

# TEXAS

## Curriculum Support for Emergent Bilingual Students

### PreK–12 CATALOG

- TELPAS Readiness
- ELPS Development
- Newcomers
- Vocabulary & Comprehension
- Writing
- Grammar
- Phonics/Science of Reading



Special Pricing  
for Updated Test  
Practice!



**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.

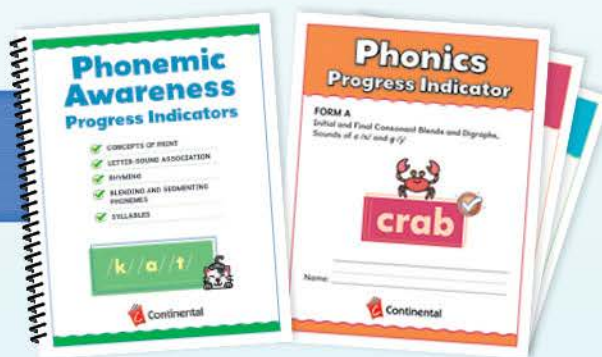


**Special Pricing for  
Updated Test Practice!**

Grades 2-12 • Pages 4-9

**New Assessments to Support  
the Science of Reading!**

Grades PreK-3 • Pages 22-23



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# TELPAS ePractice

## Updated TELPAS Readiness for Every Emergent Bilingual

TELPAS ePractice provides immediate, easy-to-use lessons to prepare students for the Texas English Language Proficiency Assessment System (TELPAS). Use with your ESL classes, intervention groups, and students who need extra practice based on previous TELPAS scores.



### Components—See pages 4–9.

- Student licenses
- Teacher’s guide eBooks

**Special Pricing!** We know this year may be a financial challenge for Texas schools, so we’re offering special pricing...only \$9.25/license! See page 9 for details.

Updated lessons provide practice for TELPAS test skills.

- Students simply log in and go.
- Work is independent—ideal for class time or homework.
- Teacher reports help you plan remediation.
- Use with your current test readiness program for students needing intervention or as stand-alone support.

## Student Licenses

Lessons are organized by the item types of the **TELPAS language domains**. Item functions include video, drag-and-drop, self-recording, audio, and more. Lesson topics reinforce the Texas Essential Knowledge and Skills (**TEKS**). Practice strengthens the language skills from the Texas English Language Proficiency Standards (**ELPS**). Student and class performance reports help pinpoint areas of need.

Organized by item types  
of the TELPAS language domains

Lessons with the latest  
TELPAS writing changes

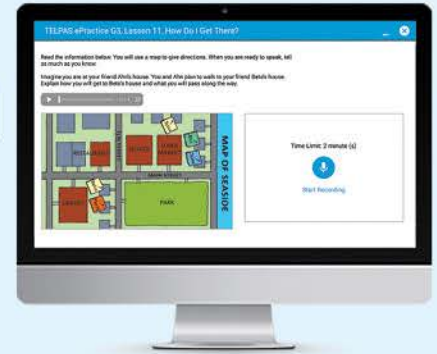
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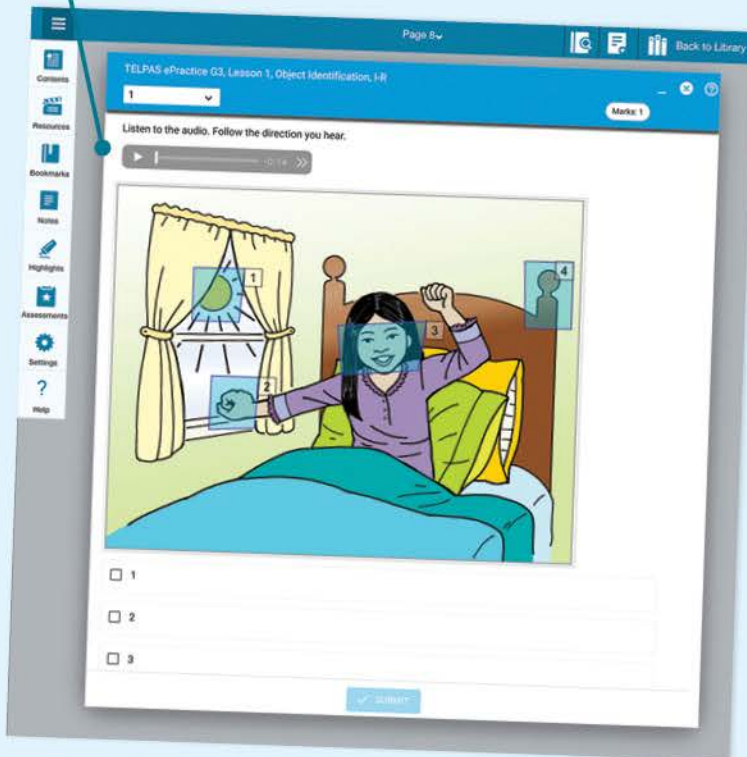
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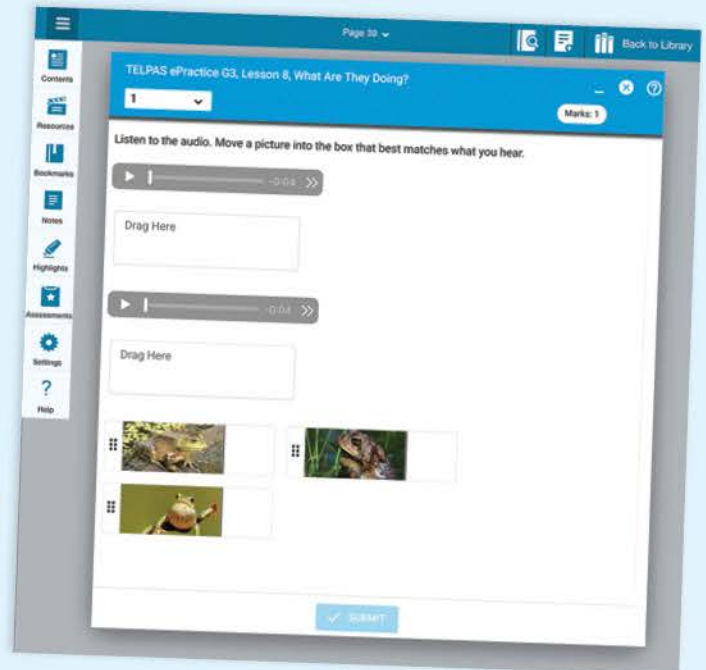




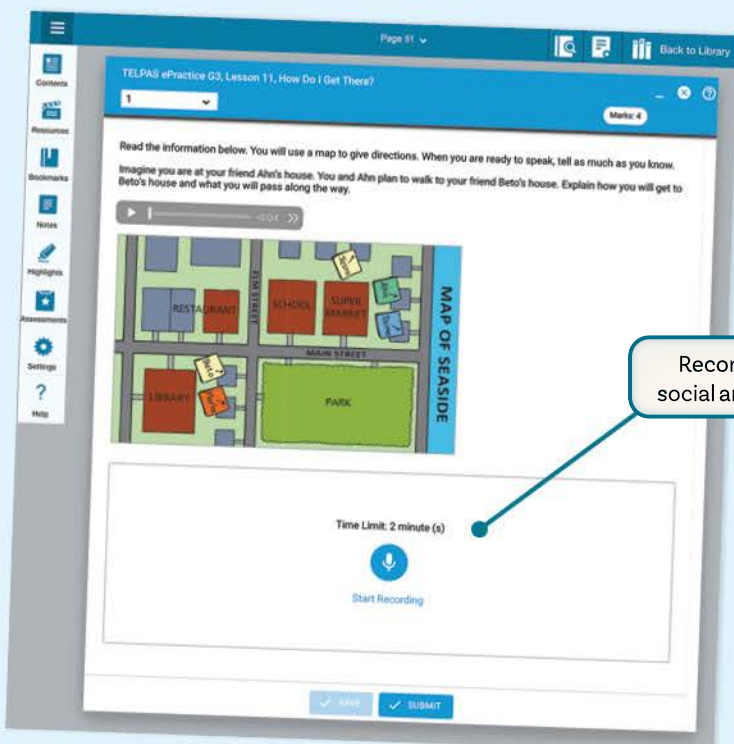
Audio-based questions

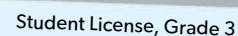
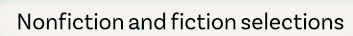
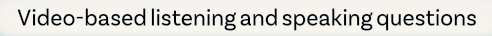


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Record oral responses for  
social and academic contexts





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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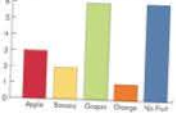
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TELPAS ePractice G3, Lesson 23, Academic Writing

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

ADD FILE


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Page 122

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

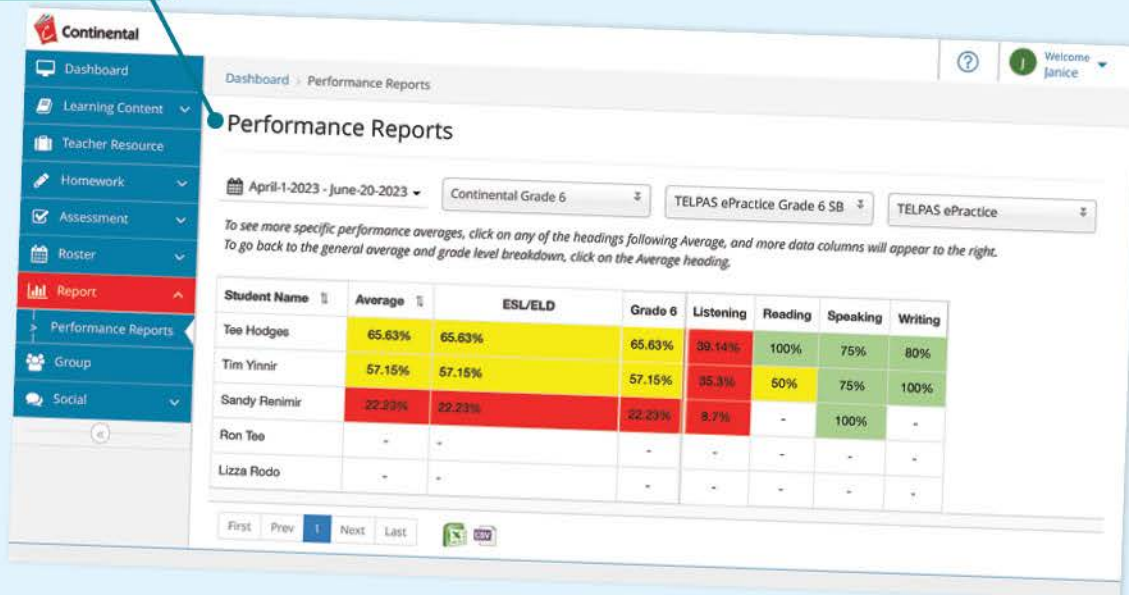
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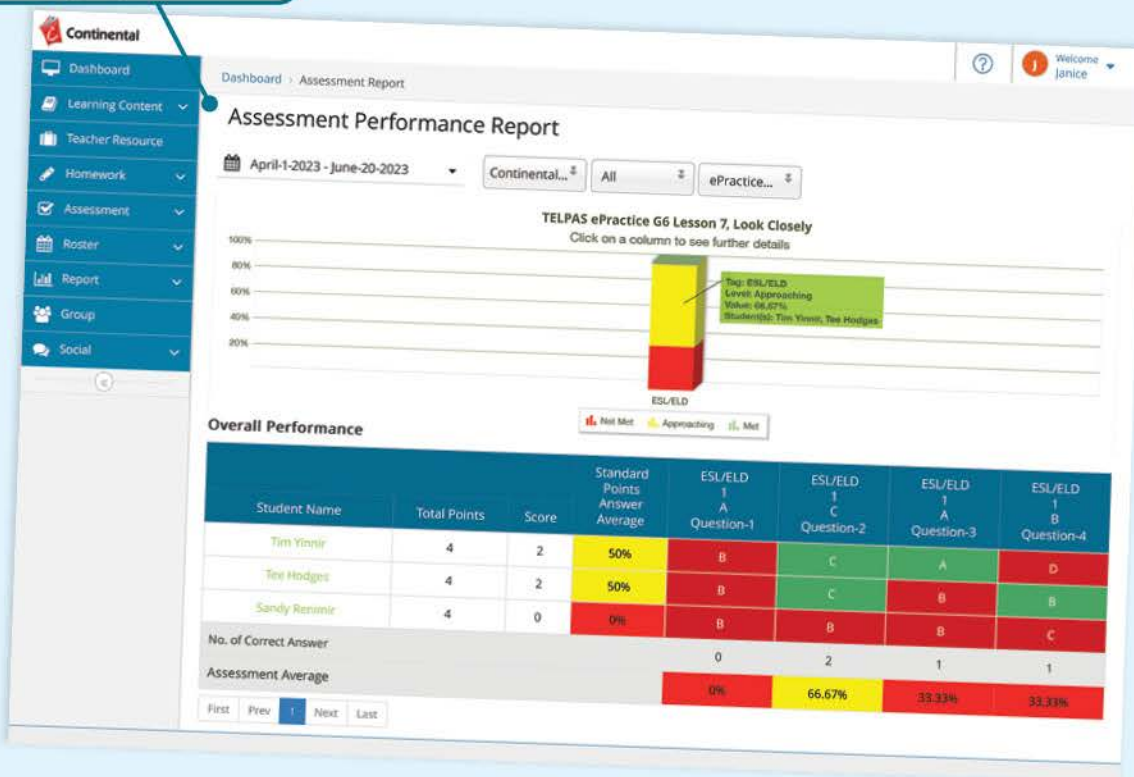
Student License, Grade 3



Benchmark student and class progress

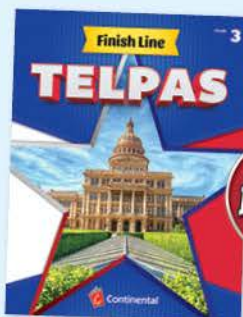


Reports at the student and class level and by lesson, ELPS, content area, and language domain



Teacher Management

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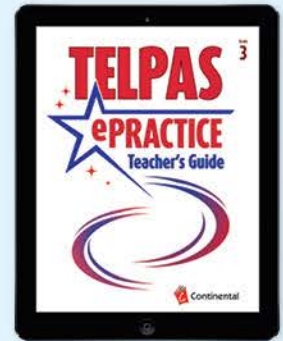


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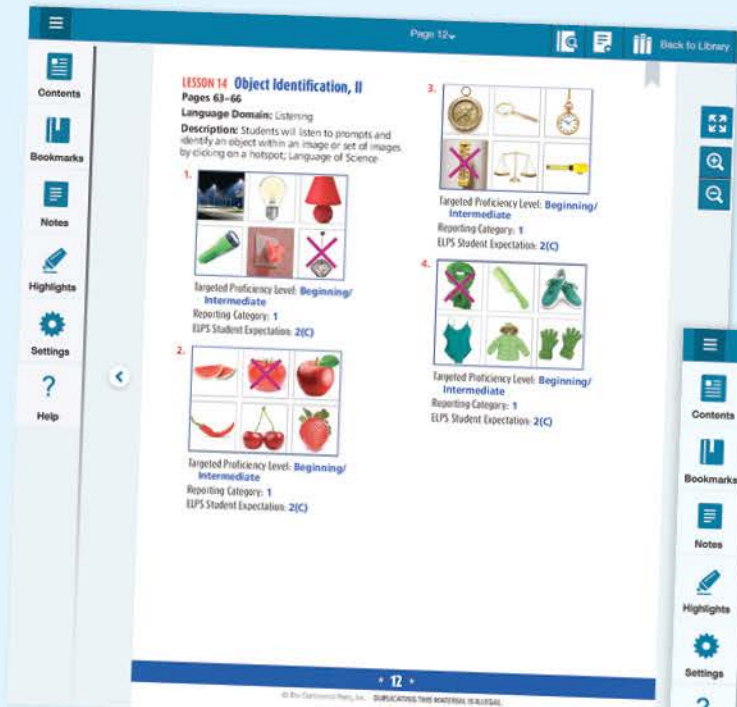
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Additional support in our teacher's guide eBooks:

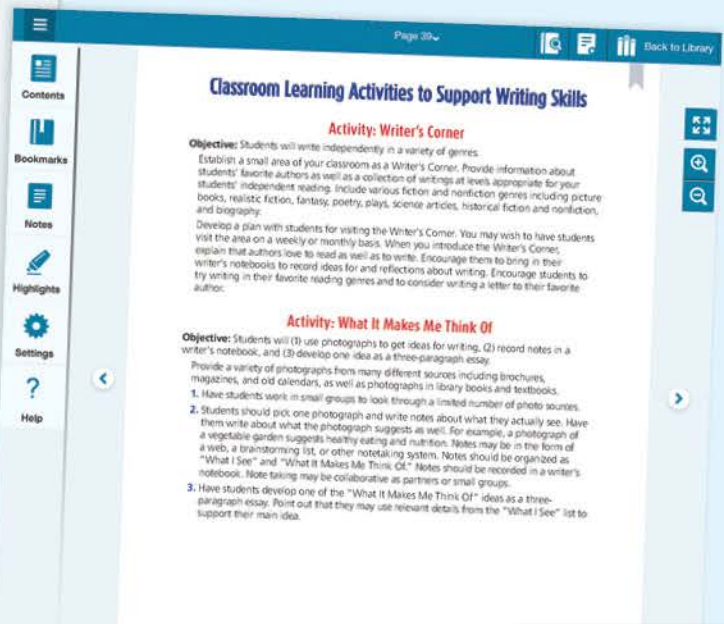
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- Learning activities to support each domain
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Grade 8	PJ2193-1
Grades 9–12	PJ2194-8

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# Ready, Set, Go! Newcomers Kits

## Help Newcomers Develop Essential English Language Skills

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

- Content to develop life-skills vocabulary for success in and out of the classroom
- Activities 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
- Strategies to apply to your science of reading instruction
- Ideal for Students with Interrupted/Inconsistent Formal Education (SIFE)

Two kits are available: Grades 3–5 and Grades 6–12.

**Components—See pages 10–15.**

## Student Books in Grades 3–5 Kit

15 copies (5 copies of 3 books)

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



Grades 3–5 Kit



Grades 6–12 Kit

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Grades 3–5, Student Book, Book 1



## 3 Numbers

★ **Listen**  
Listen and repeat.

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

Listen. Check the correct choice.

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

12 Numbers

Grades 3-5, Student Book, Book 1

★ **Speak**  
Talk with a partner.  
How many times can you jump on one foot?  
I can jump \_\_\_\_ times.

What grade are you in?  
I am in \_\_\_\_ grade.

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

fifth first fourth second third

Omar \_\_\_\_\_  
Rosa \_\_\_\_\_  
Tom \_\_\_\_\_  
Emma \_\_\_\_\_  
Fiona \_\_\_\_\_

Write the word for each number.

1 4 \_\_\_\_\_  
2 19 \_\_\_\_\_  
3 8 \_\_\_\_\_  
4 70 \_\_\_\_\_  
5 100 \_\_\_\_\_  
6 0 \_\_\_\_\_

Numbers 13



View lessons 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

## 16 Music

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

clap

sing

You listen to and play instruments.

drum

maracas

piano

recorder

ukulele

xylophone

Listen. Circle the correct choice.

1

2

3

4

44 Music

Grades 3-5, Student Book, Book 2

★ **Speak**  
Talk with a partner.  
What do you like to do in music class?  
I like to \_\_\_\_.

Do you play any instruments?  
Yes, I play \_\_\_\_.  
No, but I would like to play \_\_\_\_.

★ **Write**  
Write the word to go with each picture.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

clap  
drum  
maracas  
piano  
recorder  
sing  
ukulele  
xylophone

Music 45

piano



Vocabulary Picture Cards

## Student Books in Grades 6–12 Kit

15 copies (5 copies of 3 books)

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

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### 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.

- How do lines of longitude and latitude help travelers?  
Lines of longitude and latitude help by \_\_\_\_.
- When might you need to use lines of longitude and latitude?  
I might use lines of longitude and latitude to \_\_\_\_.
- What do you think life is like at the South Pole?  
I think life at the South Pole \_\_\_\_.



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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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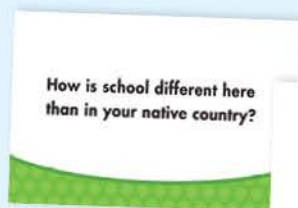
## Support Cards

2 card sets per kit (1 of each set)

Visual resources introduce skills or remind students throughout the lessons.

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

English-Spanish cards are sold separately on our website.

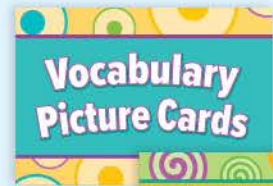


Newcomers Cards



Vocabulary Picture Cards

calculator



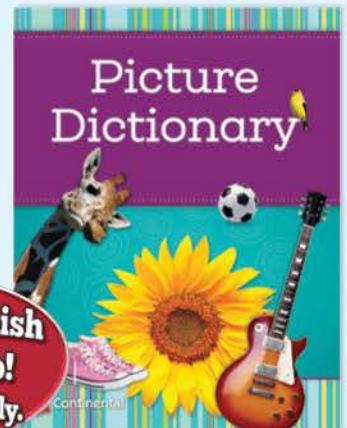
## Picture Dictionary

1 copy per kit

*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 43.





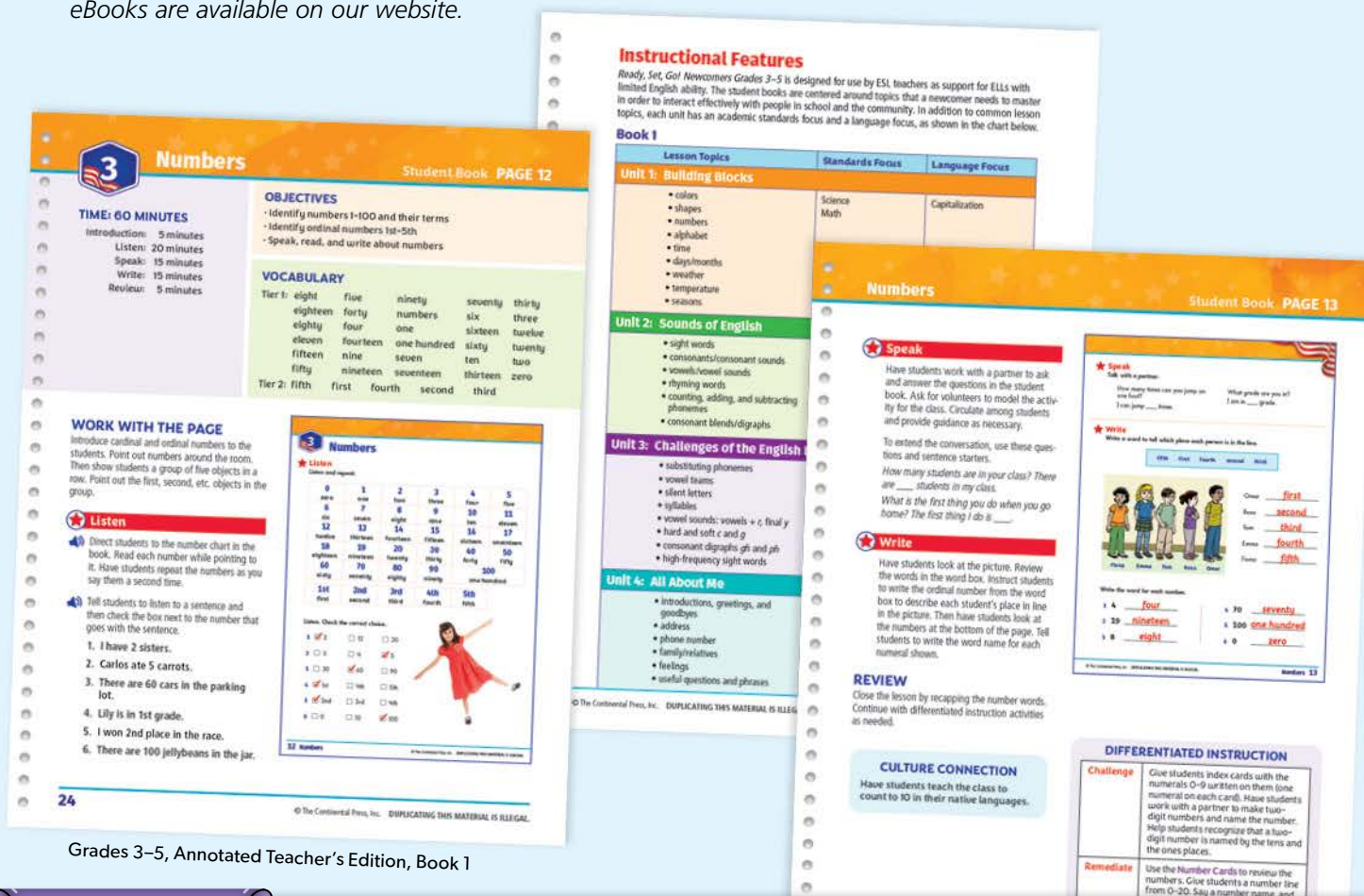
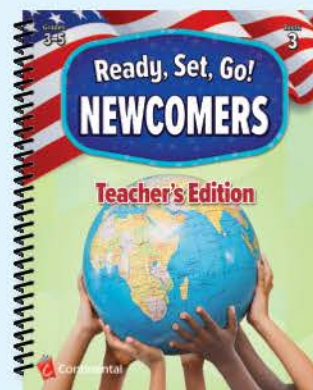
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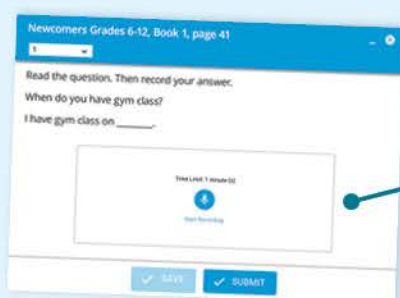
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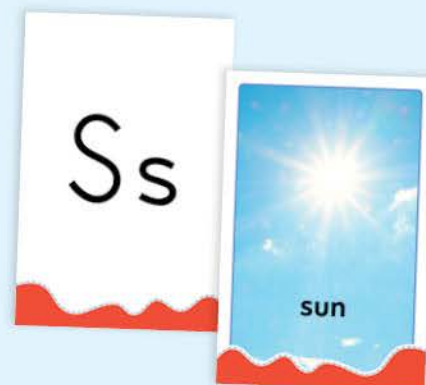
**Level B:** Level A skills and consonant blends and digraphs, plurals, syllables, contractions, and long vowels

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Vocabulary Picture Cards

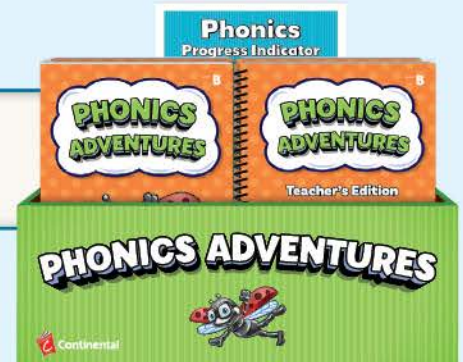
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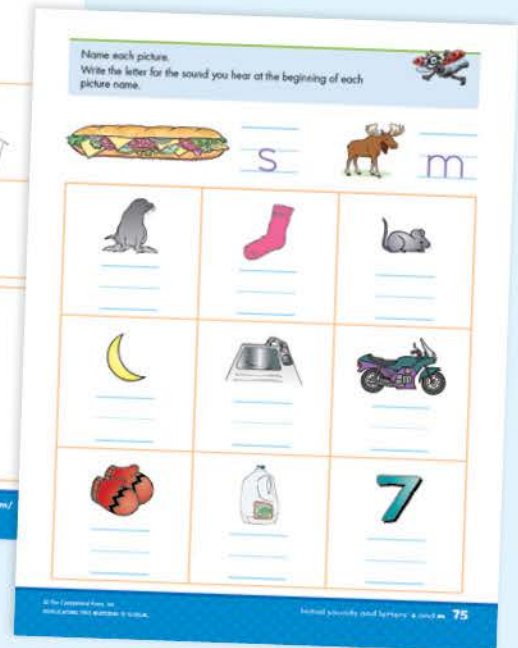
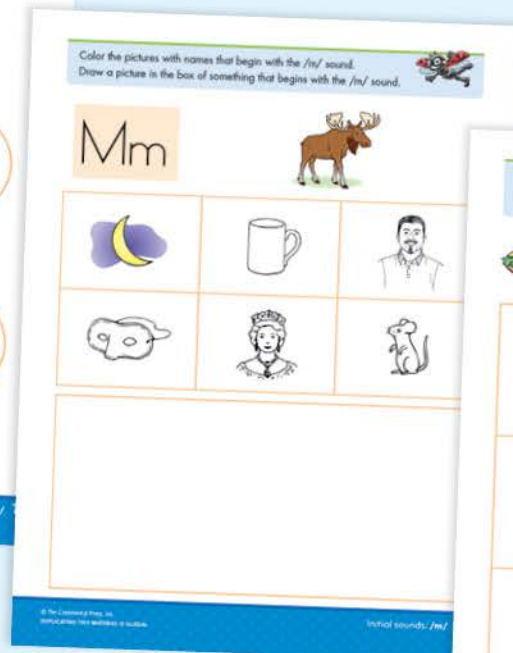
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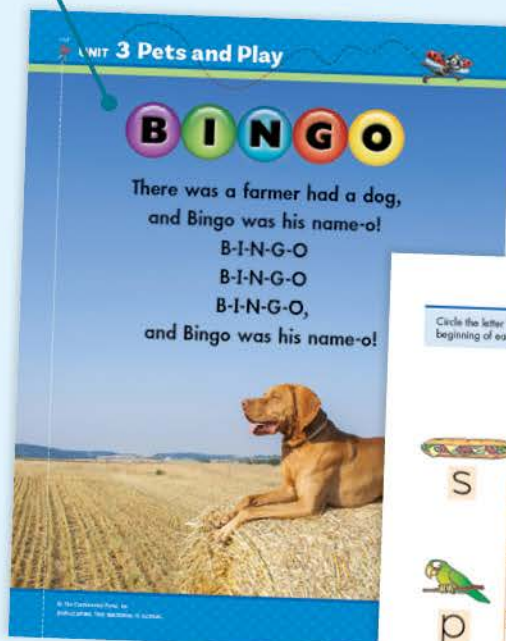
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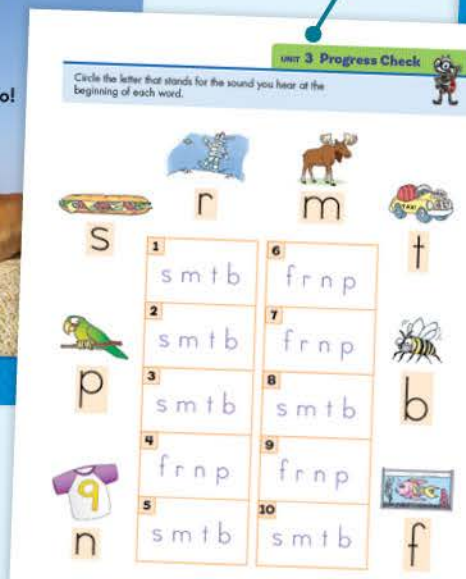
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Take-home booklets



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Say the sound of the first letter.  
Blend it with -ug.  
Write the word you say on the line.  
Draw a line to the picture for the word.

b ug

j ug

h ug

r ug



Blending initial consonants with -ug 105

Reviews throughout the units

Name each picture.  
Look at the words beside the picture.  
Circle the word with the same middle sound.  
Write the word on the lines below the picture.



1  cot cut	2  hit hut	3  but bat
4  dog dug	5  map mop	6  tab tub
7  pin pen	8  bag bug	9  fin fun

Vowel sounds in words: short a, e, i, o, u 107

Name each picture.  
Circle the letter for the sound at the end of the word.  
Write the letter to complete the word.



1  nai _	2  roo _	3  si _
4  bo _	5  scar _	6  fou _
7  sta _	8  ga _	9  sea _

108 Vowel sounds and letters in words: k, l, n, b, v

Read the phrases.  
Circle the phrase that goes with each picture.  
Write the phrase under each picture.

a big hug  
on top of the jet



a pup in a box  
bug on a bud



a run that is fun  
the big red mug



110 Reading phrases, CVC words

110 Reading phrases, CVC words



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Level C

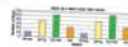
The letters ph stand for the /f/ sound.



phone



sphere



graph

Name each picture. Write two letters for the sound.

1	2	3
tro y	dol in	ele ant
4	5	6
otogra	ne ew	al abet

Read each sentence. Choose a word for the sentence and write it on the line.

- Drew took out \_\_\_\_\_.
- The \_\_\_\_\_ swam.
- The \_\_\_\_\_ always \_\_\_\_\_.
- My team won the \_\_\_\_\_.

All the Contractions Here are highlighted. Use a pencil to circle.

Read each sentence. Circle the word to complete the sentence. Write the word in the sentence.

1	What will _____ from this	pitch hatch crutch
2	The dog ran to the _____ of the cliff.	edge hedge egg
3	I _____ when I wake up in the morning.	stitch patch stretch
4	Mom made some _____ for me.	badge flute fudge
5	We can run to _____ the bus.	witch catch patch
6	The men dug a long _____ for the pipe.	hitch ditch match
7	The _____ has on a long black robe.	bridge badge judge
8	That plant made me _____ My hands have red spots on them.	itch inch switch

64 Reading sentences with, dig

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2



Greg looked on the grass. He looked on tree trunks. He looked under trees.

3

## The Snail Race

## 3 Lucky Pups

## Greg's Frog



Greg's Frog, Level B



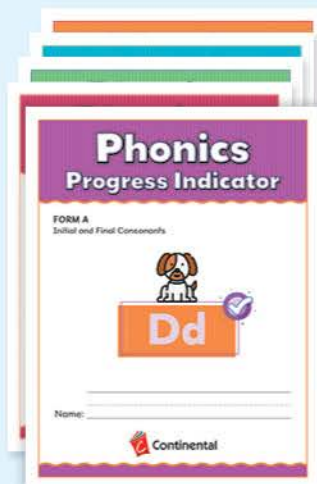
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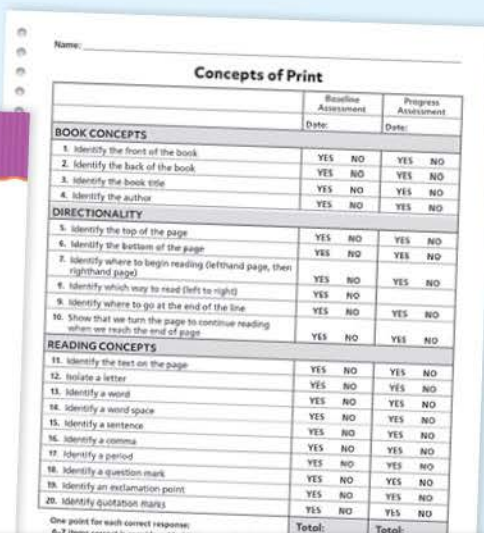
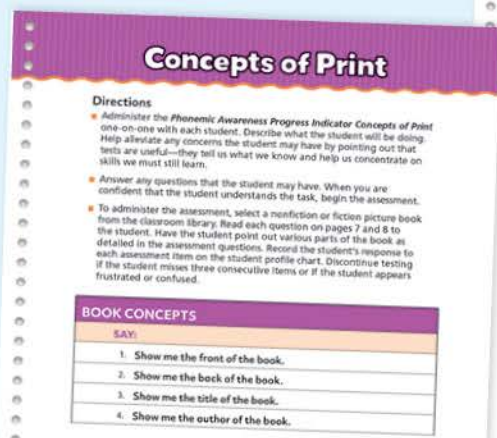
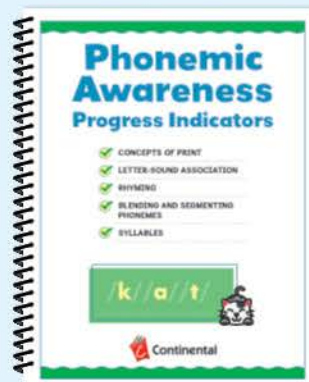
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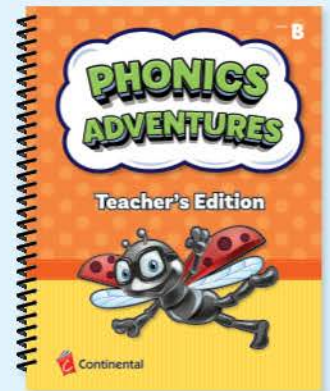
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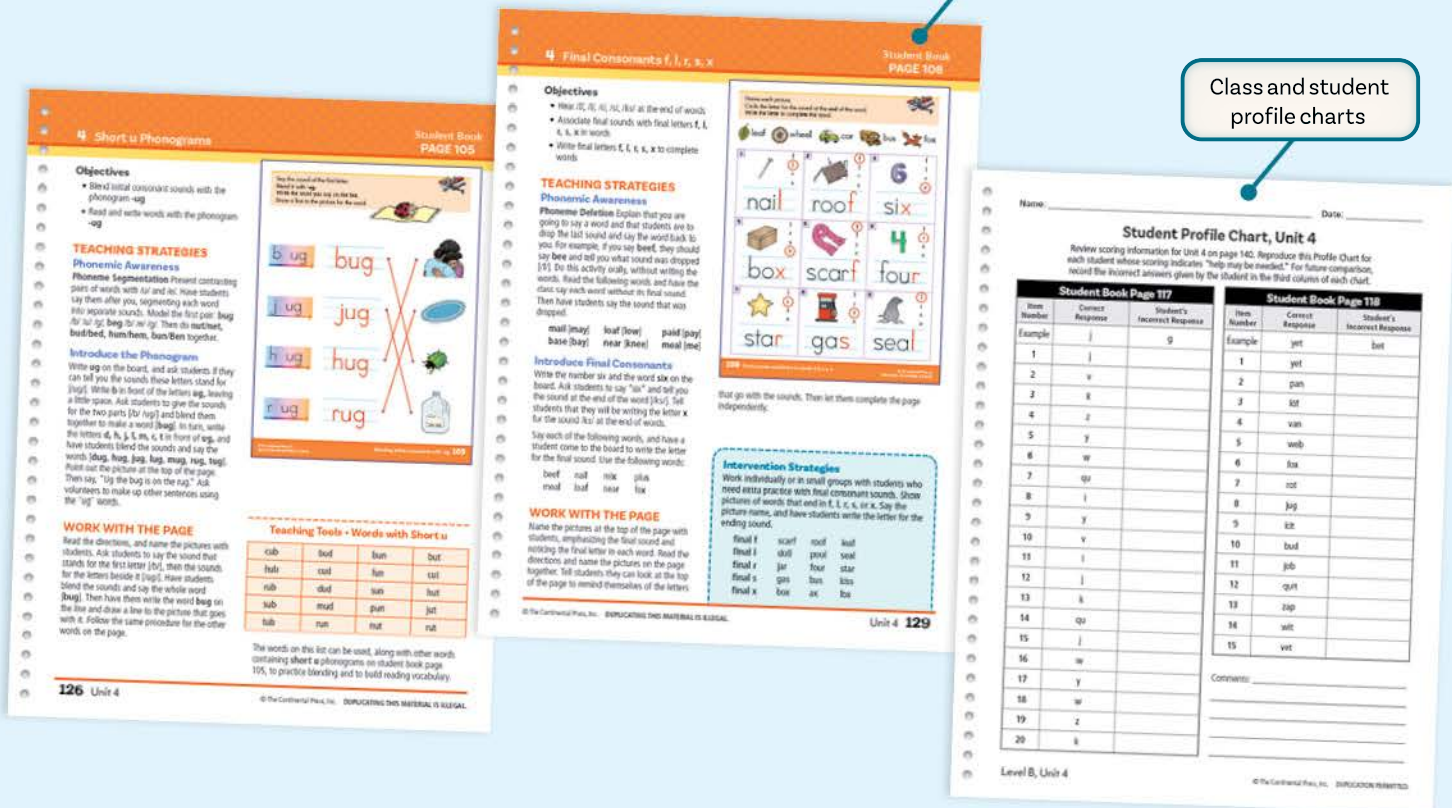
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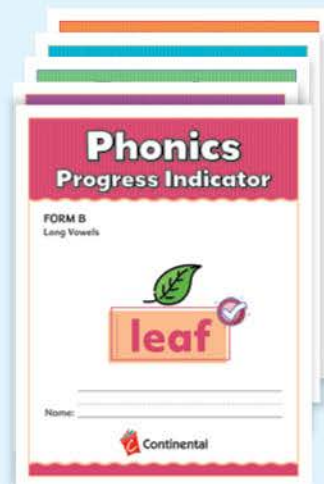
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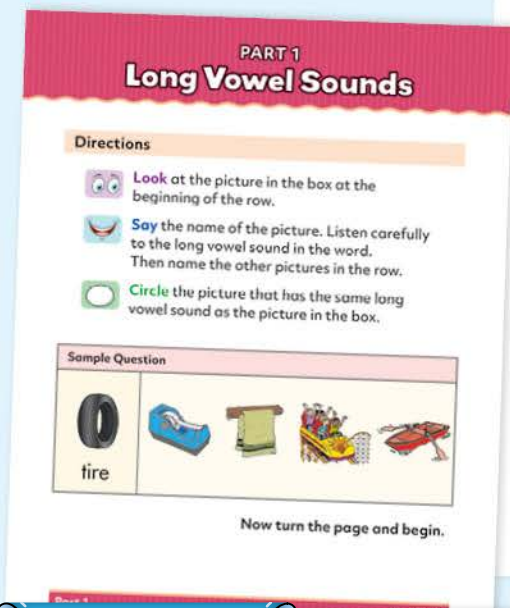
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Long Vowels, Form B



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Initial and Final Consonant Blends and Digraphs, Sounds of *c* and *g*  
Short Vowels  
Long Vowels  
R-Controlled Vowels, Variant Vowel Digraphs

Form A	Form B
PJ2418-5	PJ2423-9
PJ2419-2	PJ2424-6
PJ2420-8	PJ2425-3
PJ2421-5	PJ2426-0
PJ2422-2	PJ2427-7



# Phonemic Awareness Progress Indicators

## Teacher Resource Book to Assess Phonemic Awareness Skills

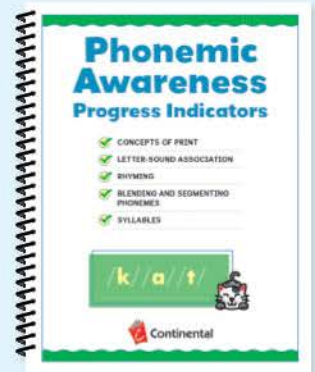
*Phonemic Awareness Progress Indicators* provides one-on-one activities and reproducibles to help you gather performance data about each student's phonemic awareness skills and guide instruction.

Five skills in the book:

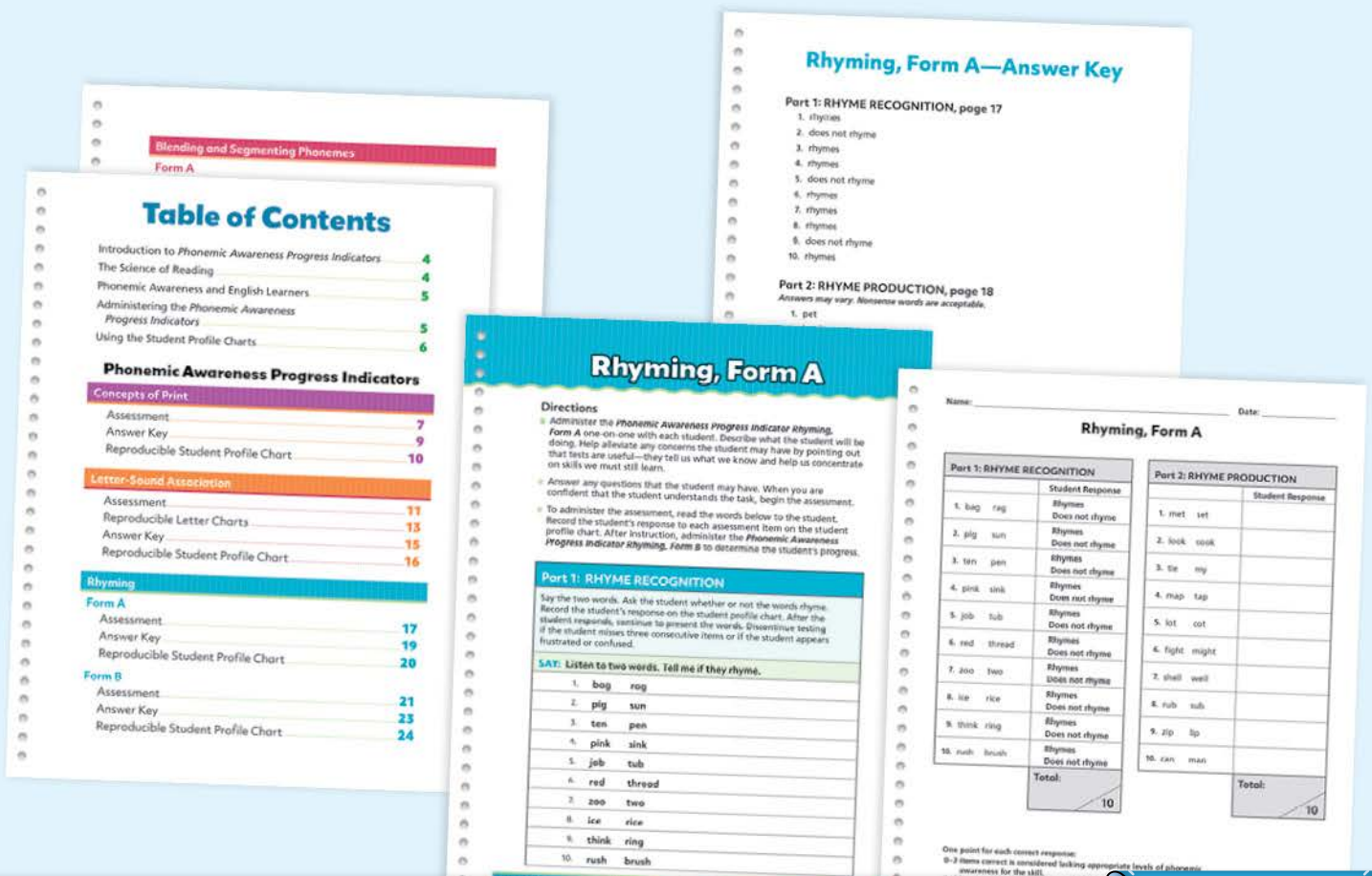
- Concepts of Print – 1 Form/test
- Letter-Sound Association – 1 Form/test
- Rhyming – 2 Forms/tests
- Blending and Segmenting Phonemes – 2 Forms/tests
- Syllables – 2 Forms/tests

This series is part of the *Phonics Adventures* complete program. See pages 16–21.

**New!**



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### PROGRESS INDICATORS ASSESSMENT KIT

100 *Phonics Progress Indicators* student booklets (10 copies of all 10 skill booklets)  
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1 *Phonemic Awareness Progress Indicators* teacher resource book

Convenient case, style may vary.

This kit is part of the *Phonics Adventures* complete program on pages 16–21.

PI2533-5 \$425.85

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PI2364-5

# 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 24–27.**

## 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.

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1 set of 100 cards

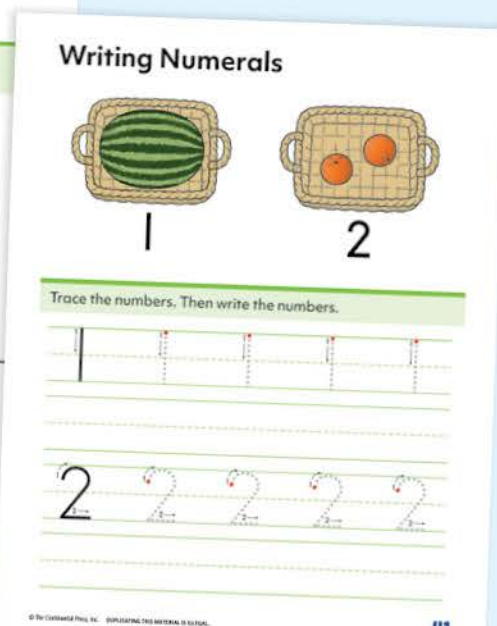
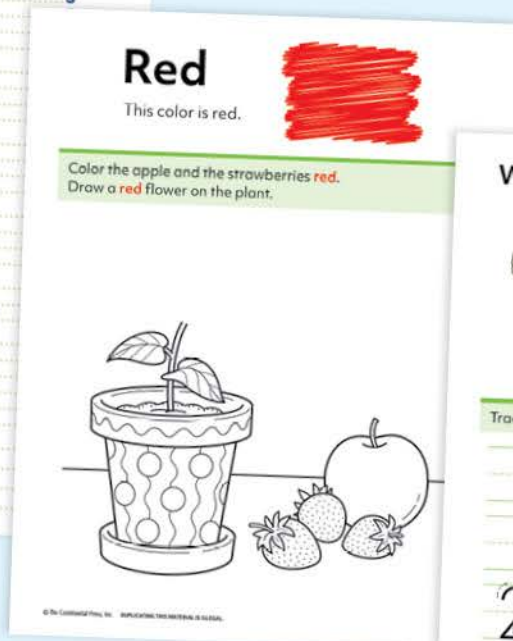
Each card features the letter/word on one side and a photo of the letter/word on the other side to visually reinforce lesson topics.



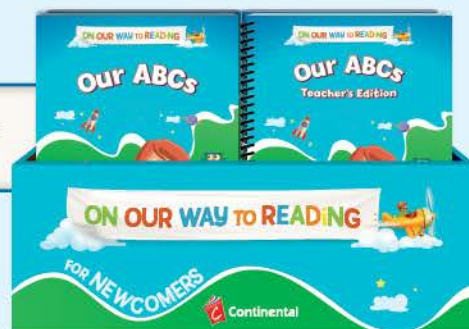
Vocabulary Picture Cards



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

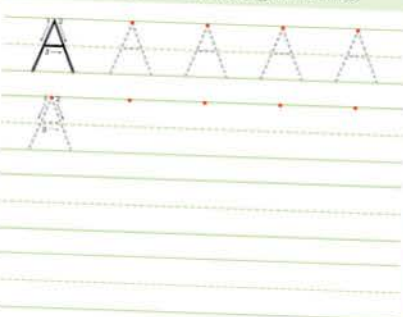
Capital and lowercase G, g  
Capital and lowercase H, h  
Capital and lowercase I, i  
Capital and lowercase J, j  
Capital and lowercase K, k  
Capital and lowercase L, l  
Capital and lowercase M, m  
Review G-M, g-m

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

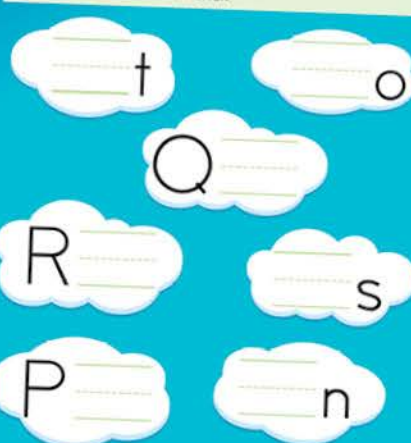
Trace each capital A. Then write capital A to fill the lines.



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



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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

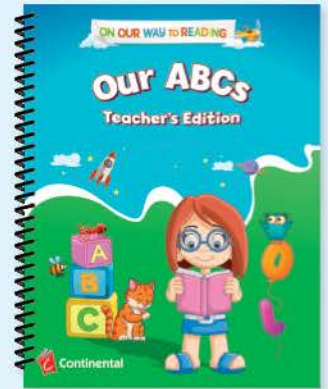
## Annotated Teacher's Editions and Audio

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.



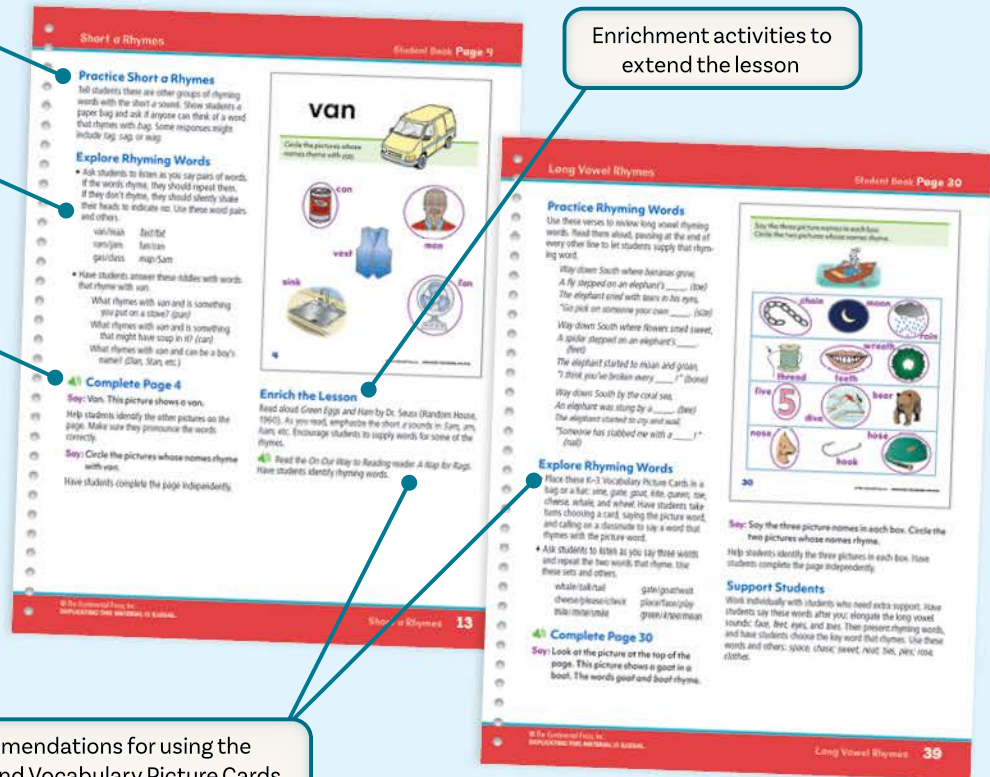
Enrichment activities to extend the lesson

Skill introduction

Detailed directions

Audio opportunities

Recommendations for using the Readers and Vocabulary Picture Cards



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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)
- Strategies to apply to your science of reading instruction

## Components—See pages 28–31.

- 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

### Table of Contents

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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



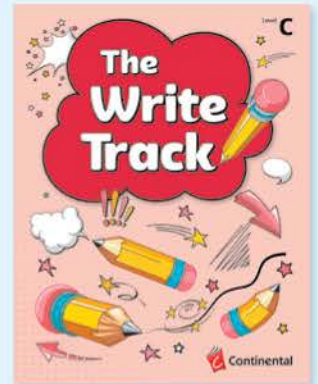
Prefix Chart		
Prefix	Meaning	Example
dis-	not, opposite of	disappear
in-	in, not	inactive
pre-	before	preschool
re-	back, again	rewrite
un-	not	unpleasant

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



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

**PART #2**

**Guided Practice**

Answer the questions.

What is the root word of unlikely?

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

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

What does the word inexpensive mean?

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

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

Unit 1 Language Conventions

Hint boxes provide scaffolding  
for extra support

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

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

**Guided Practice**

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

The root word of disagreeable is \_\_\_\_\_

- disagree
- agree
- agreeable
- agreement

**Hint:** Take away the prefix and the suffix.

28 Unit 1 Language Conventions

The word singer describes \_\_\_\_\_

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

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

A helpful person \_\_\_\_\_

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

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

**More Ways to Make Words**

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

Unit 1 Language Conventions 29

**PART #3**

**Independent Practice**

Answer the questions.

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

34 Unit 1 Language Conventions

Draw a line to match the words with the contraction.

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

Write the contraction on the line.

5. cannot \_\_\_\_\_

I am \_\_\_\_\_

that is \_\_\_\_\_

I will \_\_\_\_\_

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

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

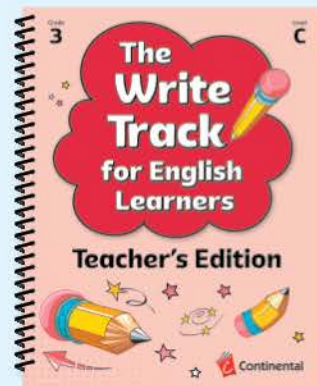
Use in class or as  
homework assignments

## 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:

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

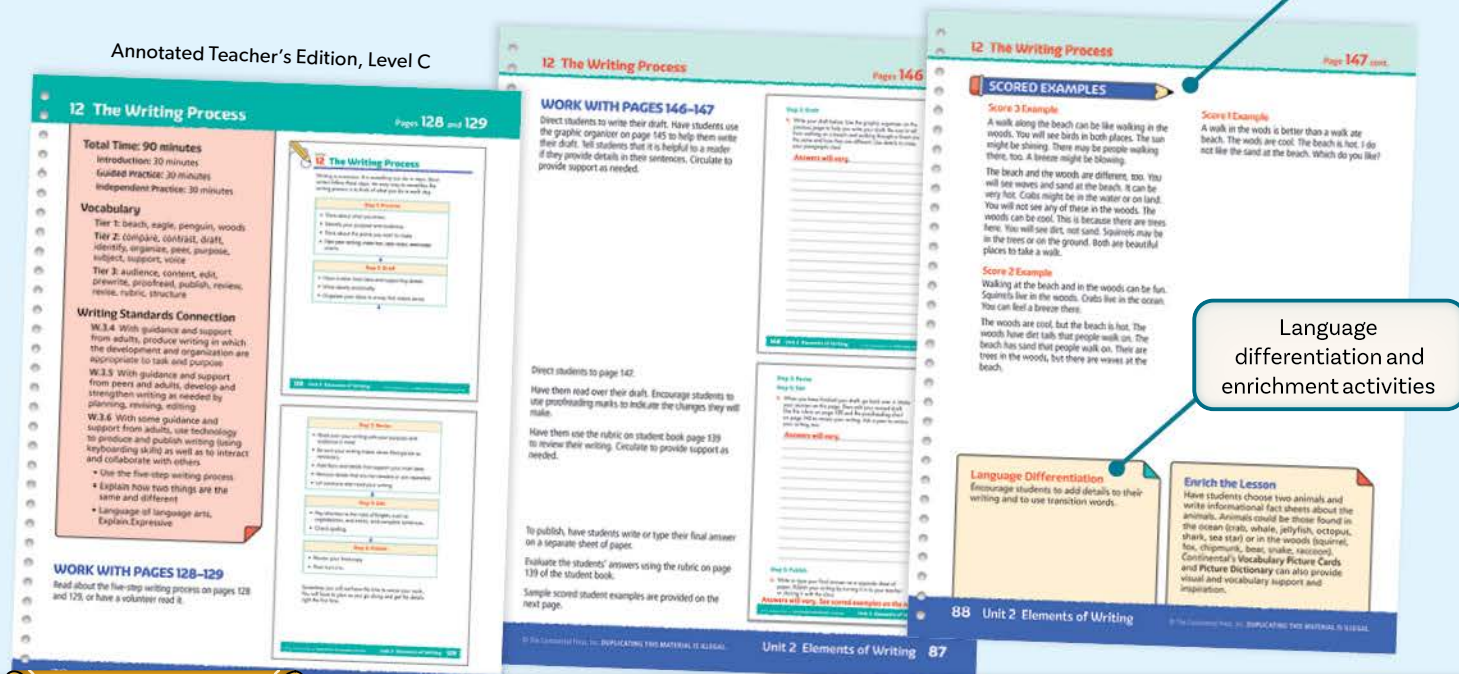
eBooks are available.



“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

Model answers for each rubric score



Language differentiation and enrichment activities

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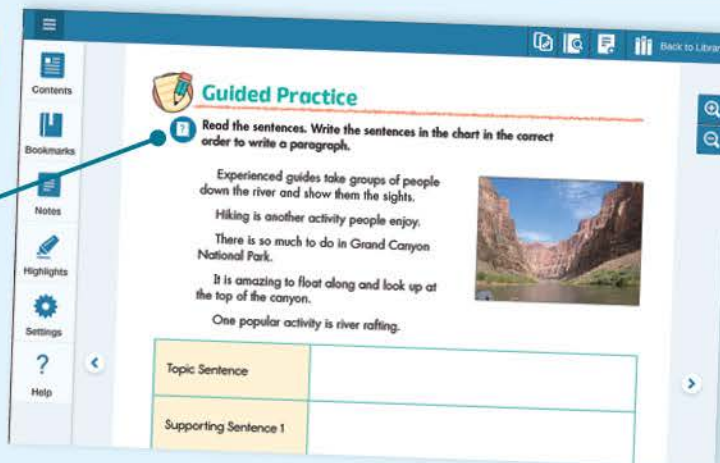
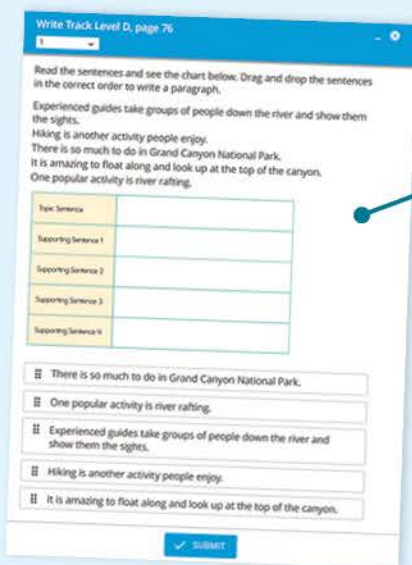
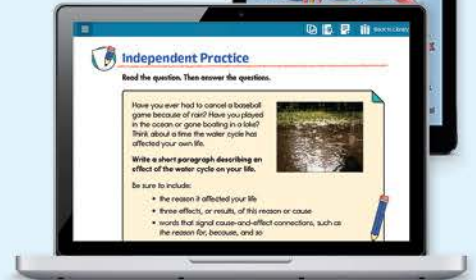
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Student Name	Average	Grade 3	ESL/ELD	Writing	W.3.2
Sandy Renimir	66.28%	65.48%	70.61%	91.67%	100%
Cindy Lecetrar	44.46%	66.67%	68.76%	83.34%	83.34%
Tee Hodges	23.18%	63.3%	70.29%	73.08%	100%

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Level E (Gr. 5)	PJ2071-2	PJ2091-0			



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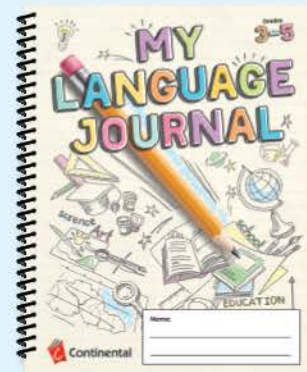
What is your favorite sport? Write a paragraph that tells about the sport you like best and why you like it.

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

MY LANGUAGE JOURNAL 5

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

— Meichu Huang, K-5 ESOL Teacher



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**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

Strategies to support the science of reading

**PART #2**

**Word Bank**

cloud	nature		
season	temperature		

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

Student Book, Grades 3-5

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## Texas TEAM Toolkits

### Teaching EBs/ELs for Academic Language Mastery



### Structured Activities to Develop Academic English

Understanding academic English doesn't come easily for many emergent bilingual students, but it's crucial to success in the classroom. *Texas TEAM Toolkits: Teaching ELs for Academic Language Mastery* feature grade-level activities in the ELPS language domains—reading, speaking, listening, and writing—to help students develop their skills and get ahead. Strategies throughout support the science of reading.

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

**Components—See pages 34–39.**

### Student Books

15 copies per kit (5 per level/grade)

Lesson format:

Part #1: Before We Read

Part #2: Let's Read

Part #3: Listen and Discuss

Part #4: Learning About Language

Part #5: Write About It

Lessons with TEKS standards connections

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



Informational and literary passages with chunked texts

**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 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.



16 Unit 1 • Lesson 1

## 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.

Fill in the columns with information and questions about your family. Use this information in your email.

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

18 Unit 1 • Lesson 1

## 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?

Unit 1 • Lesson 1 19

## Glossary

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

Student Book, Level D

## Picture Dictionary

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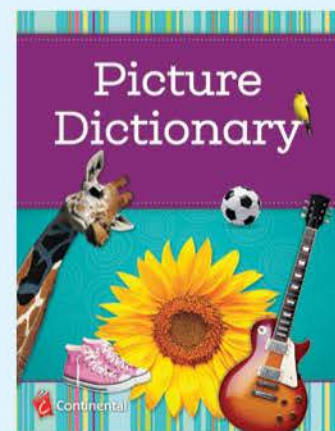
English-Spanish dictionary is sold separately on page 43.

### Family Members



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

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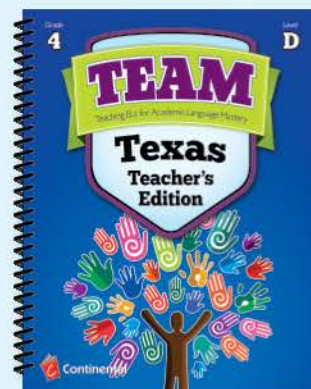
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Teacher's editions include a detailed program overview, suggestions for use, instructional features, and teaching strategies.

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**

<b>Tier 1</b>	background, future, hobby, information, relatives
<b>Tier 2</b>	database, details, however, main idea, records, research
<b>Tier 3</b>	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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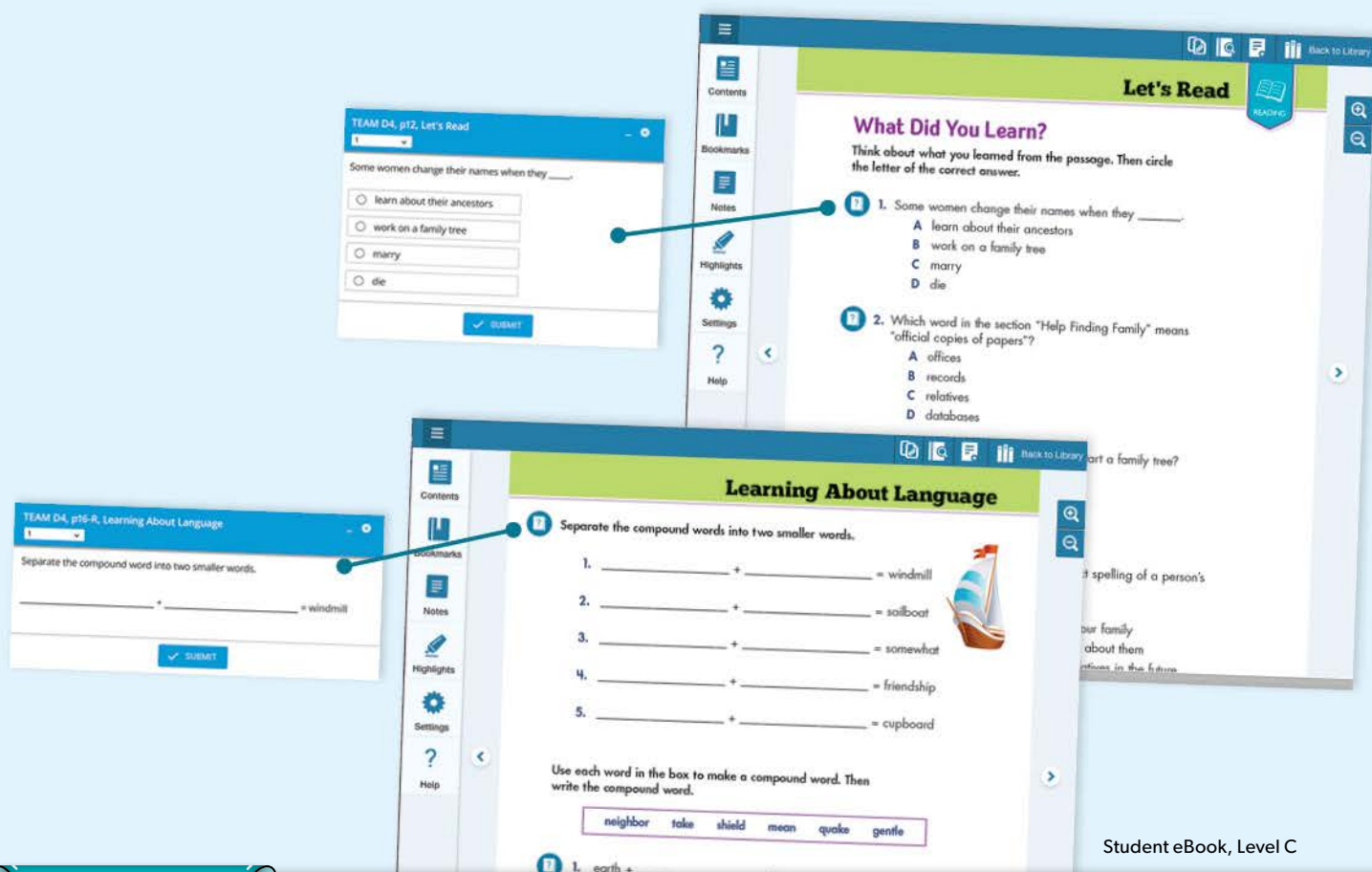


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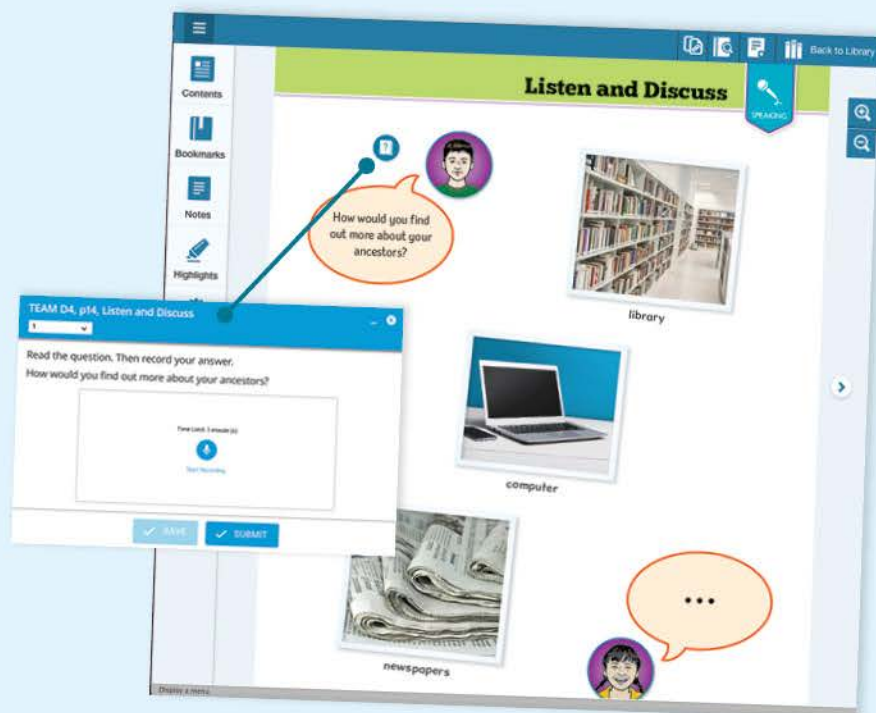
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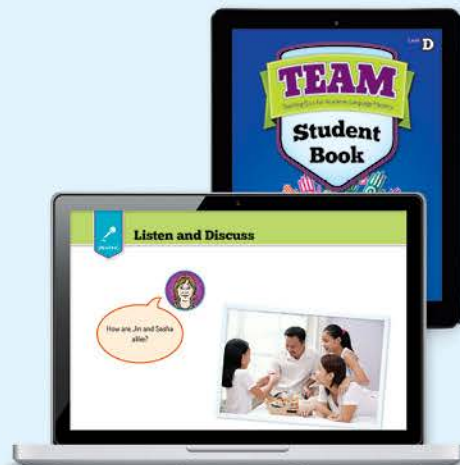
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To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	ESL/ELD	Grade 3	Listening	Reading	Speaking	Writing
Raul Sanchez	65.48%	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%	- 60.88%	29.63%	88.89%	50%	75%

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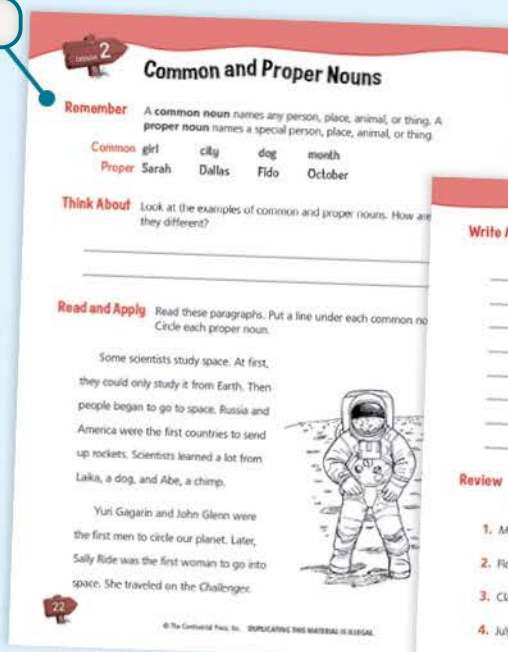
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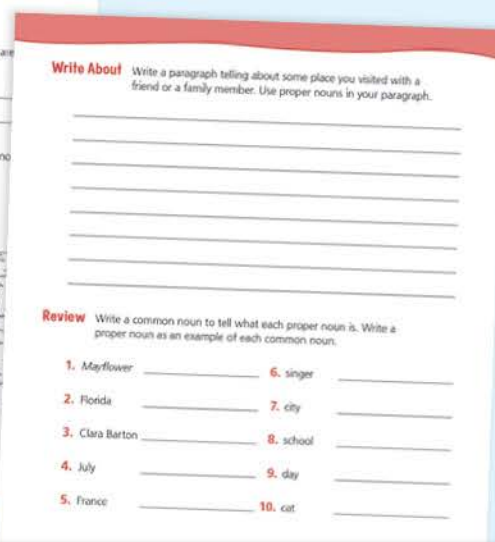
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Table of Contents	
Introduction to Exploring English Grammar	5
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Lesson 3 Possessive Pronouns	56



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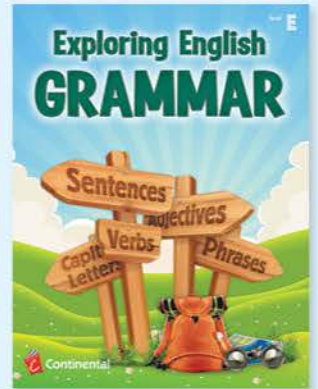
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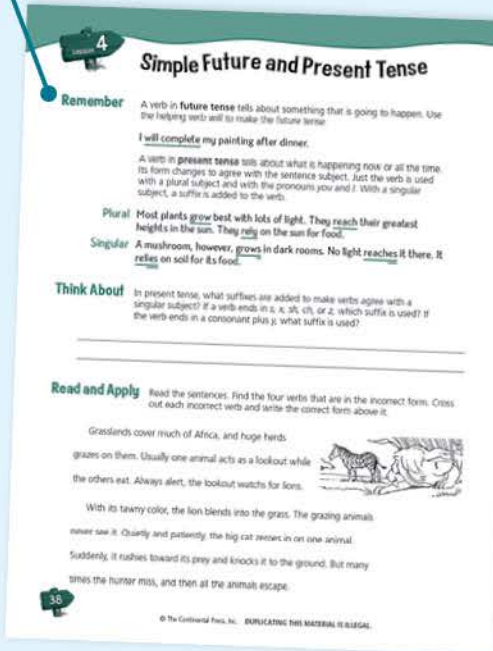
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— Danielle Boutin, EL Teacher K–5

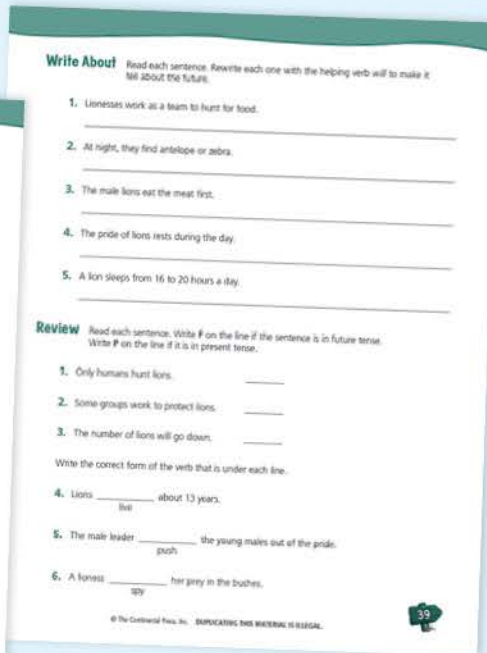
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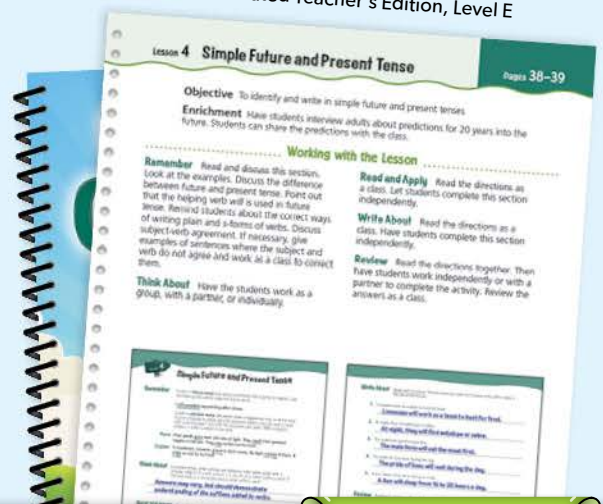
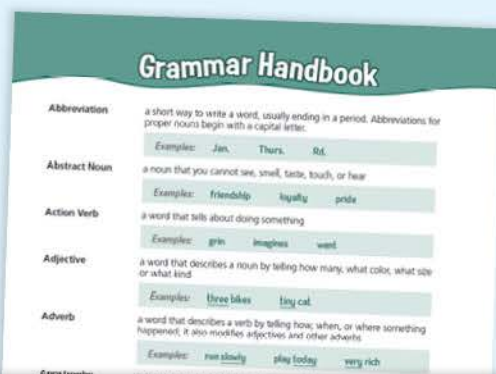
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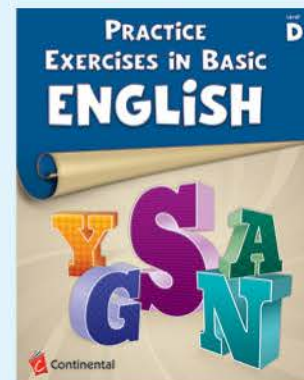
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Skill introduction

Level C

### Saw and Seen

Circle the correct word to complete each sentence.



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

### Saw and Seen

Write saw or seen to complete each sentence.



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

### The Subject

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



The big station was crowded.  
subject

Put a line under the subject of each sentence.

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

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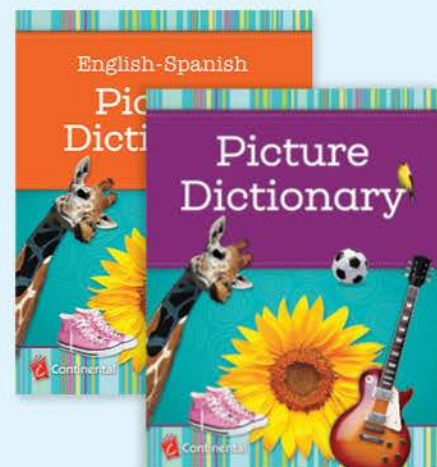
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LESSON 3

### What is a sea horse?



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

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

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

8

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




Audio

Reading for Comprehension 3

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LESSON 17

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

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

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

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



36

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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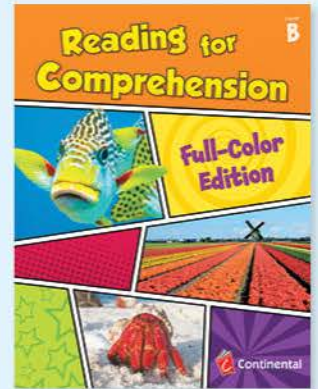
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**How does an octopus squirt ink?**

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

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

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

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

1. The octopus lives in \_\_\_\_\_.  
A the sea B a lake C a river D a pond

2. After the octopus shoots dark ink, it \_\_\_\_\_.  
A hides B swims away C hurts its eyes D shoots water

3. This story tells how the octopus \_\_\_\_\_.  
A sleeps B swims C is scared D protects itself

4. What word in paragraph 2 means "shoots"?  
A helps B swim C scared D squirts

5. 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**

Open-ended questions

**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 dough.

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

1. The story tells how doughnuts \_\_\_\_\_.  
A taste B look C feel D smell

2. Bakers shape doughnuts \_\_\_\_\_.  
A in oil B in sugar C into rings D into balls

3. 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

4. In the story, what does the word *ring* mean?  
A jewelry B hole C sound D circle

5. 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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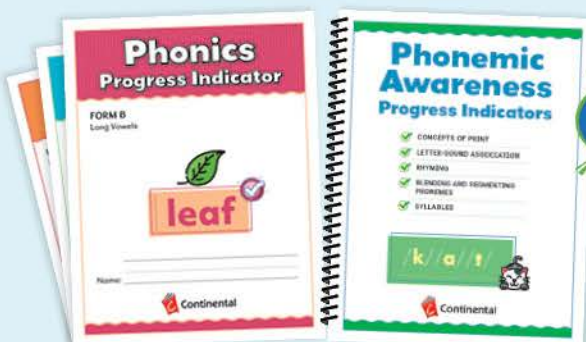
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