing Language

Research indicates that English learners need both "receptive and expressive language skills" (Saunders & Goldenberg, 2010). Proficient English language students must be able to listen to spoken language and then produce it themselves. With the **Ready, Set, Go! Newcomers** instructional materials and resources, students are provided numerous opportunities throughout a lesson to both produce, practice, and develop individualized language goals to evaluate their own accuracy, pacing, and expression as they acquire English.

Academic Vocabulary Development

Marzano's (2010) research on academic vocabulary development indicates vocabulary knowledge as a significant indicator of a student's academic success. Students with limited vocabulary, including English learners, are likely to have difficulty with core academic areas. Simply providing a list of words to memorize is not enough to help students acquire new content-specific academic vocabulary. For students learning English, "using real and virtual experiences and visuals to introduce vocabulary" is critical (Cunningham, 2009, p. 86). Students will increase their overall academic success as they learn the core content language in a rich and contextualized learning environment. The **Ready, Set, Go! Newcomers Kit** teaches academic vocabulary words in meaningful and engaging ways through a variety of contexts to ensure students can use the newly acquired vocabulary throughout their academic day.

Ready, Set, Go! Newcomers & Academic Vocabulary Development

Building Academic Vocabulary for Academic Success

The **Ready, Set, Go! Newcomers** instructional materials provide students opportunities to learn basic words as well as academic vocabulary as defined by Marzano (2010). In each unit, the student is exposed to a variety of tiered vocabulary that helps the student not only successfully navigate the classroom environment but provides meaningful exposure to vocabulary used within a core content area and as seen on standardized assessments. In order to prepare students for new content-specific vocabulary, the **Ready, Set, Go! Newcomers** instructional resources expose students to strategies for identifying word parts and identifying multiple-meaning words. Although all books in the series teach academic vocabulary, the lessons in Book 3 have been expanded for a more academic focus and include a reading section, more speaking activities, and additional checks for understanding.

Contextualized Academic Vocabulary Development with Meaningful Repetition

Research indicates that English learners master vocabulary more quickly when provided helpful and meaningful connections and context for the new language. Within the **Ready, Set, Go! Newcomers** scope and sequence, vocabulary is not taught in isolation. Students are introduced to the new vocabulary while simultaneously negotiating core-content focused text. Students are encouraged not only to create their own definitions based on their exposure to the new academic language, but to apply this language in a variety of different contexts. The meaningful repetition throughout the student book helps students acquire content vocabulary more quickly. Each student book includes a Vocabulary List and Vocabulary Notebook for students to record learned words and definitions.

Creating a Language-Rich Learning Environment

For English learners and unskilled readers, poor comprehension can be at least partially a result of limited vocabulary (August, Carlo, Dressler, & Snow, 2005). To ensure English learners improve their overall comprehension of rich content-specific text, the **Ready, Set, Go! Newcomers** instructional materials provide structures for educators to create language-rich learning environments to support English vocabulary acquisition. Throughout each unit's lessons, students are encouraged to interact with new vocabulary through engaging visual supports and teacher-directed classroom discussions.

Differentiated Instruction for ELs

Differentiated instruction is a proactive approach to teaching English learners in which the curriculum is adapted to the individual linguistic needs of the student's language proficiency. Ideally, classroom instruction takes students' individual readiness into consideration when considering curriculum, academic vocabulary development, and texts.

Ready, Set, Go! Newcomers & Differentiated Instruction for ELs

Individualized Instruction

The ***Ready, Set, Go! Newcomers Kit*** provides educators the opportunity to differentiate instructional materials to best align to a student's English language proficiency level. Students receive materials that are simplified or more advanced dependent upon a student's individual needs within the unit of study. Educators are provided scaffolding suggestions within the context of each unit to further support struggling students. Within the ***Ready, Set, Go! Newcomers*** student books there are additional visual supports, illustrations, and supportive text features to ensure student success with rich grade-level content. The student book guides students through activities using all four language domains. The ***Ready, Set, Go! Newcomers Kit*** includes a Picture Dictionary, Vocabulary Picture Cards, Alphabet and Number Cards, and Conversation Cards to support individualized instruction.

Progress Monitoring

Teachers can use the student books in the ***Ready, Set, Go! Newcomers Kit*** as a means to document and evaluate their student's progress and to aid in further differentiating instruction. Evaluation of student work helps provide teachers with resources by which to make effective decisions about how to continue to supplement the students' English language development. Additionally, the appraisal of student work offers ways to continue to challenge students at the appropriate level.

Supporting ELs Reading Comprehension

Effective literacy instruction involves explicitly teaching comprehension skills, strategies, and concepts (Denton, 2011). In order for students to be successful readers, they must master the following skills in English: associating sounds with letters, blending letter sounds, and identifying and using root words and affixes. Additionally, successful readers in English have both metacognitive and metalinguistic skills to help comprehend the text and to decode in meaningful ways. Additionally, English learners require a great deal of scaffolding to build background knowledge in order to comprehend a text. English learners must be introduced to concepts that are central to reading fiction and informational text in English. The **Ready, Set, Go! Newcomers Kit** explicitly teaches reading comprehension skills and strategies to help students become successful readers in English.

Ready, Set, Go! Newcomers & Effective Reading Comprehension Instruction for ELs

Reading Comprehension Skills

The **Ready, Set, Go! Newcomers** instructional materials integrate English language development instruction with literacy instruction. Effective reading instruction must address the five essential components of reading: phonemic awareness, phonics, vocabulary development, fluency, and comprehension. These five areas are a foundational element of all **Ready, Set, Go! Newcomers** instructional materials. Reading skills and language development are part of each unit study and each lesson's interactive activities. For example, English learners acquire background knowledge through interactive read-alouds. Students are exposed to strategic word-solving strategies by practicing both with a peer and through classroom discussions.

Reading Comprehension Strategies

The **Ready, Set, Go! Newcomers Toolkits** employ direct instruction methods to teach reading comprehension strategies. This involves a variety of depth-of-knowledge questions addressing skills such as making inferences, identifying the main idea and supporting details, and creating graphic organizational maps to better understand a text. After learning a new reading strategy, students are provided opportunities to practice the skill set through guided reading and domain-specific activities in the lessons.

Building Background Knowledge and Cross-Curricular Connections

Denton (2011) identifies that students "need background knowledge related to reading and to the topics they are reading about" (Teach the Essentials). **Ready, Set, Go! Newcomers** teach concepts necessary for English learners to build background knowledge by pairing readings throughout a unit of study. The passages within a unit share vocabulary and key concepts so that students are able to apply meaning from one text to the next. Students are building cross-curricular concepts and vocabulary that can be applied to further units of study throughout their academic day.

Progress Monitoring

Progress monitoring helps educators identify how well new content concepts have been learned and to individualize a student's learning and language path. The **Ready, Set, Go! Newcomers** student books help educators monitor student performance and provide individualized support when needed.

Scaffolding English Language Development Strategies to Support ELs

English learners are required to master a number of academic tasks while simultaneously negotiating language in order to be successful in the classroom. Scaffolding is an essential component of interventions provided to English learners as they learn new and complex content-specific tasks. As students begin to master a task, “the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the student” (Larkin, 2002). The **Ready, Set, Go! Newcomers Kit** provides both language and literacy instructional materials that employ language development scaffolds to support English learners as they assimilate new concepts.

Ready, Set, Go! Newcomers & Providing Scaffolding for English Learners

Student Learning and Language Goal Setting

The **Ready, Set, Go! Newcomers** instructional materials encourage students to set learning goals by completing the My Learning Goals activity in each lesson. Students are encouraged to reflect on their own progress and needs as they develop English language proficiency.

Differentiated Instruction and Instructive Feedback

Not all English learners require the same instruction or same English support scaffolds. The **Ready, Set, Go! Newcomers** instructional materials provide educators with options for individualization dependent upon English language proficiency level. All students are provided engaging language and literacy activities but will receive more individualized instruction as indicated by performance in the student book. Students who struggle to master a specific concept can receive more instruction and practice, whereas those who have mastered a concept can move on to more involved skills. Supports provided in the **Ready, Set, Go! Newcomers Kit** include: Picture Dictionary, Vocabulary Picture Cards, audio files, as well as tips and additional instructional strategies identified in the teacher’s edition.

Independent Learning Opportunities

Larkin (2002) recommends that students receive less scaffolded support when they are capable of working independently on a task. The **Ready, Set, Go! Newcomers** instructional support materials provide educators with a flexible curriculum and opportunities to differentiate a lesson to best meet individual student needs. The student books provide English learners experiences to work independently with new skills and concepts. The goal setting and scaffolded supports ensure that students work towards independence.

Progress Monitoring

Progress monitoring helps educators identify how well new content concepts have been learned and to individualize a student’s learning and language path. The **Ready, Set, Go! Newcomers** student books help educators monitor student performance and provide individualized support when needed.

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