

**Company:** DynEd International, Inc.  
**Product:** *Let's Go*  
**Aligned to:** TESOL ESL Standards (PreK – 3)

**Organization:** Teachers of English to Speakers of Other Languages  
TESOL

**General Description:** Winner of 13 awards for educational excellence, *Let's Go* is a multimedia program designed for children learning to read and write in English. (See last page “DynEd’s Awards.”)

**Grade Levels:** Pre-K-3 (ages 4-10)

**Proficiency Level:** Beginning

**Course Description:** *Let's Go* consists of six levels with eight theme-based units in each level. Each unit opens with a rhyming Song and a Conversation, followed by lessons in Vocabulary, Grammar, and Phonics. Each unit ends with a Game. Listening, speaking and reading activities are featured within the units, which occur sequentially, developing from simple to more complex vocabulary and language structures. Review is integrated throughout the course.

**Computer-based Tools:** Record/Playback

**Computer-based Resources:** Reading, Help, Translation

**Teacher Tools:** Records Manager allows teachers to monitor individual and class learning and suggests remediation.

**Assessment:** Kid’s Placement Test, Records Manager, Score-based quizzes, Mastery Tests

**Teacher Materials:** Teacher’s Guide, User’s Guide, Study Guide

**Product:** *Let's Go*  
**Aligned to:** TESOL Standards (PreK – 3)

**Goal 1: To use English to communicate in social settings**

---

Below are general descriptions for each of the skill areas for students achieving Goal 1, Standards 1-3. “X” indicates that the indicator does not apply to that grade level or cluster.

**Goal 1, Standard 1:** To use English to communicate in social settings: Students will use English to participate in social interactions

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- sharing and requesting information	Level 1, Unit 1: Greetings, Introducing yourself, Asking about objects
- expressing needs, feelings, and ideas	Level 1, Unit 7: Expressing hunger and thirst, Asking what someone wants, Expressing wants Level 5, Unit 3: Asking about and expressing needs
- using nonverbal communication in social interactions	All Units: Songs and Conversations introduce key concepts See <i>Let's Go</i> Teacher's Guide, Teaching Activities, pp. 20-21
- getting personal needs met	Level 1, Unit 7: Expressing hunger and thirst, Expressing wants Level 5, Unit 3: Asking about and expressing needs
- engaging in conversations	All Units: Conversation See <i>Let's Go</i> Teacher's Guide p. 19
- conducting transactions	Level 3, Unit 2: Asking for/offering something, Accepting something

**Goal 1, Standard 2:** To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- describing, reading about or participating in a favorite activity	Level 3, Unit 3: Asking about activities, Describing activities
- sharing social and cultural traditions and values	Levels 1-3, Units 1-4: Daily/Social routines
- expressing personal needs, feelings and	Level 2, Unit 2: Expressing physical

ideas	states Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes Level 5, Unit 3: Asking about and expressing needs
- participating in popular culture	Levels 1-3, Units 1-4: Daily / Social routines Level 4, Unit 6: Sports Concentration Game Level 6, Unit 2: Comparing tastes, aromas, sounds, textures, and appearances

**Goal 1, Standard 3:** To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- testing hypotheses about language	All Units: Voice Record / Playback, Grammar, Score-based quizzes, Mastery Tests, Games
- listening to and imitating how others use English	All Units: Conversation, Repetition, Songs
- exploring alternative ways of saying things	All Units: Conversation See <i>Let's Go</i> Teacher's Guide p. 16: The program adjusts to individual student performance, varying the depth and variety of the language in the lesson.
- focusing attention selectively	All Units: Interaction with audio and visual cues
- seeking support and feedback from others	Level 2, Unit 4: Asking about a problem, Expressing ability/inability, Describing ability/inability See <i>Let's Go</i> Teacher's Guide p.16: During group study students can discuss program choices and explain the reasons for their choices.
- comparing nonverbal and verbal cues	All Units: Interaction with audio and visual cues
- self-monitoring and self-evaluating language development	All Units: Voice Record / Playback, Score-based quizzes, Mastery Tests, Games
- using the primary language to ask for clarification	All Units: Translation (in bilingual versions)
- learning and using language "chunks"	All Units: Conversation, Voice Record / Playback, Songs, Reading

	activities
- selecting different media to help understand language	All Units: Interaction with audio and visual cues, Help button, Reading, On-screen text provided in most lessons, Voice Record / Playback
- practicing new language	All Units: Conversation, Grammar, Vocabulary, Phonics, Games
- using context to construct meaning	All Units: Interaction with audio and visual cues

## **Goal 2: To use English to achieve academically in all content areas**

Below are general descriptions for each of the skill areas for students achieving Goal 2, Standards 1-3. “X” indicates that the indicator does not apply to that grade level or cluster.

**Goal 2, Standard 1:** To use English to achieve academically in all content areas:  
Students will use English to interact in the classroom

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- following oral and written directions, implicit and explicit	All Units: Response to audio computer-based instructions and interaction with all exercises and activities
- requesting and providing clarification	Level 1, Units 1-5: Asking about colors, Describing objects, Asking about people, Describing people, Guessing, Describing objects
- participating in full class, group, and pair discussions	See Teacher's Guide: Teaching Activities
- asking and answering questions	Level 1, Unit 1: Greetings, Introducing yourself, Asking about objects All Units: Conversation
- requesting information and assistance	Level 3, Unit 1: Asking about the location of a person, Asking about the location of a place Level 6, Unit 5: Asking for and giving advice and suggestions All Units: Help button
- negotiating and managing interaction to accomplish tasks	Level 3, Unit 1: Interrupting someone, Asking about the location of a person, Asking about the location of a place

	Level 3, Unit 2: Asking for/offering something, Accepting something
- explaining actions	Level 2, Unit 8: Describing what you are doing Level 5, Unit 5: Asking about and stating what someone did, Asking about and stating what someone is going to do
- elaborating and extending other people's ideas and words	Level 5, Unit 1: Asking about and describing what someone likes to do, Asking about and describing what someone likes to be Level 6, Unit 7: Expressing and describing an emotional reaction
- expressing likes, dislikes, and needs	Level 1, Unit 8: Asking about favorites, Expressing likes Level 2, Unit 5: Asking about wants/likes, Expressing wants/likes Level 5, Unit 3: Asking about and expressing needs

**Goal 2, Standard 2:** To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- comparing and contrasting information	Level 5, Unit 4: Comparing sizes and speeds Level 6, Unit 2: Comparing tastes, aromas, sounds, textures, and appearances, Making comparisons and stating preferences
- persuading, arguing, negotiating, evaluating, and justifying	Level 3, Unit 5: Asking for clarification Level 6, Units 2-7: Making comparisons, Asking for and giving advice, suggestions, Asking about and expressing opinions
- listening to, speaking, reading, and writing about subject matter information	All Units: Conversation, Reading, Voice Record / Playback See <i>Let's Go</i> Teacher's Guide: Students can transcribe or copy the words and sentences they hear in the program. In-class dictations and other writing exercises will help students learn new vocabulary and

	language forms. The <i>Let's Go</i> Workbooks provide a variety of written exercises to reinforce the language in the lessons.
- gathering information orally and in writing	All Units: Listening comprehension, Conversation, Reading See <i>Let's Go</i> Teacher's Guide: Students can transcribe or copy the words and sentences they hear in the program.
- retelling information	Level 3, Unit 3: Asking about activities, Describing activities Level 4, Units 3 & 4: Asking about and describing what was happening at a point in time
- selecting, connecting, and explaining information	Level 1, Units 1 & 2: Asking about objects, Asking about colors, Describing objects All Units: Interaction with audio and visual cues
- analyzing, synthesizing, and inferring from information	Level 1, Unit 5: Guessing All Units: Interaction with audio and visual cues
- responding to the work of peers and others	See <i>Let's Go</i> Teacher's Guide: Teaching Activities
- representing information visually and interpreting information presented visually	All Units: Interaction with visual cues See <i>Let's Go</i> Teacher's Guide: Teaching Activities
- hypothesizing and predicting	Level 5, Unit 3: Talking about the future using will, Describing tomorrow's weather Level 5, Unit 5: Asking about and stating what someone is going to do
- formulating and asking questions	Level 1, Unit 1: Asking about objects All Units: Conversation
- understanding and producing technical vocabulary and text features according to content area	All Units: Vocabulary, Reading See Teacher's Guide, Teaching Activities
- demonstrating knowledge through application in a variety of contexts	All Units: Voice Record / Playback, Score-based quizzes, Mastery Tests, Games, Songs

**Goal 2, Standard 3:** To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- focusing attention selectively	All Units: Interaction with audio and visual cues, Voice Record / Playback, Reading button, Listening button
- applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text	All Units: Reading button, On-screen text provided in most lessons
- using context to construct meaning	Level 1, Unit 5: Guessing All Units: Interaction with audio and visual cues
- taking notes to record important information and aid one's own learning	See <i>Let's Go</i> Teacher's Guide: Students can transcribe or copy the words and sentences they hear in the program. In-class dictations and other writing exercises will help students learn new vocabulary and language forms. The <i>Let's Go</i> Workbooks provide a variety of written exercises to reinforce the language in the lessons.
- applying self-monitoring and self-corrective strategies to build and expand a knowledge base	All Units: Voice Record / Playback, Score-based quizzes, Mastery Tests, Games
- determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)	X
- planning how and when to use cognitive strategies and applying them appropriately to a learning task	All Units: Interaction with audio and visual cues, Voice Record / Playback, Reading button, Listening button See <i>Let's Go</i> Teacher's Guide, Teaching Activities
- actively connecting new information to information previously learned	All Units: Each lesson uses language and vocabulary introduced in earlier lessons
- evaluating one's own success in a completed learning task	All Units: Score-based quizzes, Mastery Tests, Games, Voice Record / Playback
- recognizing the need for and seeking assistance appropriately from others (e.g.,	Level 2, Unit 4: Asking about a problem, Expressing ability/inability,

teachers, peers, specialists, community members)	Describing ability/inability in others Levels 3 & 4, Units 1-8: Question Formation and Response Level 4, Units 1-4: Introduction of Past / Future Time See <i>Let's Go</i> Teacher's Guide: Teaching Activities
- imitating the behaviors of native English speakers to complete tasks successfully	All Units: Repetition, Conversation, Grammar, Phonics
- knowing when to use native language resources (human and material) to promote understanding	All Units: Translation (in bilingual versions)

### **Goal 3: To use English in socially and culturally appropriate ways**

Below are general descriptions for each of the skill areas for students achieving Goal 3, Standards 1-3. "X" indicates that the indicator does not apply to that grade level or cluster.

**Goal 3, Standard 1:** To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- using the appropriate degree of formality with different audiences and settings	Level 1, Unit 4: Introducing family members, Meeting someone politely
- recognizing and using standard English and vernacular dialects appropriately	X
- using a variety of writing styles appropriate for different audiences, purposes, and settings	X
- responding to and using slang appropriately	X
- responding to and using idioms appropriately	Levels 4-6: Songs, Conversations, Games
- responding to and using humor appropriately	Levels 4-6: Songs, Conversations, Games
- determining when it is appropriate to use a language other than English	All Units: Translation (in bilingual versions)
- determining appropriate topics for interaction	All Units: Conversation

**Goal 3, Standard 2:** To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- interpreting and responding appropriately to nonverbal cues and body language	All Units: Interaction with visual cues See Teacher's Guide: Teaching Activities pp. 20-21
- demonstrating knowledge of acceptable nonverbal classroom behaviors	Level 1, Units 1-3: Classroom commands 1-3 All units: Interaction with visual cues See <i>Let's Go</i> Teacher's Guide: Teaching Activities pp. 20-21
- using acceptable tone, volume, stress, and intonation, in various social settings	All Units: Voice Record / Playback, Conversation, Song, Repetition See <i>Let's Go</i> Teacher's Guide: Teaching Activities
- recognizing and adjusting behavior in response to nonverbal cues	All Units: Interaction with audio and visual cues

**Goal 3, Standard 3:** To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

<b>Descriptors</b>	<b><i>Let's Go</i></b>
- observing and modeling how others speak and behave in a particular situation or setting	All Units: Conversation, Repetition, Voice Record / Playback, Interaction with audio and visual cues
- experimenting with variations of language in social and academic settings	All Units: Conversation, Voice Record / Playback, Games See <i>Let's Go</i> Teacher's Guide: Teaching Activities
- seeking information about appropriate language use and behavior	All Units: Help button, Grammar, Score-based quizzes, Mastery Tests, Games, Interaction with audio and visual cues
- self-monitoring and self-evaluating language use according to setting and audience	All Units: Voice Record / Playback, Score-based quizzes, Mastery tests, Games, Interaction with audio and visual cues
- analyzing the social context to determine appropriate language use	Level 1, Units 1-5: Greetings, Introducing friends, Introducing family, Meeting someone politely, Birthday greetings
- rehearsing variations for language in	Level 1, Units 1-4: Greetings,

different social and academic settings	Introducing friends, Introducing family, Meeting someone politely, Classroom commands
- deciding when use of slang is appropriate	X

## EDUCATIONAL AWARDS FOR

### *Let's Go*

Rated BEST By Educators, for Educators from Independent Organizations

#### *Let's Go* (Primary)

- \* 2003 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- \* 2003 EDDIE Award for Best Software: Early Elementary
- \* 2003 BESSIE Award for Best Early Elementary: ESL
- \* 2000 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- \* 1998-1999 Technology & Learning Magazine's Best ESL School Software Award of Excellence
- \* 1998 EDDIE Award for Best Software: ESL Elementary Education
- \* 1998 Media & Methods' Award Portfolio Winner
- \* 1997 California Instructional Technology Clearinghouse's "Desirable" Rating (second highest)
- \* 1997 EDDIE Award for Best Early Elementary Education: ESL
- \* 1996-1997 Technology & Learning Magazine's Best ESL School Learning Software Award of Excellence
- \* 1996 Finalist for the Japanese Multimedia Grand Prix