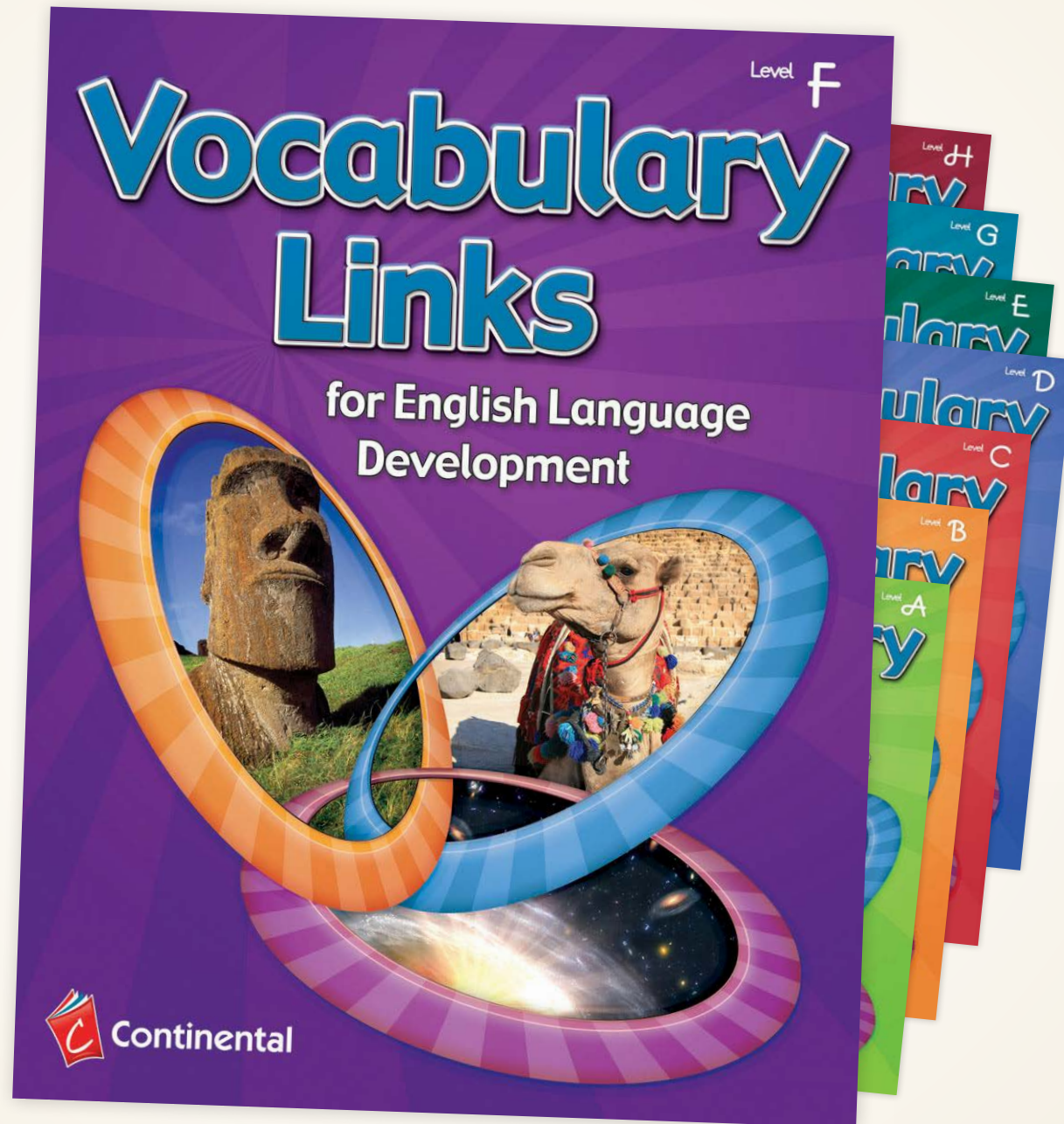




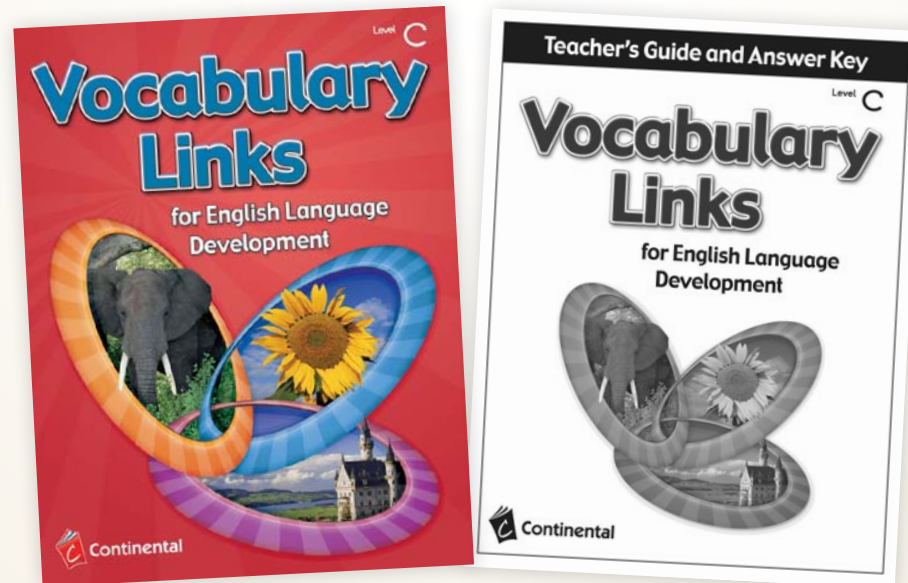
Continental
inspire every learner



Grades 1–8

What does this series do?

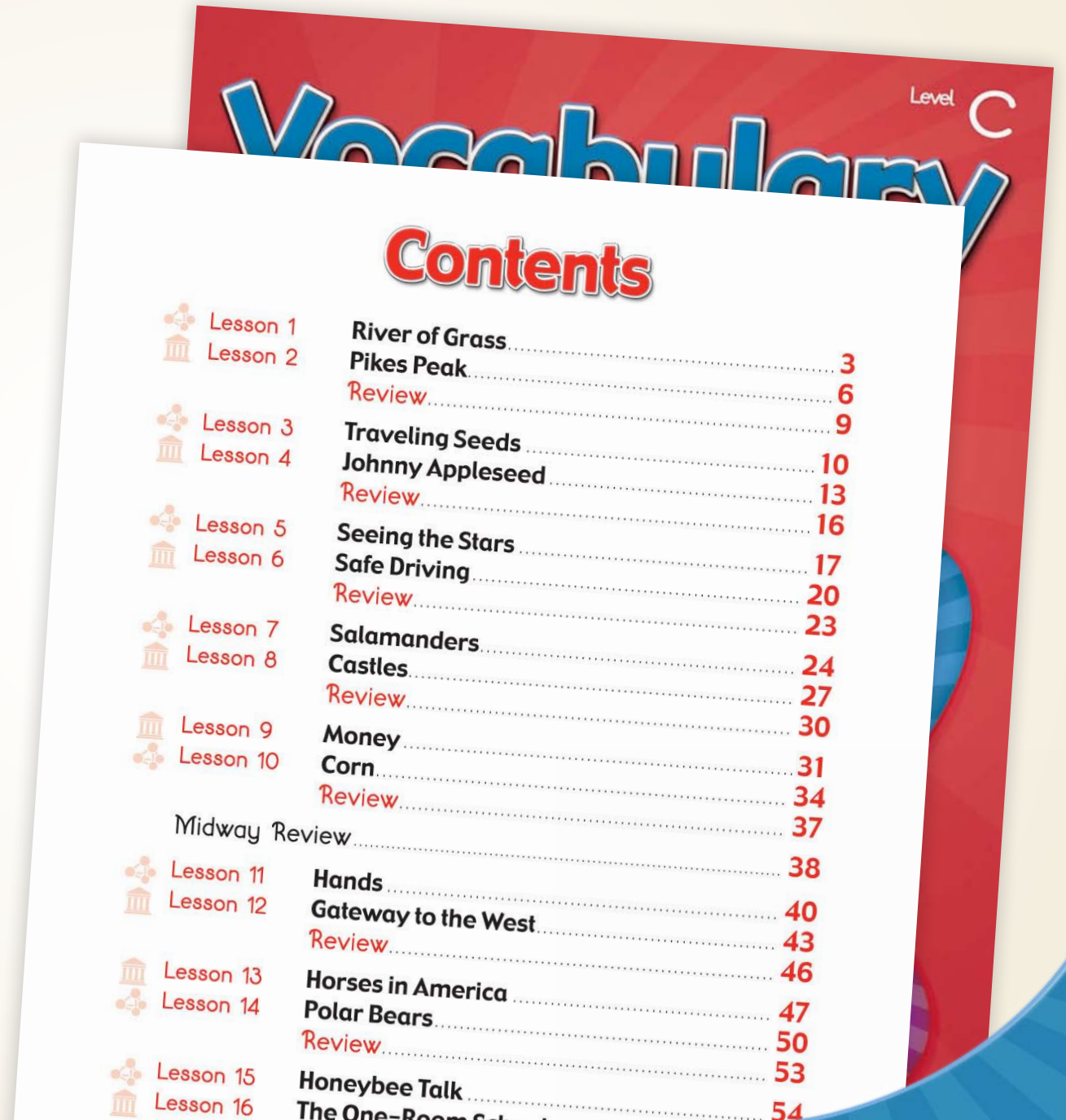
Vocabulary Links for English Language Development is designed for ELLs and other students who need to strengthen their vocabulary skills. Books reinforce knowledge of grade-level content words, specifically those in science and social studies. Motivating activities and reviews expose students to target words multiple times and address WIDA's ELD Standards and the Common Core State Standards. Components include student workbooks and teacher's guide and answer keys.



Grades 1–8

Student Book

- Books are assigned alphabetical levels. Discreetly move up and down the scale to differentiate instruction.
- Two lessons are followed by a Review.
- Topics fall under WIDA's Example Topics Lists.



The image shows a red cover of a 'Vocabulary Level C' student book. The 'Contents' page is open, displaying a list of lessons and reviews with corresponding page numbers. The lessons are grouped by icons: a flower icon for lessons 1, 3, 5, 7, 9, 11, 13, and 15; and a building icon for lessons 2, 4, 6, 8, 10, 12, 14, and 16. The topics are: River of Grass, Pikes Peak, Traveling Seeds, Johnny Appleseed, Seeing the Stars, Safe Driving, Salamanders, Castles, Money, Corn, Midway Review, Hands, Gateway to the West, Horses in America, Polar Bears, Honeybee Talk, and The One-Room Schoolhouse.

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	Review..... 9
Lesson 3	Traveling Seeds..... 10
Lesson 4	Johnny Appleseed..... 13
	Review..... 16
Lesson 5	Seeing the Stars..... 17
Lesson 6	Safe Driving..... 20
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	Review..... 53
Lesson 15	Honeybee Talk..... 54
Lesson 16	The One-Room Schoolhouse.....

Student Book

Lessons focus on Tier 2 and Tier 3 vocabulary—Specific and Technical Language—as identified by:

- WIDA’s ELD Standards
- Common Core State Standards

Vocabulary is taught using various modes of instruction, allowing for multiple exposures.



Lesson 20

Achoo!

Study each word and its meaning.

control (verb) to be able to make something happen or stop
controls, controlled, controlling
You must *control* the dog when you walk him.

germ (noun) something too small to see that can cause disease
germs
You can pick up *germs* from people who are sick.

message (noun) information given from one person to another
messages
I left a *message* in the book for you.

spread (verb) to move around a wide area
spreads, spread, spreading
You can *spread* peanut butter on the slices of bread.

Read each sentence below. Complete it with a word from the box.

germs

spread

control

message

1 Please _____ the grass seed over the lawn.

2 My teacher left a _____ on our answering machine.

3 There may be cold _____ on door handles.

4 It's hard to _____ your laughter when someone tickles you.

Student Book

Words selected are based on:

- High-frequency, academic words
- High-use, content-specific words
- Words to engage in discussions about a topic
- Big idea words related to the topic

Achoo!
Study each word and its meaning.

control (verb) to be able to make something happen or stop
controls, controlled, controlling
You must control the dog when you walk him.

germ (noun) something too small to see that can cause disease
germs
You can pick up germs from people who are sick.

Read each sentence below. Circle the word.

germs

message (noun) information given from one person to another
messages
I left a message in the book for you.

spread (verb) to move over a wide area

Student Book

Target words are presented in language that a student is familiar with, avoiding formal definitions.

- Explicitly teach the words.
- Students are shown derivatives and example sentences.

Students complete the sentences with the new words.

Study each word and its meaning.

control (verb) to be able to make something happen or stop
controls, controlled, controlling
You must *control* the dog when you walk him.

germ (noun) something too small to see that can cause disease
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Read each sentence below. Complete it with a word from the box.

germs

spread

control

message

- 1 Please _____ the grass seed over the lawn.
- 2 My teacher left a _____ on our answering machine.
- 3 There may be cold _____ on door handles.
- 4 It's hard to _____ your laughter when someone tickles you.

Read this story. Then go back and circle the words in the passage that you have been studying and write them on the lines below.

Did you just sneeze? Everybody sneezes sometimes. Even animals sneeze. You sneeze because something has gotten inside your nose. It might be just a tiny bit of dust. Soon your nose tickles. The tickling feeling in your nose sends a message to the part of your brain that takes care of sneezing. The brain sends a message to the muscles that make you sneeze. Muscles in your chest and throat get the message, too. Even your delicate eyelid muscles get the message. All the muscles work together to make you sneeze. You can't control it. You have to sneeze!

When you sneeze, air comes out your nose. And, if you have a cold, there may be germs in the air. You don't want to spread the germs to other people. That is why you should always cover your mouth and nose when you sneeze.



- 1 _____
- 2 _____
- 3 _____
- 4 _____

Bonus Word

delicate [DEL•i•kit] (adjective)
very fine

Student Book


A high-interest social studies or science narrative reinforces the new words in context.

Great for Word of the Week!

Student Book

Students match the words with their definitions to reinforce their understanding.


Find the Word



Write the word that each group of words tells about.

message	spread	germ	delicate	control
1 to be able to make something happen or stop	_____			
2 information given to someone	_____			
3 to move around	_____			
4 very fine	_____			
5 a cause of disease or illness	_____			

Word Work



You can add the letters *self* to some pronouns to make new words.

your yourself

Decide which of these pronouns you can add *self* to. Say each word out loud. Then write the correct words on the lines.

you	her	me	we	my	him
_____	_____	_____	_____	_____	_____

Student Book

The Word Work activity teaches word relationships. Students will explore words with multiple meanings, word categories, such as antonyms and synonyms, word parts, such as prefixes and suffixes, and spelling cues, such as syllables and inflected forms.

message spread germ delicate control

1

to be able to make something happen or stop

2

information given to someone

3

to move around


4

very fine

5

a cause of disease or illness

Word Work



You can add the letters *self* to some pronouns to make new words.

your yourself

Decide which of these pronouns you can add *self* to. Say each word out loud. Then write the correct words on the lines.

you her me we my him


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Vocabulary Links 73

Student Book

A Review puzzle page is presented after every two lessons.

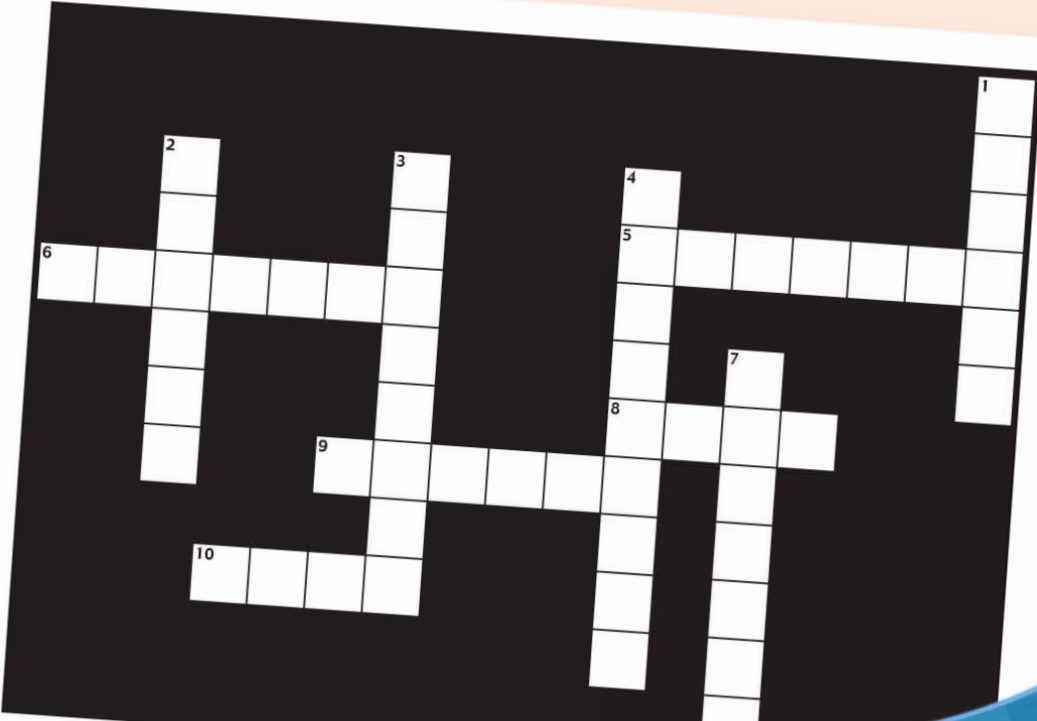
**Motivating
practice!**



REVIEW

Read each clue. Then solve the puzzle.


Across	Down
5 information given from one person to another	1 to move around a wide area
6 to be able to make something happen or stop	2 to get something done
8 something that causes disease	3 very fine
9 a place where boats come in from the sea	4 a person who comes to a country to live after leaving another country
10 the bottom of something	7 the ability to live as you want




Student Book

Comprehension checks:

- A Midway Review
- A Posttest



MIDWAY REVIEW



Circle the best answer.

1 Hot is to cold as **empty** is to ____.

A friend

B shallow

C short

D full

2 Big is to large as **tiny** is to ____.

A blue

B twirling

C small

D close

6 A zoo has many ____ animals from all over the world.

A scale

B unusual

C object

D settler

7 What would a **scientist** most likely study?

A music

B math

C art

D nature



POSTTEST



Complete each sentence with a word from the box.

journey	subject	vanished	roam	germs	popular
separate	collect	survive	freedom	message	motor

1 Washing your hands helps to kill ____.

2 Britney's favorite ____ in school is math.

3 Dad tried to fix the ____ on the boat all afternoon.

4 We had to ____ the angry sports fans.

5 The flag is one sign of our country's ____.

6 Vanilla is a

Teacher's Guide and Answer Key

Common Core Connection

The program consists of 18–20 three-page lessons. Each lesson reinforces knowledge of academic content vocabulary through several activities. By working with the words in different capacities, students master the language needed for academic success.

On the first page of each lesson, three to eight vocabulary words (four in Level C) are introduced. The words are Tier 2 and Tier 3 words (Specific and Technical Language) that are tied to the science or social studies theme featured in that lesson. A cloze-type sentence completion activity follows the introduction, allowing students to use the words in context.

On the second page, students will read a high-interest science- or social studies-related passage that reinforces the designated vocabulary in extended text. A higher grade level Bonus Word is introduced to help build vocabulary.

On the third page, a Find the Word activity asks students to match the definitions to the words in the lesson. In addition, students complete a Word Work activity that explores word relationships, such as synonyms and affixes.

In addition to these features, the student book also includes Word Puzzle review activities, a Glossary of all the words taught, and a Midway Review and a Posttest to establish students' understanding. A reproducible Vocabulary Assessment is included in this teacher's guide to help evaluate students' comprehension of the words using a standardized test format.

Each page of the lesson connects to one or more of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Studies.



Lesson Page	Common Core State Standard Connection
1	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
2	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension. L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
3	L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

This teacher's guide also includes a chart for each lesson listing the academic science or social studies topic, the passage's word count, the Lexile® measure of the passage, and the grade level, tier, and vocabulary category for each vocabulary word.

Teacher's Guide and Answer Key

- Teaching Strategies
- Answer Keys

Answer Key

Page 3

1. shallow
2. bank
3. empty
4. body

Page 4

Students should circle the words in the passage.

1. body
2. banks
3. empty
4. shallow

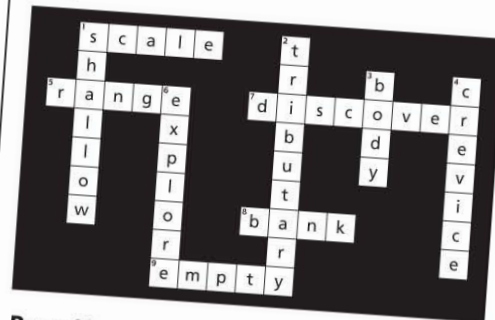
Page 5

1. empty
2. bank
3. shallow
4. body
5. tributary

Answers may vary.

bank: a place where money is kept
I put my birthday money in the bank.

Page 9



Page 10

1. twirling
2. unusual
3. distance
4. protect

Working with the Student Book

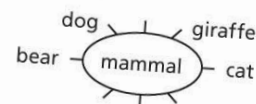
Introduction and Discussion of Vocabulary Words

The first page of each lesson in **Vocabulary Links for English Language Development, Level C** presents four vocabulary words selected for their usefulness and appropriateness to students at this grade level. The word lists include Tier 2 and 3 vocabulary that students use when reading science and social studies text. The format used to introduce the words replicates the one found in most elementary dictionaries. Instead of providing several meanings for a word, a complexity that can invite confusion in an English language development program, the student book focuses on one important meaning. This helps to ensure understanding and mastery by allowing the students to concentrate on a single key meaning.

Teaching Strategies

1. Introduce and discuss the words for each lesson with the entire class. This is a vital phase in the learning process. Encourage active participation by the students. Call on students to read a word, its definition, the inflected forms (if any), and the example sentence. Guide a group discussion of the word. Seek out any prior knowledge students may have of a word and its use. This interaction allows those with limited verbal background to profit from the discussion, while the more proficient students can also benefit.

review the concept behind the category word and to decide whether the proposed candidate fits with its definition. The concept web below uses the word *mammal* (Lesson 14):



Use this activity with words like *object* (Lesson 5), *icy* (Lesson 14), and *subject* (Lesson 16).

- ✓ Use a compare-and-contrast strategy with some words. Use antonyms, synonyms, or similar words along with the given vocabulary word. For example, discuss the word *tiny* (Lesson 7) and an antonym, such as *huge*. Other words such as *enemy* (Lesson 7) and *friend*, *wild* (Lesson 10) and *tame*, *finish* (Lesson 19) and *start*, work well with this strategy.
- ✓ Pantomime offers an effective and valuable way to get at the meaning of selected words. Ask students how they would act out the meaning of words like *discover* (Lesson 2), *twirling* (Lesson 3), *trade* (Lesson 9), *trail* (Lesson 14), and *separate* (Lesson 16).
- ✓ Demonstrations and hands-on activities can also help students understand the meaning of words.

the words in the passage.

3. protected
4. twirling

4. twirling
5. gravitation

4. odd
5. beautiful
6. large

3. own
4. orchard

the words in the passage.

3. cleared
4. orchards

4. settler
5. orchard

of sneakers.
to clear the table

Teacher's Guide and Answer Key

Reproducible Assessment

15. The grass was moist with dew.
The word moist means

(A) flat
(B) damp
(C) green
(D) misty

8. Did you spot Hector in the crowd?
(A) There is a spot on your tie.
(B) This is a nice spot for a picnic.
(C) The coach will spot you when you jump.
(D) I can't spot our car in the parking lot.

9. Angela can clear the table after dinner.
(A) Please clear the shelves to make room for new books.
(B) Saturday was a beautiful, clear day.

10. When you finish your homework, you can watch TV.
(A) Gabriel was the first runner to reach the finish line.
(B) Uncle John put a new finish on the table.
(C) Will you finish raking the leaves for me?
(D) Let's finish the rest of the chicken.

Fill in

16.

Name _____

Choose the word that means the same as the underlined word. Fill in the letter of the correct answer.

Fill in

17.

1. To raise means to _____.
(A) lift
(B) help
(C) open
(D) move

Fill in

18.

2. A journey is a _____.
(A) horse
(B) diary
(C) ride
(D) trip
3. To vanish is to _____.
(A) finish
(B) collect
(C) disappear
(D) understand

4. Currency is _____.
(A) news
(B) email
(C) money
(D) electricity

5. To protect is to _____.
(A) save
(B) guard
(C) throw
(D) empty

Read the first sentence. Choose the sentence that shows the underlined word used in the same way as in the first sentence. Fill in the letter of the best answer.

6. We sat on the best seat in the room.

Teacher's Guide and Answer Key

Aligned to the Common
Core State Standards and
WIDA's ELD Standards

- Tier 2 and Tier 3
Vocabulary
- Specific and Technical
Vocabulary

Lesson 1: River of Grass			
Academic Science Topic: Ecosystems			
Word Count: 130		Lexile: 320L	
Word	Grade Level	Tier	Specific or Technical
bank	2	2	specific
body	3	2	specific
empty	3	2	specific
shallow	4	2	specific
tributary	10	3	technical

Lesson 2: Pikes Peak			
Academic Social Studies Topic: Topography			
Word Count: 140		Lexile: 570L	
Word	Grade Level	Tier	Specific or Technical
discover	3	2	specific
explore	4	2	specific
range	4	2	specific
scale	3-4	2	specific
crevice	7	2	specific

Lesson 3: Traveling Seeds			
Academic Science Topic: Reproduction & Heredity			
Word Count: 131		Lexile: 750L	
Word	Grade Level	Tier	Specific or Technical
distance	4	2	specific
protect	4	2	specific
twirling		2	

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Student Workbook

5 or more copies of the same book **\$9.70**

Teacher's Guide and Answer Key

\$6.15, FREE with 25 student workbooks of the same level

Grades 1–8

