

ZipZoom™

ENGLISH

Zip Into Language.
Zoom Into Reading!



**Proven to
Accelerate Language
and Literacy Development
of English Language Learners:**

- Based on six years of research
- Motivating, smart technology
- Classroom tested with thousands of students
- Built on the best practices for teaching English Language Learners

PROGRAM GUIDE

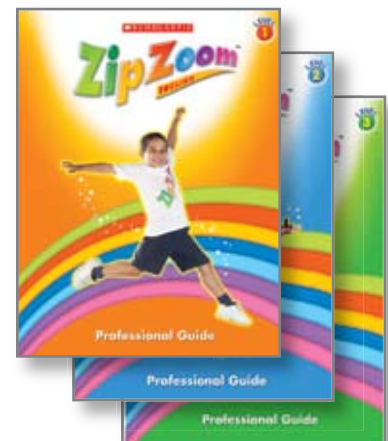
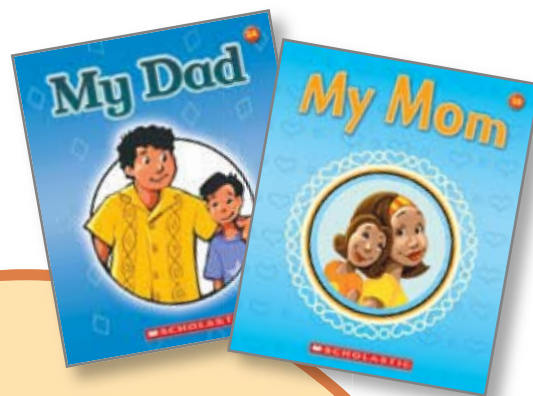
Our Commitment To English Language Learners

Today's English Language Learners (ELLs) speak more than 460 different languages and come to school with varying levels of literacy in their native language, but they have one thing in common: Big dreams. Their families have come to the United States in search of a promising future for their children. **The key to that future lies in academic success.**

Zip Zoom English is the answer for our country's youngest ELLs.

The program offers:

- A nurturing and language rich learning environment for success
- Systematic and explicit instruction
- Self-paced learning through smart technology
- Resources to meet the needs of every student
- Professional development to ensure confidence and comfort
- Increased language and literacy opportunities with children's families



“The nations of the world have sent us their most precious gift—their children. It is our duty as educators to nurture this gift. We must invest everything we have in giving these children equal access to the American dream. That means ensuring they achieve the highest levels of academic success, which we all know is the key to a promising future.”

Chauncey Veatch
2002 National Teacher
of the Year



Putting English Language Learners on the fast track to academic success.

Young English Language Learners can achieve tremendous success in school. But educators are aware that core reading programs alone cannot accelerate success for these students. They know it will take a whole solution to bring ELLs to a level at which they can participate in core reading programs.

Based on six years of research, and classroom tested with thousands of students across the country, Zip Zoom English provides language and literacy instruction that has been proven to accelerate the rate of new word acquisition in as few as 12 weeks, especially among children with limited proficiency in their native language.

Zip Zoom English complements your core reading or ESL program with an explicit and systematic approach to developing:

- Oral language
- Concepts and vocabulary in English
- Phonemic awareness and phonics
- Critical word knowledge — high-meaning, high-frequency, and decodable words
- Content-area knowledge

The three levels of Zip Zoom English cover the first three levels of language proficiency, as defined by TESOL (2006).

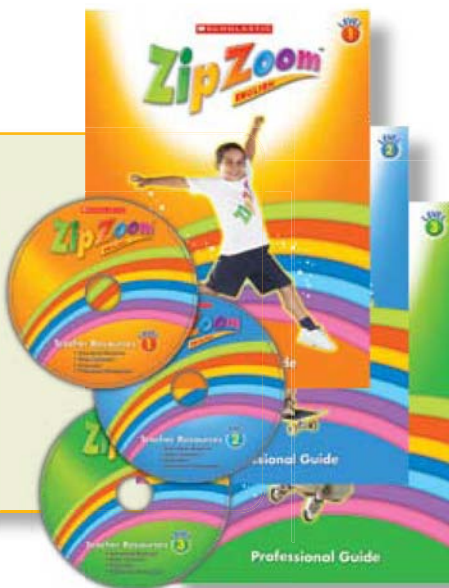
Level of Zip Zoom English	Listening and Speaking	Reading and Writing
	Level 1 - Starting Level 2 - Emerging	Level 1 - Starting
	Level 2 - Emerging Level 3 - Developing	Level 2 - Emerging
	Level 3 - Developing	Level 3 - Developing

A diverse set of materials for a comprehensive learning experience.

KEY TEACHER MATERIALS

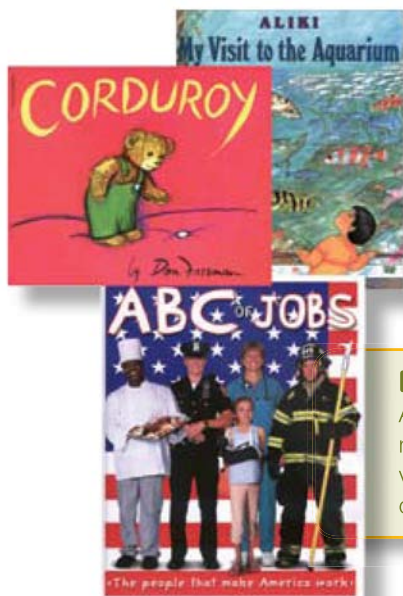
Professional Guide and Teacher Resources CD

The Professional Guide contains all the support for teacher-led instruction, differentiated practice, and reinforcement of the software lesson. The Teacher Resources CD contains printable resources for instruction, differentiated practice, professional development video workshops, and assessments.



Word & Picture Books

Each book presents content vocabulary and syntax structures in contextualized relevant settings.

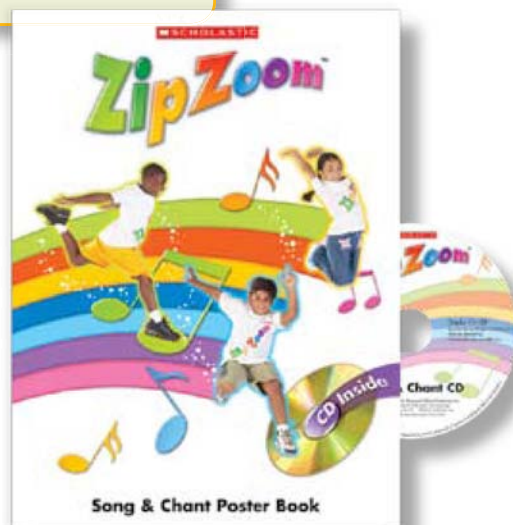


Read-Aloud Library

A selection of fiction and nonfiction books develops vocabulary, language, and content knowledge.

Song & Chant Poster Book

A big book and an audio CD reinforce specific phonological and phonemic awareness tasks as well as letter-sound connections.



KEY STUDENT MATERIALS



Interactive Software

The smart, self-paced, interactive software moves students through a sequence of learning experiences to deepen language, literacy, and content development. Assessments and reports are also included.

Critical-Word Readers

These specially designed texts by **Dr. Elfrieda Hiebert** are carefully sequenced to focus on high-imagery, high-frequency, and phonetically regular words, with extensive repetition of target words to develop comprehension and fluency.



PROFESSIONAL DEVELOPMENT



Reading Success for English Language Learners

The Scholastic RED® online course *Reading Success for English Language Learners* includes numerous topics to help teachers address language and literacy acquisition.

Complete list of materials includes:

Interactive Software

- 30 Lessons (3 levels; 10 lessons each)
- Assessments
- Printable Books
- 1 license for up to 30 users

3 Levels (10 Lessons Each) of Instructional Material, Each Containing:

Teacher Materials

- Professional Guide
- Teacher Resources CD (with Blackline Masters and Resources)
- Read-Aloud Library (10 books)
- Zip Zoom Song & Chant Poster Book and Audio CD
- Word & Picture Book (1 per level, 6 copies each)
- Phonemic Awareness Songs & Chants
- Assessments

Student Materials

- Critical-Word Readers (20 titles; 6 copies each) and Audio Book CD

Teacher Management System

- Message Center
- Detailed Progress Monitoring Reports & Assessments
- Software Manual
- Installation Guide

Professional Development

- Scholastic Red *Reading Success for English Language Learners*
- Professional Development Video Workshops (5 per level)

Zip Zoom English provides a nurturing learning environment for success.

Zip Zoom English offers what students need most: the chance to have fun and succeed. Young ELLs face many challenges. They are learning to speak and read English at the same time. Zip Zoom English is designed to address these challenges and provide a nurturing, supportive environment — opening children to new levels of reading achievement.

Productive, efficient learning occurs every day

Zip Zoom English is incorporated into regular classroom reading instruction with new skills reinforced each day. Plus each lesson features engaging, relevant subjects that keep interest levels high.

Computer-based classroom instruction offers a supportive, nurturing environment.

Zip Zoom English includes individualized, computer-based lessons that allow students to work at their own pace. It also gives students the personal support they need.

Success happens quickly

Students can actually see their fluency skills improve in as few as 12 weeks while they continue to progress in other areas. There's nothing more rewarding than seeing children who know they're improving!

Feedback is offered at every step — in a motivational way

Success breeds more success. Zip Zoom English provides engaging, interactive feedback at the child's pace. Children never have to wait for test results or the end of a lesson to see how they're doing.



Based on research — and informed by leading practitioners in ELL education.

Read more about these
Zip Zoom advisors at
[www.scholastic.com/
zipzoom/authorship](http://www.scholastic.com/zipzoom/authorship)



Dr. Maria S. Carlo
Assistant Professor, Teaching and Learning,
University of Miami

Dr. Carlo studies bilingualism in children and adults. Her research focuses on the cognitive processes that underlie reading in a second language and on understanding the differences in the reading processes of bilinguals and monolinguals. She obtained her Ph.D. in Psychology from the University of Massachusetts at Amherst.



Dr. Elfrieda H. Hiebert
Visiting Research Professor,
University of California, Berkeley

Dr. Hiebert has been studying reading acquisition for more than 30 years. Her recent work examines the impact of text features on young students whose native language is not English and her research led to the creation of the Critical-Word Readers. She earned her Ph.D. in Educational Psychology from the University of Wisconsin-Madison.



Mr. Chauncey Veatch
2002 National Teacher of the Year

Mr. Veatch has earned numerous honors for his work with ELLs. He was named International Ambassador for Education by La Prensa Hispana and Educator of the Year by the Mexican-American Chamber of Commerce (Valley Chapter). He was also awarded the Migrant Education Program Teacher Award and named Bilingual Education Program Teacher of the Year. His teaching credentials include experience with Head Start, English as a Second Language (ESL), and United States citizenship classes.



Pacific Resources for Education and Learning (PREL)

Based in Hawaii, PREL is an independent, nonprofit corporation that works collaboratively with schools and school systems to provide services in the areas of reading and language development for multi-language and multi-cultural communities. Through federal research funding, PREL developed NEARStar, the technology underlying Zip Zoom English, to meet both the needs of English Language Learners and federal and state criteria standards-based instruction.

Built on six years of research — and experienced with thousands of students.

1999

1999 U.S. Department of Education Grant is awarded to Pacific Resources for Education and Learning (PREL) to develop NEARStar: Network for English Acquisition and Reading Star Schools Program.

2000

1999-2000 After studying reading acquisition for more than 30 years, Dr. Elfrieda Hiebert develops an instructional model for young ELLs to accelerate their language and literacy acquisition. The goal of this model is to provide systematic early reading instruction combined with extensive exposure to meaningful print.

2002

1999-2002 PREL develops its ESL Proficient Beginning Reading model and curriculum. Classroom testing of NEARStar occurs across 12 states, serving approximately 3,100 ELLs in Grades K-3 in urban and rural settings. Assessment and professional development components are also created.

2003

2004-2005

Scholastic licenses NEARStar, and changed the name to Zip Zoom English.

An expanded authorship team is recruited that includes Dr. Maria Carlo and Chauncey Veatch.

To increase results, Scholastic enhances the program with an instructional plan, new print materials to focus on oral language development, and online professional development.

2004

2003-2004 WestEd, an independent third party researcher, finds a consistent trend of improved early phonemic awareness, phonics, and sight word recognition skills for ELLs using NEARStar.

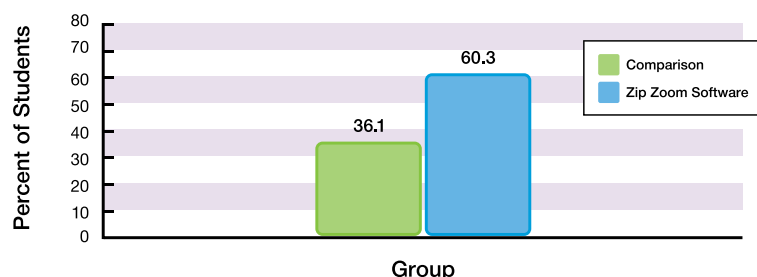
2006

2006 Scholastic launches Zip Zoom English.

2005

Proven effective at supporting young English Language Learners.

Percent of Students with Increased Scores on the Gates-MacGinitie Letter-Sounds Subtest

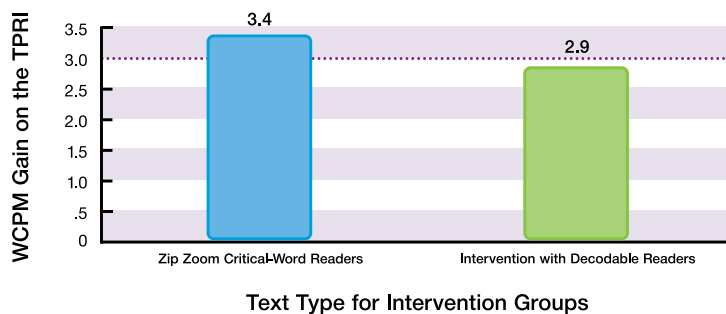


Independent, third-party research by WestEd showed a consistent trend of improved early phonemic awareness, phonics, and sight word recognition skills for ELLs using the program.

Source: West Ed and PREL

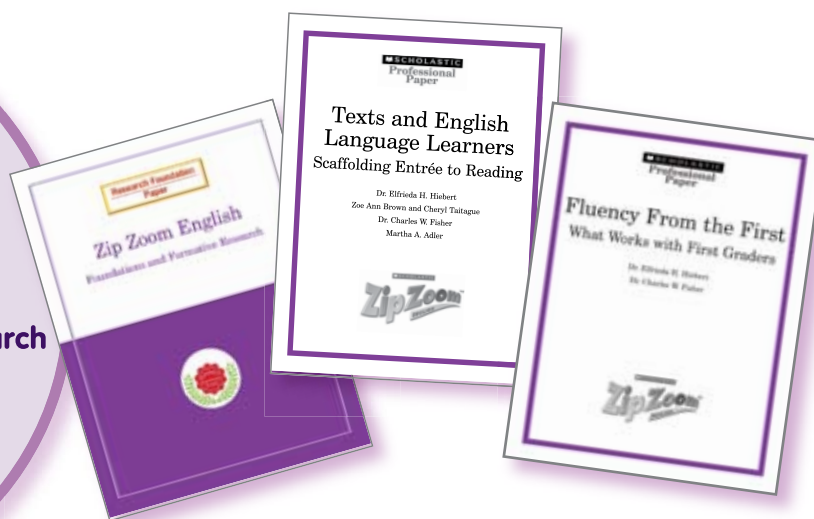
Recent studies on the Zip Zoom Critical-Word Readers reveal that students using these books for only 12 weeks improved their oral reading fluency by 3.4 words correct per minute for every week of instruction—exceeding the rate that researchers propose as necessary for closing the ELL achievement gap.

Closing the ELL Achievement Gap: Reading Fluency Gain Per Week of Instruction



Source: Hiebert, E.H. & Fisher, C.W.

For more information on the research supporting Zip Zoom English, visit www.scholastic.com/zipzoom/research to read the following papers:

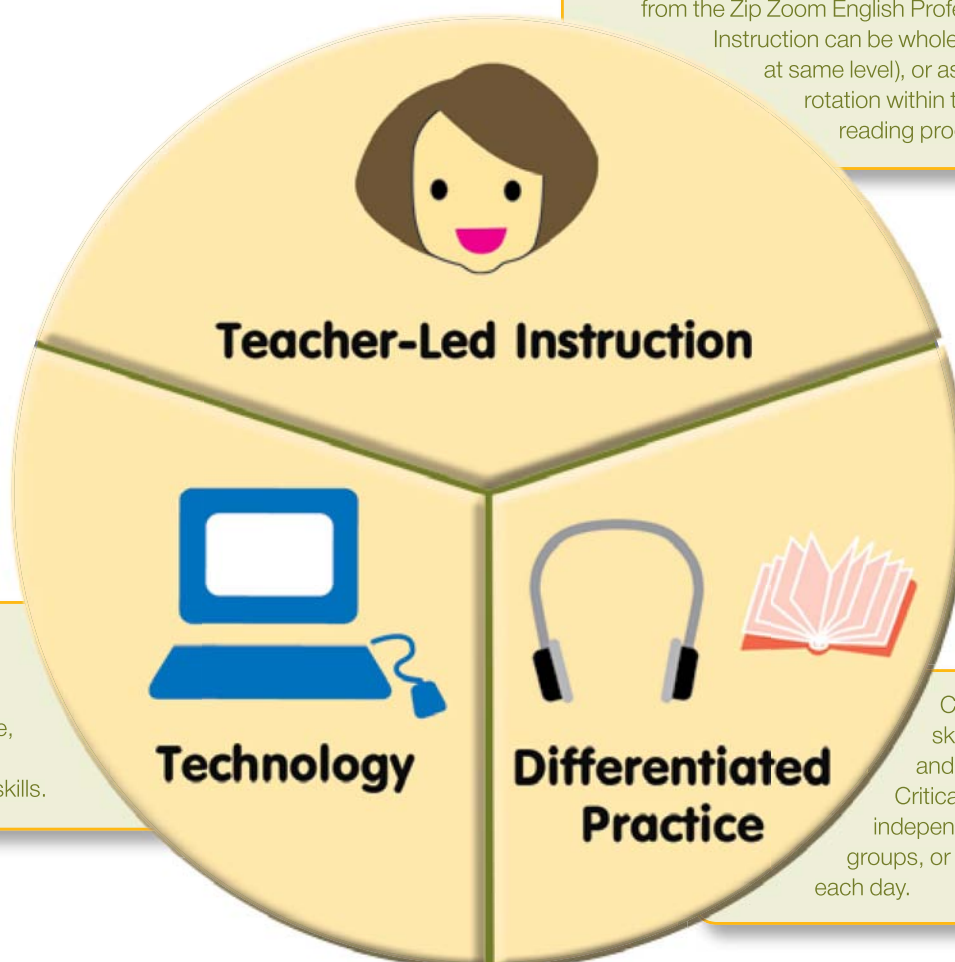


An implementation model that works in any setting.

Zip Zoom English supplements any core reading or ESL curriculum. It can be used flexibly as a push-in, pull-out, after-school, and/or summer school program.

Scholastic offers a full day of comprehensive Zip Zoom English training and support with every School Package. * The goal is to help teachers successfully implement and sustain the best teaching practices in the classroom and integrate the program into their curriculum.

Each day teachers provide at least 15 minutes of systematic and explicit instruction using lessons from the Zip Zoom English Professional Guide. Instruction can be whole class (for ELLs at same level), or as a small-group rotation within the core reading program.



Three times a week, children engage in self-paced learning on the interactive software, which reinforces the language and literacy skills.

Children practice skills and read and listen to the Critical-Word Readers independently, in small groups, or as homework each day.

* Training is not included with the Classroom Package.

Each level features topics that are relevant and engaging to children.

Enter the content-rich world of Zip Zoom English. Each level of the program is framed by a relevant concept. Then topic by topic, children deepen understanding, talk, listen, read, and write in a structured and supported way. Each level introduces new concepts and vocabulary which are reinforced in subsequent topics.

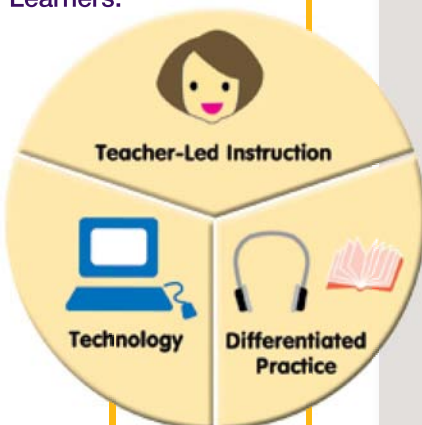
LEVEL 1 All About Me		LEVEL 2 Friends and School	LEVEL 3 Our Community and World
Lesson 1	Me!	We Go to School	Community Helpers
Lesson 2	My Body	At School	Places in the Neighborhood
Lesson 3	My Family	In My Backpack	Transportation
Lesson 4	My Home	Our Classroom	City Life
Lesson 5	Play Time	We Read and Write	Farm Life
Lesson 6	Pets	School Jobs	Our World: Earth and Sky
Lesson 7	Food	Our Day	Weather
Lesson 8	On the Move	How We Move	Plants
Lesson 9	Clothes	We Play Together	Animals
Lesson 10	Size	Going Places	Our World: Land and Sea

The following pages are from the “My Family” lesson in Level 1. Read on to find out about the Instructional Plan and the various support materials.

Instructional Plan

For planning ease, the Professional Guide contains an overview for each lesson and all the sessions contained within. Every lesson follows the same, integrated approach to addressing language and literacy development.

Follow this implementation model to ensure reading success for your English Language Learners.



Lesson 3

My Family

Practicing key vocabulary

Lesson Overview

Lesson 3

My Family

Teacher-Led Instruction
(pp. 92-101)

Listening & Expressing

Read-Aloud:
Brothers & Sisters
By Ellen B. Senisi

SESSION 1 Situate Language Learning

Read aloud a photo essay
Content Vocabulary family, mom, dad, brother, sister

Read-Aloud Script
Teacher Resources CD RA 1.3

SESSION 2 Develop Comprehension

Reread the photo essay
Listening Comprehension Summarize

Expansion Strategy
Listening Comprehension Summarize

Daily Conversation Ask and Answer Questions

Speaking & Communicating

Word & Picture Book
(p. 24-25)

SESSION 3 Use New Vocabulary

Talk about family activities
Content Vocabulary mom, dad, brother, sister, grandma, grandpa, baby

Language Function Present Progressive Verbs cooking, playing, loving, helping

SESSION 4 Enrich Language and Content

Create a family story
Language Function Pronouns he, she

Expansion Strategy
Academic Vocabulary Synonyms

Writing Sentences About Family

Daily Conversation Introduce Family Members

Differentiated Practice
(p. 102)

Content Knowledge
Family Picture (TRCD 1.3.1)

Listening Comprehension
Response Journal Page (TRCD 1.3.2)

Content Vocabulary
Content Vocabulary Cards (TRCD 1.3.3)

Language Production
Picture/Word Match (TRCD 1.3.4)

Technology
(pp. 36-37)

Lesson 3 Home Screen

Anchor Video

Vocabulary Builder

90 Level 1

10

1-800-SCHOLASTIC

Building
phonemic and
phonics skills

Developing
literacy skills

Reinforcing
and assessing
skills and
concepts

Connecting Sounds & Letters



Song & Chant
Poster Book (p. 5)

SESSION 5 Situate Literacy Learning

5 Sing a chant
Phoneme /d/
Sound/Letter /d/d
Letter Formation Dd

SESSION 6 Develop Literacy

6 Recite a rhyme
Phoneme /n/
Sound/Letter /n/n
Letter Formation Nn

Expansion Strategy
Phonological Awareness
Word Boundaries

Daily Writing Object Names

Reading & Writing



Reader 3A: My Dad
Reader 3B: My Mom
Audio Book CD

SESSION 7 Use Critical Words

7 Read My Dad
Critical Words
High-Meaning: dad, love
High-Frequency: is, now
Target Phonemes: /d/d, /n/n

SESSION 8 Enrich Literacy & Content

8 Read My Mom
Critical Words
High-Meaning: mom, love
High-Frequency: and, now, to
Target Phonemes: /d/d, /n/n
Fluency Choral Reading

Expansion Strategy
Fluency Repeated Reading

Daily Writing Family Picture Labels

Concluding the Lesson



Read-Aloud:
Brothers & Sisters
By Ellen B. Senisi

SESSION 9 Reinforce Learning

9 Review Language
Content Vocabulary
family, mom, dad, brother,
sister, grandma, grandpa,
baby

Review Literacy
Sound/Letter /d/d, /n/n
Critical Words mom, dad,
love, and, now, is, to

SESSION 10 Assess Learning

10 Assess Language
Development
Assess Literacy
Development
Review Data-Driven
Reports

Sounds & Letters

Activity Page d (TRCD 1.3.5)

Sounds & Letters

Activity Page n (TRCD 1.3.6)

Critical-Word Recognition

Word Cards (TRCD 1.3.7)

Reading Fluency

Take-Home Book (TRCD 1.3.8)

Reading Fluency

Readers 3A, 3B
Audio Book CD
Sentence Pattern Page (TRCD 1.3.9)
Song and Chant Activity Page
(TRCD 1.3.10a)
Letter Page Dd (TRCD 1.3.10b)
Letter Page Nn (TRCD 1.3.10c)



Phonological Awareness
Alliteration
Phonemes /d/, /n/
Sounds/Letters /d/d, /n/n



Songs & Chants



Sounds & Letters



Critical-Word Recognition
Fluency Intonation



Critical-Word Readers



Make-a-Book

Inside the Instructional Plan: Listening & Expressing

Developing oral language

Listening & Expressing

Speaking & Communicating

Session 1

My Family

Read-Aloud

Session 1
 To monitor progress, see below.
 Use Checklist 1.3 to record results.

Language Goal
 ✓ **Content Vocabulary:** family, dad, mom, sister, brother

Content Goal
 ✓ **Photo Essay:** Families

Spanish Support
 family (*familia*), dad (*papá*), mom (*mamá*), sister (*hermana*), brother (*hermano*)
 Cognate: family (*familia*)

ELL Best Practice
Total Physical Response
 Show the second page of the book, with the picture of the girl cuddling her baby sister. Use total physical response to demonstrate the meaning of the word *cuddle*. Invite children to name things they like to cuddle, such as a teddy bear, or times when they like to cuddle, such as during a bedtime story.

Quality read-aloud books, chosen by our academic team, help develop listening and production skills.

Language, literacy and/or content goals are listed for ongoing progress monitoring.

Translations and word-learning strategies are at point of use.

Techniques or language-transfer supports are highlighted.

Situate Language Learning

1 Learn About Family
Introduce Content Vocabulary Introduce the topic of families by showing a photo or drawing a stick figure picture of your family. Point to it as you say: **This is my family. This is my dad. This is my mom. This is me. This is my family. Today we are going to talk about families.**

2 Model Word Meanings
Introduce the Read-Aloud Show children the cover of the book. Read aloud the title.
 • Point to the brothers on the cover and say: **Many families have children. This is a boy. He is a brother. He is the brother of this girl and this baby. Raise your hand if you have a brother.** Follow the same routine to define and discuss sister.

Syllabication Invite children to finger-clap as they say each word with you. Model by saying *ba-by* as you clap your fingers together two times. Say: **Ba-by. Ba-by. The word baby has two parts, ba-by.**

3 Read the Book
Use Text to Model Language As you read, pause to clarify or restate the text in simple language. Show students pictures in the book while using the Read-Aloud Script for *Brothers and Sisters*. Help children connect their lives to what they see and hear in the book. Give special emphasis to the new content vocabulary about people in a family.

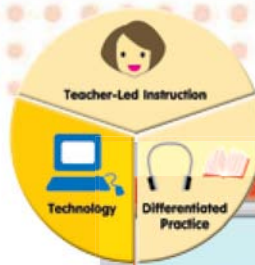
Read-Aloud Script See TRCD RA 1.3.

Point out that these boys are brothers. They are also twins, children born to the same mother at the same time.

Differentiated Practice See p. 102: Family Picture.

Sessions are expandable to meet every child's needs.

92 Level 1



Session
2

Develop Comprehension

1 Reread the Book

Connect to Previous Reading Use the cover and title to prompt a review and discussion of the book. Ask: **What is this book about? Let's reread to find out more about brothers and sisters.**

Model Summarizing Read the book aloud, using expressions and gestures to convey the meaning of the text. Stop every page or two to support comprehension. Use these examples as models for reading:

- (p. 6) **This baby boy is Ben's _____.** (brother)
- (p. 11) **These two girls are _____.** (sisters)
- (p. 24) **This mom, brother, and sister are a _____.** (family)

Buddy Buzz Pause on page 13 and invite children to summarize the book to this point. Use the Buddy Buzz Routine on page 237.

Expansion Strategy See the Listening Comprehension suggestion on this page.

2 Expand Vocabulary

Teach Challenging Words Teach and discuss interesting words from the story. Turn to page 13 and read the page aloud. Say the word *share*.

- Explain the word. In the story, **brothers and sisters learn to share things. These sisters share their parents.**
- Discuss the word. **Let's think of what it means to share something. If I say something that means share, say the word share. If I say something that doesn't mean share, do not say the word.**
 - ▶ I give you some of my raisins. (share)
 - ▶ I keep my book. (no response)

3 Develop Language Fluency

Language Exchange Invite children to tell about their own families. Use the model dialogue below to engage children in a conversation. Support children by repeating, confirming, and elaborating on their responses.

Teacher	Student
Do you have a brother?	Yes. I have a brother.
What is your brother's name?	Carlos.
Your brother's name is Carlos. Tell me more about your brother.	Carlos is four.

Differentiated Practice See p. 102: Response Journal Page.

Session 2

To monitor progress, see below.
Use Checklist 1.3 to record results.

Language Goal

- ✓ **Listening Comprehension:** Summarize

Content Goal

- ✓ **Dialogue:** Family Members

Listening Comprehension

Summarize

Guide children's retelling by modeling summarizing. After page 1, say: **This little girl is worried that her mom will love the new baby too much.** Explain that a good summary includes only the most important ideas.

Daily Conversation

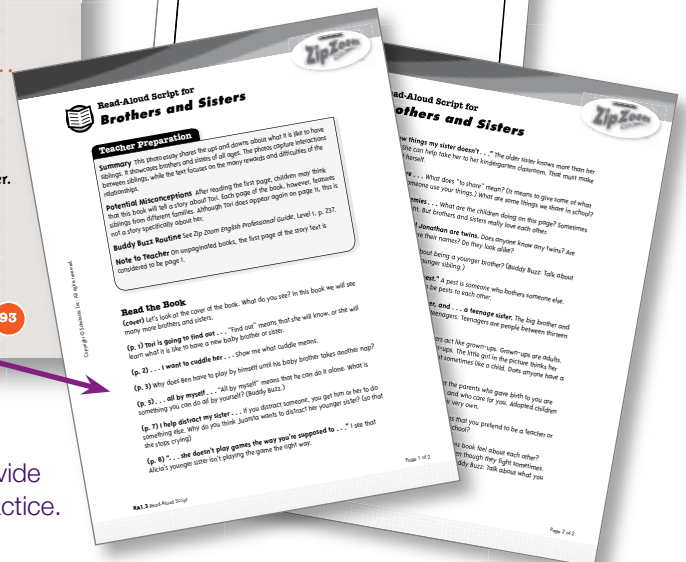
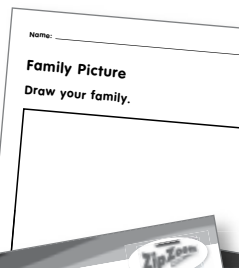
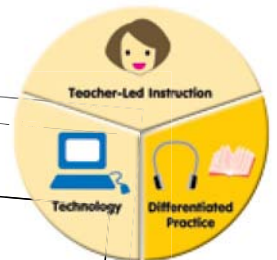
Ask and Answer Questions

Have pairs of children practice using family words as they share their family drawings.

Who is this? He is my brother.
Is this your sister? Yes, she is my baby sister.



The lesson home screen familiarizes students with the topic and surrounding learning areas.



Instructional resources provide additional differentiated practice.

Inside the Instructional Plan: Speaking & Communicating

Practicing
Key
Vocabulary

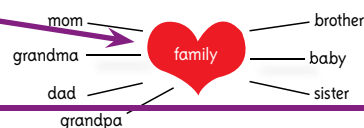
Speaking & Communicating

Session
3

Use New Vocabulary

1 Talk About Things Families Do

Review Content Vocabulary Create a family word web. Draw a heart and write the word *family* in the middle. Say: **This word is family.** Let's fill in the people in a family. Say each word after me. Write and say the following content vocabulary: *mom, dad, brother, sister, baby, grandma, grandpa.*



Expand Content Knowledge Build on what children know about families, by talking about family activities. Share a photo of your family. Say: **This is a picture of my family. What do you see? We are riding our bikes. Today, let's talk about things families do together.**

2 Teach Language Function

Introduce Verbs: Present Progressive Open the *Word & Picture Book* to pages 24–25. Use the following routine to review content vocabulary and to teach verbs.

- Point to the dad and say: **Who is this? (dad) What is he doing? Yes, Dad is cooking. What do you think he is cooking? He is getting the food ready for the family.**
- Repeat the routine for other verbs in the picture.

3 Discuss the Picture

Focus on Nouns and Verbs Ask children to use their *Word & Picture Book* to talk about people in a family (nouns) and the things they do (verbs). Use questions to prompt discussion and to model the pronouns *he* and *she*.

Encourage children to talk about what each family member is doing.



Differentiated Practice See p. 102: Content Vocabulary Cards.

Listening & Expressing

My Family



Word & Picture Book
(pp. 24–25)

Session 3

To monitor progress, see below.
Use Checklist 1.3 to record results.

Language Goals

- ✓ **Content Vocabulary:** *mom, dad, brother, sister, baby, grandma, grandpa*
- ✓ **Present Progressive Verbs:** *cooking, playing, loving, helping*

Content Goal

- ✓ **Family Activities**

Spanish Support

mom (mamá), dad (papá), brother (hermano), sister (hermana), baby (bebé), grandma (abuela), grandpa (abuelo)
Cognates: *mom (mamá), baby (bebé)*

Language Transfer

In Spanish, Chinese, and Thai, a complete sentence may not require a subject pronoun. For example, Spanish speakers may say "is cooking" as a complete sentence.

94 Level 1

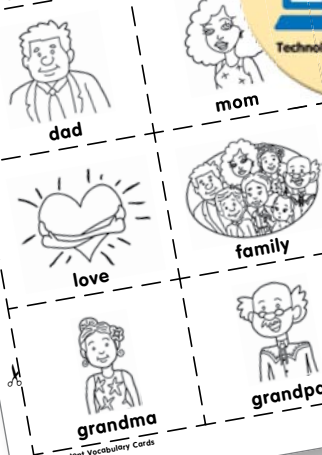
Instructional resources provide additional differentiated practice.

Illustrated narratives develop speaking and communication skills.

Content vocabulary is organized around a big idea.

Oral language routines allow for practice using vocabulary and with syntax.

Content Vocabulary Card



Connect the word with the picture.

mom
love
family
grandpa

dad
grandma

1.3.4 Picture/Word Match

Selected content vocabulary will be taught and later applied to children's reading.

Connecting Sounds & Letters

Reading & Writing

Session
4

Enrich Language and Content

1 Expand Language Use

Teach High-Meaning Words Turn to pages 24–25 in the *Word & Picture Book*. Use the Word Study Routine on page 239 to teach high-meaning words *mom*, *dad*, and *love*.

Teach Pronouns: *he* and *she* Model how to use the pronouns *he* and *she* to refer to male or female family members. Point to the picture of the mom and say: **Who is this? She is the mom.** Repeat for *dad*.

Buddy Buzz Children use pronouns to talk about family members.

2 Communicate Ideas

Language Exchange Explain to children that you will be using the picture in the book to help you write a story together. Use the sample dialogue below to help children prepare their ideas.

Teacher	Student
Who do you see in the picture?	Grandma. I see a grandma.
Tell us what she is doing.	She is reading.
Yes, Grandma is reading. Who is she reading to?	She is reading to the baby.
What do you like to do with your grandma or grandpa?	

Add Words to Word Web Add to the Family Word Web words children have learned. As you write each word on the web, say its name and have children repeat it.

Expansion Strategy See the Academic Vocabulary suggestion on this page.

3 Write Together

Create a Family Story Work with children to compose a story orally, based on the *Word & Picture Book*. Begin by saying and writing: **This is a family. They are having fun.** Help children integrate content vocabulary, verbs, and pronouns as they construct and dictate story ideas.

Summarize Story Ideas Transcribe children's ideas in simple sentences. Reread aloud and invite further discussion.

Differentiated Practice See p. 102: Picture/Word Match.

Teacher-directed writing events occur regularly.

dad
Anchor Video

my family
Vocabulary Builder

WORD BUZZ

Teacher-Led Instruction
Technology
Differentiated Practice

Session 4

To monitor progress, see below.
Use Checklist 1.3 to record results.

Language Goals

- ✓ **High-Meaning Words:** *mom*, *dad*, *love*
- ✓ **Pronouns:** *he*, *she*
- ✓ **Academic Vocabulary:** Synonyms

Content Goal

- ✓ **Writing:** Sentences About Families



Academic Vocabulary

Synonyms

Make a chart showing different words that may be used for family members. For example, next to *mom*, list *mother*, *mama*, *mommy*, *woman*. Next to *dad*, list *father*, *papa*, *daddy*, *man*.

Daily Conversation

Introduce Family Members

Have children take on roles to practice introductions.

This is my mom.

Her name is _____.

Lesson 3 95

The "Word Buzz" software builds background and introduces new vocabulary. Students practice saying and using new content vocabulary.

Inside the Instructional Plan: Connecting Sounds & Letters

Songs and chants help children connect sounds and letters.

Selected content vocabulary words are used to anchor instruction.

Literacy goals include phonemic awareness, alphabetic knowledge including letter name and letter formation, and sound/letter correspondence.



Listening & Expressing

My Family



Song & Chant Poster Book
(p. 5)

Session 5

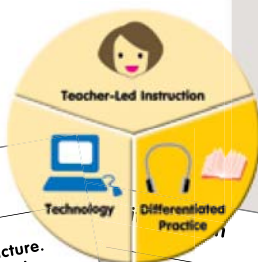
To monitor progress, see below.
Use Checklist 1.3 to record results.

Literacy Goals

- ✓ Initial /d/: dad, dance, dog, doll, duck
- ✓ Sound/Letter /d/d: dad
- ✓ Letter Formation: Dd

ELL Best Practice Articulation

Indicate the correspondence between each letter and its sound by demonstrating precisely how the sound is produced. For example, as you point to the letters *Nn*, say: /n/, drawing attention to the placement of your tongue to make that sound. For more support with articulation, see pages 243–246.



Speaking & Communicating

Session
5

Situate Literacy Learning

1 Preview /d/

Introduce the Chant Display the poster. Invite children to name each family member as you point to her or him. Say: **Dad begins with /d/. Today, we are going to learn a chant about a family. Let's listen for words that begin with /d/, like dad. Listen while I say the chant. Read aloud the rhyme.**



- Emphasize target phoneme /d/ in *diddle, dad, and dance*.

2 Teach Phonemic Awareness

Identify Initial /d/ Point again to the picture of the dad and say: **Dad, /d/ /ad/. Dad begins with the /d/ sound.** Then, say: **Dance, /d/ /ans/. Dance begins with the /d/ sound.** Have children repeat the chant with you, emphasizing the /d/ sound.

Reinforce Initial /d/ Explain to children that you are going to say some words. If a word begins with /d/, they should dance. Tell children that some words in the chant, such as *diddle* and *dee*, are silly words. Have them repeat each word after you, isolating the beginning sound: *dad, diddle, face, dog, duck, mom, doll, dance*.

Practice Initial /d/ Use the Phonics Routine on page 238 to practice phoneme words *dad, dog, door, desk, dime, duck, doll, and dish*.

3 Teach Sound-Letter Correspondence

Highlight /d/ in dad Write the letters *Dd* on the board. Say: **You can hear the sound /d/ at the beginning of dance. The letters *Dd* stand for the sound /d/.**

Reinforce Dd Ask children to form the letters on the tabletop using their fingers. Then have children identify the letter *d* in the rhyme. Each time they point to the letter, have them say its sound and name: /d/d.



Differentiated Practice See p. 102: Activity Page Dd.

Instructional resources provide additional differentiated practice.

Activity Page d



Say the name of each picture.
Circle the pictures that begin with d.



1.3.3 Activity Page d

Say the name of each picture.
Circle the pictures that begin with n.



Activity Page n

Building
phonemic and
phonics skills

Connecting Sounds & Letters

Reading & Writing

Session
6

Develop Literacy

1 Preview /n/

Introduce the Chant Read aloud "Engine, Engine, Number Nine." Say: *Number and nine begin with the sound /n/. Let's say "number nine" together, so that we hear the /n/ very clearly.* After chanting the rhyme together, help children name other /n/ words they know. (Examples: *nose, neck, name, no, night*)

Engine, Engine, Number Nine

Engine, Engine, Number Nine,
Running on the Chicago line.
See it sparkle, see it shine.
Engine, Engine, Number Nine.

Phonemic Awareness Songs and Rhymes, p. 40

- Emphasize words with initial phoneme /n/.

2 Teach Phonemic Awareness

Identify Initial /n/ Use the words that the children generated to expand instruction and say: *Neck, /n/ /ek/. Neck begins with the /n/ sound.* Say *neck, /n/ /ek/.*

Reinforce Initial /n/ Tell children that you are going to say some words. If a word begins with the /n/ sound, they should put a finger on their nose. Have them repeat each word after you, isolating the beginning sound: *nine, nut, cat, nose, nickel, newt, horse, noodle, now.*

Practice Initial /n/ Use the Phonics Routine on page 238 to practice phoneme words *nut, next, newspaper, nose, and nine.*

3 Teach Sound-Letter Correspondence

Highlight /n/ in neck Write the letters *Nn* on the chalkboard. Say: *The letters Nn stand for the sound /n/. You can hear the sound /n/ at the beginning of neck. Show me your neck.*

Reinforce Nn Ask children to form the letters in the air using their fingers. Then have children identify the letter *n* on the alphabet chart in the classroom. Help them name other words that begin with /n/.

Expansion Strategy See the Phonological Awareness suggestion on this page.

Differentiated Practice See p. 102: Activity Page Nn.

Session 6

To monitor progress, see below.
Use Checklist 1.3 to record results.

Literacy Goals

- ✓ Initial /n/: *nine, nut, nose, nickel, now*
- ✓ Sound/Letter /n/n: *neck*
- ✓ Letter Formation: *Nn*
- ✓ Phonological Awareness: Word Boundaries



Phonological Awareness

Word Boundaries

Use counting cubes or pennies to engage children kinesthetically and build awareness that sentences are comprised of separate words.

Daily Writing

Object Names

Have children find objects that begin with /d/ or /n/. Invite children to name the objects, then label them.

The "Alpha Beat" software interface is displayed, showing a child's progress and literacy goals. The interface includes a "Child" profile section with a photo and a "Teacher-Led Instruction" section. The "Song & Chants" section features a video of children singing. The "Sounds & Letters" section shows a large "dad" word and a "Dd" letter. The "ALPHA BEAT" logo is prominently displayed in the bottom right corner.

The "Alpha Beat" software first uses songs and chants to teach phonemic awareness and phonics skills. Then, children learn and practice vowel and consonant sounds for all 26 letters of the alphabet.

Inside the Instructional Plan: Reading & Writing

In each pair, the second book is designed to build upon and reinforce learnings from the first book.

Paired books are known as Critical-Word Readers. The first book connects children's knowledge about the topic and oral language skills to reading and literacy.

Books target the same topic, skills, and critical words.



Listening & Expressing

My Family



Critical-Word Readers 3A, 3B and Audio Book CD

Session 7

To monitor progress, see below.
Use Checklist 1.3 to record results.

Literacy Goal

- ✓ **Critical Words**
High-Meaning: *dad, love*
High-Frequency: *is, now*
Target Phonemes: /d/d, /n/n

Content Goal

- ✓ **Content Vocabulary in context**

Spanish Support

dad (*papá*), love (*amor*), is (*está*),
now (*ahora*), to (*a*), and (*y*)
Cognate: mom (*mamá*)

Language Transfer

Note that in Spanish, the articles *el, la, or un, una*, are chosen based on the gender and number of the noun with which they are associated, for example, *el papá* and *la mamá*.

Speaking & Communicating

Session
7

Use Critical Words

1 Read About Families

Preview Paired Books Hold up copies of *My Dad* and *My Mom*. Ask children to look at the covers and point to the titles. Say: **These books are about families. Who is in the pictures? Let's read the titles of the books together.**

2 Expand Literacy Skills

Teach Language Structure Use the covers to review nouns. Say: **This is a dad and a son. This is a mom and a daughter.** Explain that *dad, mom, son, and daughter* describe people.

Teach the Critical Words Use the Word Study Routine on page 240 to teach high-frequency words *is, and, now, to*. Give each child a copy of the Word Cards on page 249.

3 Read My Dad

Discuss the Book Show the cover and chorally read the title. Point to the illustration. Say: **This is a dad, or father. This is his son. The dad loves his son. The son loves his dad. Let's find out more about them.**



- Point out critical words *now, dad, is.*
- Reinforce target phoneme /d/ in *dad*.

Identify Critical Words Display the Word Cards for *dad, love, is, now*. Say each word and have children repeat it. Help children find the words in *My Dad*.

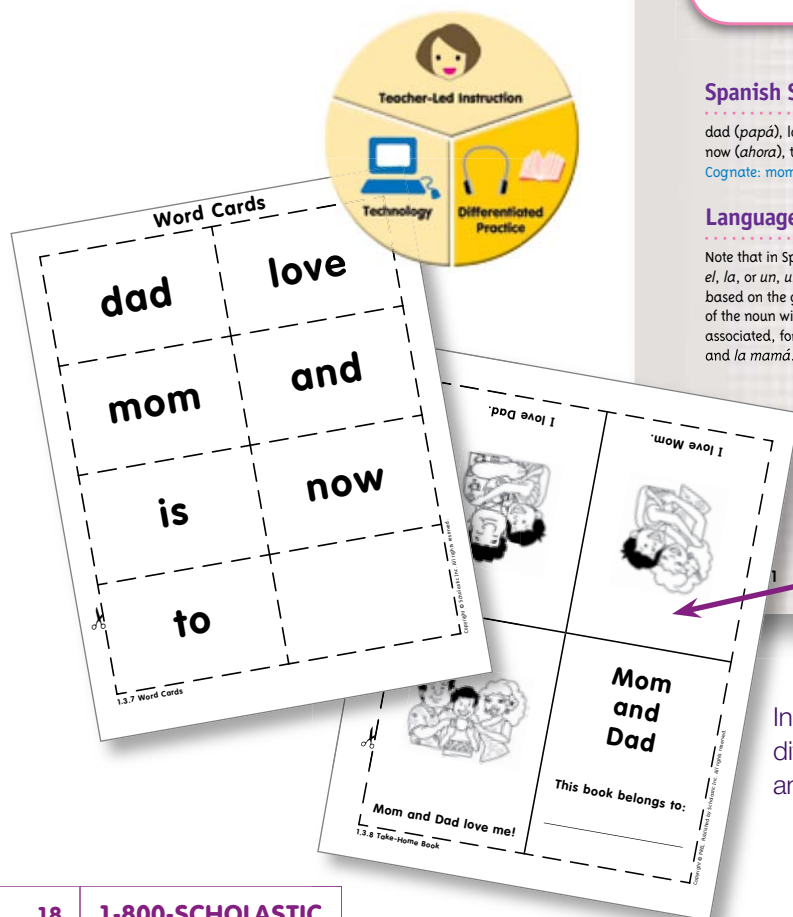
First Reading Read the Book Read the story aloud, with children following in their books. Check comprehension.

- (p. 3) **Where is Dad?**
- (p. 6) **Now where is Dad?**
- (p. 9) **How does the son feel? Does he love his dad?**

Second Reading Partner Reading Ask children to read the book with a partner or to read along with the *Audio Book CD*.

Differentiated Practice See p. 102: Word Cards.

Instructional resources provide additional differentiated practice on high-meaning and high-frequency words.



Developing literacy skills

Connecting Sounds & Letters

Reading & Writing

Session
8

Enrich Literacy and Content

1 Read *My Mom*

Connect to Previous Book Show the cover and chorally read the title. Make connections to *My Dad*. Say: **In the last book, we read about a son and his dad. This book is about a daughter and her mom.**



- Review critical word *see*.
- Point out critical words *mom, now*.
- Reinforce target phoneme /n/ in *now*.

Identify the Critical Words Display the Word Cards for *love, mom, and, now, to*. Say each word and have children repeat it. Help children find the words in *My Mom*.

First Reading Read the Book Read the story aloud, with children following in their books. Then talk about the book to check comprehension.

- (p. 3) **Where is the mom?**
- (p. 5) **What are the daughter and her mom doing?**
- (p. 9) **What are they doing now? What might they do next?**

Second Reading Partner Reading Ask children to read the book with a partner or to read along with the *Audio Book CD*.

2 Develop Fluency

Choral Reading Tell children that you will reread *My Dad* without saying the last word on each page. Ask children to read the last word chorally. Help them understand these words by using the letters, the sounds the letters make, and other clues. Repeat with *My Mom*.

Expansion Strategy See the *Fluency suggestion on this page*.

3 Connect Reading and Writing

Write Nouns Invite children to draw and label a picture of themselves having fun with a family member. Encourage children to use letters and words that they know in order to express their ideas. They can look at their word web for help writing family words.

Differentiated Practice See p. 102: *Take-Home Book*.

Daily independent writing practice occurs regularly.

Session 8

To monitor progress, see below. Use Checklist 1.3 to record results.

Literacy Goals

- ✓ **Critical Words**
High-Meaning: *mom, love*
High-Frequency: *and, now, to*
Target Phonemes: /d/d/, /n/n/
- ✓ **Fluency:** Choral Reading
- ✓ **Writing:** Labels

Content Goal

- ✓ **Reading:** Family Words



Fluency

Repeated Reading

Encourage children to do repeated readings of the stories with a different buddy each time. They can take turns reading aloud or can alternate pages with their reading buddy.

Daily Writing

Sentence Pictures

Use the sentence pattern "_____ is out. Now _____ is in," or "See my _____. Now see _____," as a springboard for children to draw and label a pair of pictures of a family member or a pet.

My mom is out. Now my mom is in.
See my dog. Now see my mom.

Lesson 3 99



BOOK
BLAST

Through the read-aloud and read-along modes of the "Book Blast" software, children read new vocabulary and develop comprehension and fluency skills. Then, they personalize their literacy experience by creating a printable book.

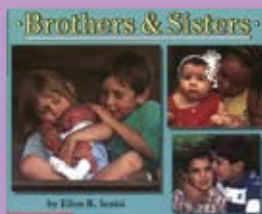
Inside the Instructional Plan: Concluding the Lesson

Reinforcing
and assessing
skills and
concepts



Concluding the Lesson

My Family



Read-Aloud

Session 9

To monitor progress, see below.
Use Checklist 1.3 to record results.

Language Goal

- ✓ Understand and use language functions orally

Literacy Goals

- ✓ Identify words with initial /d/ and /n/
- ✓ Read high-frequency and high-meaning words

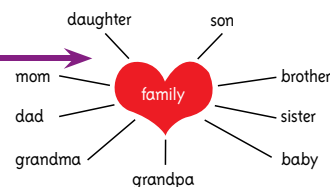
Content Goal

- ✓ Understand and use content vocabulary

Reinforce Learning

1 Talk About Family

Review the Word Web Gather children to review and discuss the Family Word Web. Ask children to repeat each word after you. Call on volunteers to use each word in a sentence or to tell something about the word.



2 Consolidate New Skills

Revisit the Read-Aloud Reread *Brothers & Sisters* to children. As you read, stop to point out and reinforce the following:

- **Content Vocabulary** On page 1, point out the words *brother*, *sister*, *baby*.
- **High-Meaning Words** On page 7, point out the word *mom*.
- **High-Frequency Words** On page 2, point out the words *and*, *to*, *is*.
- **Phoneme Example Words** On page 24, point out the phonemes and words: /d/ *dad*, /n/ *now*.

Use these prompts to guide a discussion of the book:

- How do these families have fun together?
- How are these families the same and different?
- How is your family like these families?

3 Make School-to-Home Connections

Summarize the Learning Remind children that during this lesson they learned about families. Encourage children to share their new ideas and words with their own families by:

- Reading the Take-Home Book, *Mom and Dad*, with a family member
- Sharing Word Cards and Content Vocabulary Cards at home.



Give each child a certificate of accomplishment for this lesson.
(TRCD 1.3.9b)



Differentiated Practice See p. 102: Critical-Word Readers.

Vocabulary is reviewed and used to discuss the learning.

The lesson's goals and skills are reviewed and reinforced.

Take-Home Books use the same critical words taught in the lesson.

Session 10

Assess Learning

As you assess children's language and literacy development, observe their ability to:

- understand the concept of family and use content vocabulary
- identify words that begin with /d/d and /n/n
- read and understand Critical Words

Assess Language Development

Word & Picture Book Use pages 24–25 of the *Word & Picture Book* to informally assess children's language learning. Ask each child to look at the pages and then tell a story about the picture. Listen for their use and understanding of the following language skills:

- **Content Vocabulary:** mom, dad, brother, sister, baby, grandma, grandpa
- **Language Function:** present progressive verbs
- **Phonological Awareness:** word boundaries

Assess Literacy Development

Make-a-Book Use the printouts of the Make-a-Book activity on the student software or make copies of the Take-Home Book on the *Teacher Resources CD*. Ask each child to read the book to you. Assess children's ability to consolidate new and known literacy skills:

- **High-Meaning Words:** dad, mom, love
- **High-Frequency Words:** is, now
- **Sounds/Letters:** /d/d, /n/n

Review Data-Driven Reports

Generate Reports Log on to the Teacher Manager and use the following reports to determine skill areas in need of additional support. (See pages 227–229 for a full description of reports.)

- **Messages Report** indicates when teacher intervention or instructional modification is needed.
- **Class Software Usage** monitors individual and class software use.

Differentiated Practice See options on p. 102.

Post-Assessment Options

Refer to Progress Monitoring Checklist 1.3 to determine next steps for children. Below are options for meeting the needs of individual children.

Additional Instruction

Use the Expansion Strategies found in sessions 2, 4, 6, and 8.

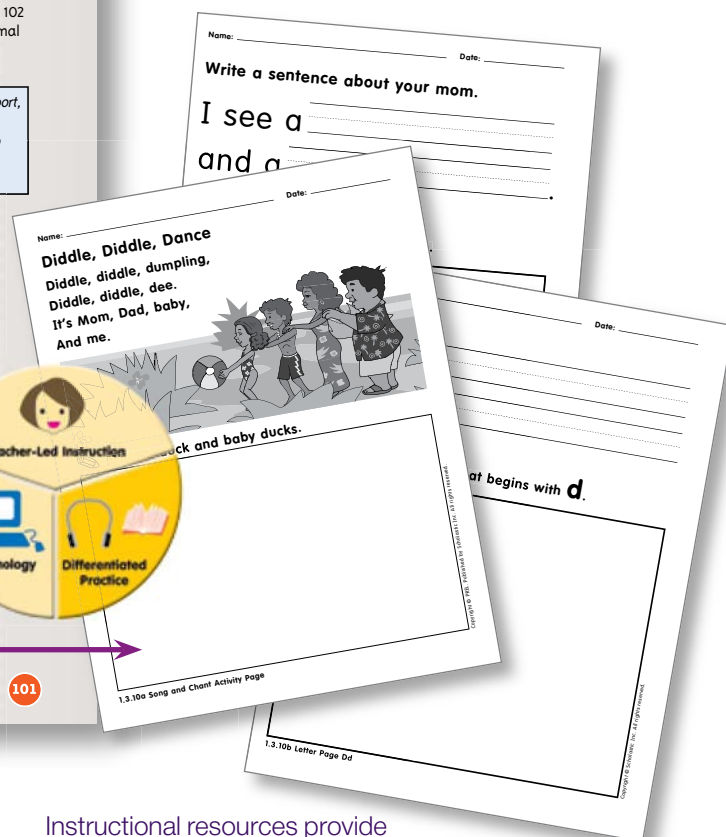
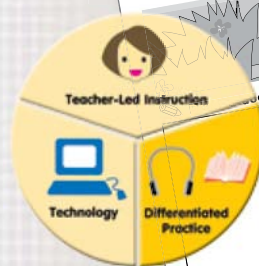
Additional Practice

Select from the Differentiated Practice options found on page 102 to provide children with additional practice or challenge.

For additional support, see *Professional Development Video Workshop: Word Count*. (TRCD PD 2)



Periodic assessments on the software monitor students' progress on the target skills and vocabulary in the lesson.



Lesson 3 101

Formal assessments are given on the computer. At any time, you can generate and review reports on the children's progress. Regular reminders help you review what children have accomplished.

Instructional resources provide additional differentiated practice.

Ongoing assessment helps monitor progress and differentiate instruction.

Directions for Administration: Placement Assessment A

Oral Vocabulary

- Turn to page 207 so that the child can see the test items for A. Say:
I am going to tell you the names of these pictures. Listen carefully. Then I will ask you to point to one of the pictures.
(point to bed) **Bed.** This is a bed.
(point to man) **Dad.** This is a dad.
(point to van) **Van.** This is a van.
(point to figure) **Run.** The boy can run fast.
Now you point to the picture of the dad. Dad.
- If the child does not provide a response in 5 seconds, repeat the picture prompts and the question stem.
- Record the answer on the Performance Summary (p. 226).
- Go on to item 8.

Phonological Awareness

- Turn to page 207 so that the child can see the test items for A. Say:
I am going to say the names of these pictures. Listen carefully.
(point to bed) **Bed.**
(point to man) **Dad.**
(point to van) **Van.**
(point to figure) **Run.**
- Which picture name begins with the sound /b/? Point to the picture.
- If the child does not provide a response in 5 seconds, repeat the picture prompts and the question stem.
- Record the answer on the Performance Summary (p. 226).
- Go on to item 8.

Placement Assessment

This individual assessment can be administered optionally to more advanced students who might start in Level 2.



Progress Monitoring Assessment

Formal assessments after each even-numbered lesson provide periodic checks on phonology, oral vocabulary, and reading vocabulary. The Progress Monitoring Checklist provides informal assessment opportunities based on each lesson's goals.

Progress-Monitoring Checklist 1.3

My Family

Child's Name _____ Date(s) _____

Use this checklist to record ongoing progress during the lesson and make decisions about the child's instructional needs and with development.

Listening & Expressing	Speaking & Communicating	Connecting Sounds & Letters
Lesson 1 goal 1 Talks about the pictures in the read-aloud. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 2 Identifies one of the pictures in the read-aloud. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 3 Gives a summary of one of the parts of the read. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support	Lesson 2 goal 4 Connects content words to corresponding pictures. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 5 Uses one content word to talk about the topic. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 6 Uses simple phrases or sentences related to the topic. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support	Lesson 3 goal 8 Participates in singing the new song. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 9 Identifies words that begin with /d/d/. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 10 Identifies words that begin with /r/r/. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support
Lesson 7 goal 8 Reads new critical words. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 9 Reads new content words. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 10 Reads words with initial /d/d/. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 11 Reads words with initial /r/r/. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support	Lesson 8 goal 10 Uses at least five of the topic words to discuss the picture. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 11 Uses one content word to talk about people or things. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support Goal 12 Uses a simple phrase or sentence relating to a family. <input type="checkbox"/> With no support <input type="checkbox"/> With some support <input type="checkbox"/> With full support	Lesson Assessment Use information gathered during this lesson to determine child's level for differentiated practice and/or further support. <input type="checkbox"/> High oral ability <input type="checkbox"/> Mid-level <input type="checkbox"/> Early level

Comments _____

Progress Monitoring Checklist 1.3

Assessment Time Line

The visual below shows assessment opportunities provided in this level of the program. Both formal and informal assessments allow you to make informed decisions during the instructional path. Information from these various instruments will reveal patterns and trends in individual student's progress so that you can make adjustments to instruction and practice.

Assessment Time Line

Lesson 1: Placement Assessment (Software Assessment)

Lesson 2: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.1)

Lesson 3: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.2)

Lesson 4: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.3)

Lesson 5: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.4)

Lesson 6: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.5)

Lesson 7: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.6)

Lesson 8: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.7)

Lesson 9: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.8)

Lesson 10: Progress Monitoring (Software Assessment, Self-Assessment, Checklist 1.9)

Outcomes Assessment (AI, AE, AS, ASSESSMENT)


If a student is in Grade 2 or 3, use Outcomes Assessment 1.1 and 2.1 (and reading sample).

Outcomes Assessment

Word fluency and oral reading fluency tests are available at the middle and end of each level.

Reporting that tracks individual and class progress.

Zip Zoom English software reports provide regular information on student performance, class performance and grouping, and software usage. Plus, special alerts let teachers know when students score below passing on assessments.




Class Software Usage

CLASS: Morning ESL

School: Gilbert Elementary

Teacher: Ms. Lisa Schirmer



Time Period: 05/01/05 - 05/03/05

Level 1

STUDENT	CURRENT LESSON	TOTAL SESSIONS	TOTAL TIME	START DATE	LAST SESSION DATE
Dulac, Marcel	2	6	48m	05/01/05	05/01/05
Valkes, Sally	2	8	1h, 25m	05/01/05	05/01/05
Holmes, Gilbert	3	10	2h, 05m	05/01/05	04/27/05
Knechutski, Jim	3	11	3h, 05m	05/01/05	04/27/05
Zhang, Xiao	7	25	6h, 25m	10/15/05	04/28/05

Level 2

STUDENT	CURRENT LESSON	TOTAL SESSIONS	TOTAL TIME	START DATE	LAST SESSION DATE
Carlos, Juan	2	28	10h, 40m	05/01/05	05/01/05
Mendez, Hector	2	38	10h, 40m	05/01/05	05/01/05
Camacho, Julie	4	38	10h, 40m	05/01/05	05/01/05
Medina, Ernest	9	45	10h, 40m	05/01/05	05/01/05

Level 3

STUDENT	CURRENT LESSON	TOTAL SESSIONS	TOTAL TIME	START DATE	LAST SESSION DATE
Chow, Martha	2	62	10h, 13m	05/01/05	05/01/05
Bracco, Christine	2	65	10h, 13m	05/01/05	05/01/05

How To Use This Report


Report: This report summarizes student use of the program providing details about what session they are in, how many sessions they have completed, their start date and their most recent session. Sessions are sorted into levels providing the opportunity to compare and contrast across levels. The report can be generated for a class or a group of students.

Following Morning program use by individual students. Compare the Total Time to Current Lesson to assess how long it took to complete a lesson. Use the Start Date to help with scheduling as the Zip Zoom is typically completed over the school day. Please additional details in the program for students who are showing low usage, or who are taking a long time to complete lessons.

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Page 1 of 1




Class Assessment and Grouping

CLASS: Morning ESL

School: Gilbert Elementary

Teacher: Ms. Lisa Schirmer



Date: 05/03/05

Summary

CLASS SUMMARY	ORAL VOCABULARY	PHONIC AWARENESS/ PHONICS	READING VOCABULARY	AVERAGE STUDENT SCORE
Ms. Schirmer	70%	70%	64%	70%

Level 1

STUDENT	ASSESSMENT LESSON SET	ASSESSMENT ATTEMPT	ORAL VOCABULARY	PHONIC AWARENESS/ PHONICS	READING VOCABULARY	AVERAGE STUDENT SCORE
Holmes, Gilbert	1 & 2	1*	5/12	15/15	5/6	86%
Valkes, Sally	1 & 2	2*	10/12	14/15	6/6	90%
Dulac, Marcel	1 & 2	1*	2/12	1/15	1/6	13%
Knechutski, Jim	3 & 4	2*	5/12	5/15	1/6	35%
Zhang, Xiao	5 & 6	2*	11/12	15/15	4/6	86%

Level 2


STUDENT	ASSESSMENT LESSON SET	ASSESSMENT ATTEMPT	ORAL VOCABULARY	PHONIC AWARENESS/ PHONICS	READING VOCABULARY	AVERAGE STUDENT SCORE
Carlos, Juan	1 & 2	1*	12/12	6/6	8/8	100%
Mendez, Hector	1 & 2	1*	4/12	4/6	2/6	27%
Camacho, Julie	3 & 4	1*	5/12	5/6	6/6	75%
Medina, Ernest	7 & 8	2*	11/12	6/6	6/6	89%

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Page 1 of 2

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Student Performance Snapshot

STUDENT: CHRISTINE BRACCO

Grade: 1

School: Gilbert Elementary

Teacher: Ms. Lisa Schirmer



Assignment Complete: 05/03/05

Level 3

Lessons: 1 & 2

Attempt 1: 05/03/05

ORAL VOCABULARY	PHONIC AWARENESS/ PHONICS	READING VOCABULARY	AVERAGE STUDENT SCORE	ASSESSMENT RESULT
STUDY WORDS	STUDY WORDS	STUDY WORDS		
LESSON 1	LESSON 2	LESSON 1	LESSON 2	LESSON 1
doctor	supermarket	gate	five	write/like
hospital	bank	cake	five	fly
			five	none

Attempt 2:

ORAL VOCABULARY	PHONIC AWARENESS/ PHONICS	READING VOCABULARY	AVERAGE STUDENT SCORE	ASSESSMENT RESULT
AP	AP	AP		
STUDY WORDS	STUDY WORDS	STUDY WORDS		
LESSON 1	LESSON 2	LESSON 1	LESSON 2	LESSON 1

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Page 1 of 1


Printed On: 05/03/05 v. 05

Class Performance

View whole class scores on oral vocabulary, phonology, and reading vocabulary as well as software use over time.

Student Performance

View detailed individual student performance on a specific assessment, including missed targeted vocabulary and sight words.




Student Performance Summary

STUDENT: CHRISTINE BRACCO

Grade: 1

School: Gilbert Elementary

Teacher: Ms. Lisa Schirmer



Date: 05/03/05

Level 2

ASSESSMENT LESSON SET	ASSESSMENT ATTEMPT	COMPLETION DATE	ORAL VOCABULARY	PHONIC AWARENESS/ PHONICS	READING VOCABULARY	AVERAGE STUDENT SCORE
1 & 2	1*	05/03/05	10/12	15/15	5/6	84%
3 & 4	2*	11/15/05	11/12	15/15	5/6	90%
5 & 6	1*	12/05/05	10/12	12/15	1/6	58%
7 & 8	2*	01/04/06	11/12	14/15	1/6	84%
	1*	03/14/06	8/12	12/15	1/6	53%
	2*	03/30/06	11/12	14/15	1/6	84%
9 & 10	1*	04/22/06	10/12	14/15	6/6	90%
	2*					

Level 3

ASSESSMENT LESSON SET	ASSESSMENT ATTEMPT	COMPLETION DATE	ORAL VOCABULARY	PHONIC AWARENESS/ PHONICS	READING VOCABULARY	AVERAGE STUDENT SCORE
1 & 2	1*	05/03/05	11/12	15/15	5/6	84%
	2*		AP	5/10	AP	AP

How To Use This Report

Report: This report provides a summary of an individual student's progress through the program. It begins with the assessment for the first lesson set and continues through the program through the end of the assessment. The report shows the student's performance on each of the two possible assessment attempts in each lesson set. The red arrow indicates that a student has performed better than a passing score on an assessment.

Following Morning program use by individual students. Compare the Total Time to Current Lesson to assess how long it took to complete a lesson. Use the Start Date to help with scheduling as the Zip Zoom is typically completed over the school day. Please additional details in the program for students who are showing low usage, or who are taking a long time to complete lessons.

Printed By: Lisa Schirmer

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Page 1 of 1

Printed On: 05/03/05 v. 05

Feel confident in your ability — so students can feel confident in their ability.

Research confirms what educational leaders already know: teachers are the single most important factor driving student achievement. Nowhere is this more true than with English Language Learners. It is critical that their classroom teachers are equipped with the strategies, tools and confidence to propel these students to the highest levels of academic success.



Zip Zoom English includes enrollment in the Scholastic RED online course *Reading Success for English Language Learners*. The course covers numerous topics to help accelerate language and literacy acquisition, including:

- The Context for Teaching English Language Learners to Read
- Phonemic Awareness, Phonics, and Spelling Instruction
- Fluency Instruction and Practice
- Vocabulary as a Critical Factor in Reading Comprehension
- Teaching Students to Comprehend a Wide Variety of Texts
- Writing Instruction for English Language Learners
- Content-Area Instruction for English Language Learners

The course also includes these online resources:

- Video modeling of best practices
- Online simulations
- Classroom management tools
- Faculty keynotes
- Assessments

Plus downloadable lesson plans, professional articles, student resources, and more!

Print materials reinforce distance learning and provide teachers and coaches with a wealth of resources that can be put to immediate use in the classroom.*



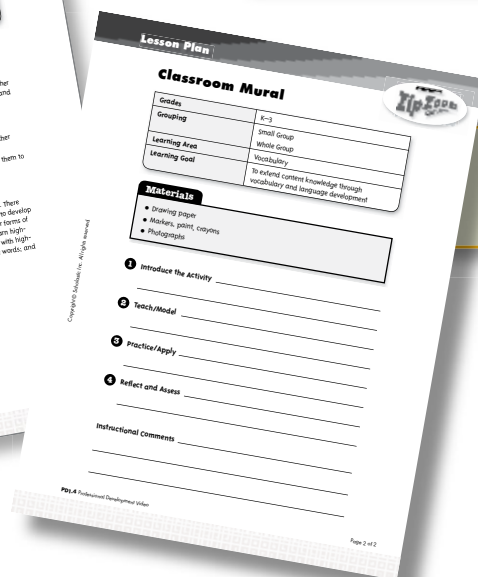
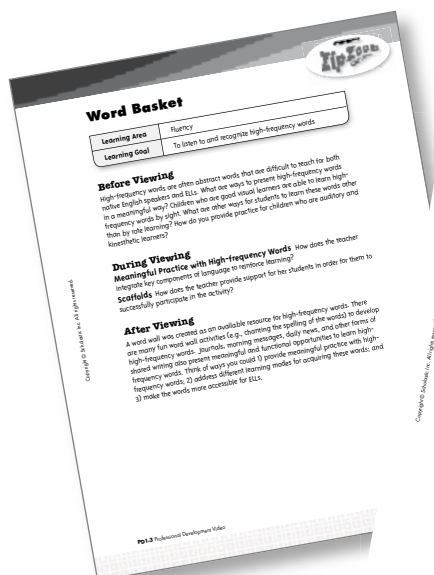
*Facilitator materials included only with School Package.

Additional video workshops deepen understanding for working with English Language Learners.

The Professional Development Video Workshops included on the Teacher Resources CD demonstrate how to adjust instruction to help ELLs achieve high academic standards. These workshops give teachers a real, in-class look at ESL and reading teachers modeling effective instructional practices.

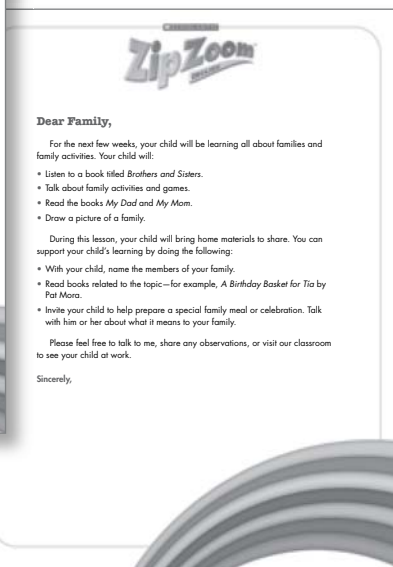
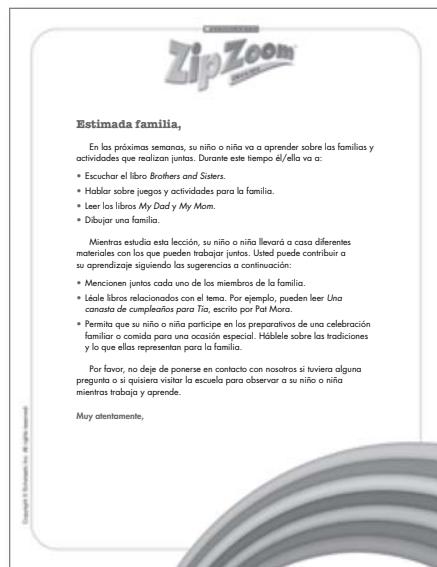
Each level features five video workshops, one for each of the five key elements of reading and language development as identified by the National Reading Panel and required by Reading First:

- Phonological and Phonemic Awareness
- Phonics and Decoding
- Vocabulary
- Comprehension
- Reading Fluency

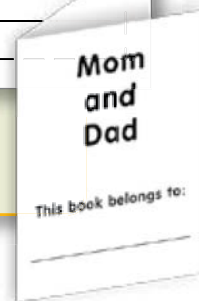
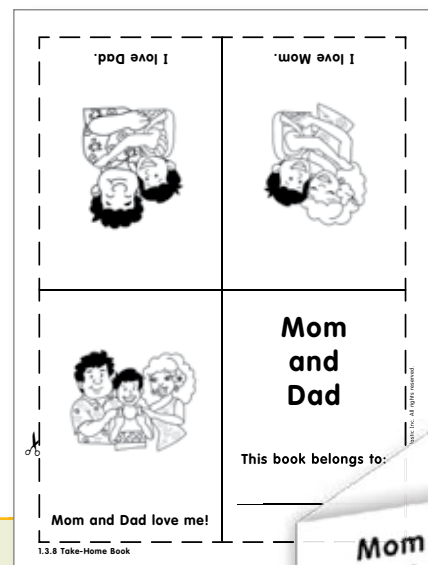


The Teacher Resources CD also contains printed materials that are used while watching the video workshops.

Develop and strengthen the school/home connection.



Zip Zoom English reinforces good classroom instruction with in-home practice, updates to the family, and ideas for strengthening the school/home connection.



Letter templates help teachers stay in touch with families by providing information about the curriculum and suggestions for at-home activities to reinforce lesson objectives.

A take-home book correlates to each lesson. Once the lesson is completed, the take-home book provides extra practice and reinforces learning of the lesson's language and literacy goals.

Scholastic proudly supports Lee y serás®



Lee y serás is a national Latino early literacy initiative that empowers and engages families and communities to foster children's literacy development. By providing research-based, in-culture, and bilingual curricula and materials

for families, childcare providers and leaders, the program's goal is to create long-term attitudinal and behavioral change — thereby helping to close the education achievement gap. Created by and for the community, the initiative is a collaboration of Scholastic, the National Council of La Raza (NCLR), and Verizon.

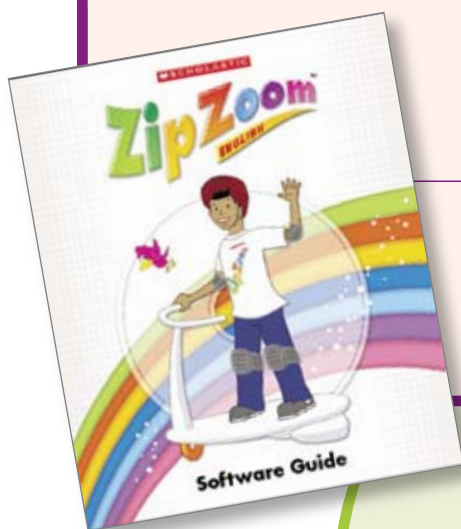
For more information visit www.leeyseras.net

Zip Zoom English includes everything you need for easy installation and management.

Recommended Technology Requirements

For best performance, your servers and client workstations should meet the recommended requirements below:

Client Workstations (e.g. Student or Teacher Computers)		File Server	
Windows	Macintosh	Windows	Macintosh
Operating System: Win 98SE, Win 2000, Windows XP Pro with latest service pack Processor: Pentium IV Processor speed: 1.4GHz Memory: 256MB Free Hard Disk Space: 350MB CD-ROM: Yes (for server install only) DVD: No Other: 16 bit sound card, Headphones, Access to Printer Internet Access: No	Operating System: OS X 10.2.8 or greater Processor: G4 Processor Speed: 1.25GHz Memory: 256MB Free Hard Disk Space: 350MB CD-ROM: Yes (for server install only) DVD: No Other: 16 bit sound card, Headphones, Access to Printer Internet Access: No	Operating System: Windows 2000/2003 Server Processor: Pentium IV Processor speed: 1.5 GHz or better Memory: 512MB Free Hard Disk Space: 500 MB plus 50 to 100 MB for student performance records CD-ROM: Yes (for server install only) DVD: No Other: 16 bit sound card, Acrobat Reader, Headphones, Access to Printer All users must have read/write access to the "databases" folder installed on the network. Internet Access: No	Operating System: Mac OS X 10.2 (Jaguar) Server Mac OS X 10.3 (Panther) Server Mac OS X 10.4 (Tiger) Server Processor: G4 Processor Speed: 1.25GHz Memory: 512MB Free Hard Disk Space: 500 MB plus 50 to 100 MB for student performance records CD-ROM: Yes (for server install only) DVD: No Other: 16 bit sound card, Acrobat Reader, Headphones, Access to Printer All users must have read/write access to the "databases" folder installed on the network. Internet Access: No
<p>If you have Macintosh and Windows client computers use, Windows 2000/2003 server software. If you have only Windows client computers, use Windows 2000/2003 server software. If you have only Macintosh client computers, use Windows 2000/2003 or Mac OS X 10.2, 10.3, 10.4, server software.</p> <p>Note: A Macintosh server configuration supports only Macintosh clients.</p>			



**Interested in
technical support for
Zip Zoom English? Contact
your regional office and ask
about our available tech
support plans.**

Experience Zip Zoom English today!

The Zip Zoom English interactive software is based on more than six years of research, and classroom tested with thousands of children across the country. Every lesson engages students in oral language development, phonemic and phonological skill building, and critical reading practice.

Visit us online at
www.scholastic.com/zipzoom
to experience an
interactive demo.

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Zip Zoom English Zip Into Language. Zoom Into Reading! Grades K-3

NEW! Available Spring 2006

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Zip Zoom English Home

Program Overview

- Student Experience
- Teacher Experience
- Leveling System
- Instructional Model
- Guided Tour
- Components at a Glance
- Management System

Authorship Team

Research & Validation

Professional Development

Funding Opportunities

Contact Zip Zoom

Looking for a Print-Based Solution?

Zip Zoom Critical-Word Readers!

Try Zip Zoom Critical-Word Readers!

Learn More

See All Solutions for English-Language Learners:

- Books
- Professional Development
- Curriculum Programs
- Technology

Learn More

Program Overview: Student Experience

Technology:
Zip Zoom software for English Language Learners uses the power of technology to instruct students on vocabulary, phonics, and reading. [Click here](#) to learn about the print materials.

Try it now!
Click on the buttons below to experience the Zip Zoom English software.

You will need the Flash plug-in to see the interactive. [Click here](#) to get the plug-in.

WORD BUZZ
ALPHA BEAT
BOOK BLAST
ASSESSMENT

Print Materials:
Zip Zoom Critical-Word Readers along with Scholastic trade book Read-Alouds and Word & Picture Books are proven to work and complement the multimedia instruction.

My Mom **My Dad**

Critical-Word Readers

Zip Zoom Critical-Word Readers are specifically designed for beginning English-Language Learners in Grades K-3.

- Look Inside Level 1 Books
- Look Inside Level 2 Books
- Look Inside Level 3 Books
- Learn About the Text in Critical-Word Readers

Brothers & Sisters

Read-Alouds

These favorite Scholastic titles engage students and support language acquisition.

- Look Inside

All About Me

Word & Picture Books

These books present content vocabulary for each lesson in colorful, contextual settings.

- Look Inside

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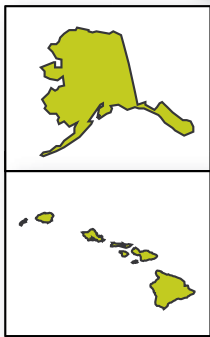
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See what educators are saying about Zip Zoom English — the breakthrough program for ELLs!

“Zip Zoom offers
struggling students
the opportunity to be
successful. THANKS!”

Teacher, Garfield Elementary,
Santa Ana, CA

“I found the program to be
very helpful for my student’s
language development. I
found the students engaged
and enjoying themselves
as they were learning new
vocabulary”

Teacher, Edison Elementary,
Union City, NJ

“It builds on English
language skills...that
are precursors to
successful reading.”

Teacher, The Accelerated School,
Los Angeles, CA

“The kids are thrilled. They love it...
They come in begging to do Zip Zoom...
Some kids are choosing to do it at recess.”

Teacher, Parkdale Elementary,
Parkdale, OR

