

Language Arts Through ESOL
SUNSHINE STATE STANDARDS--FLORIDA
for
DynEd's
LET'S GO (Pre-K-3)

General Description:	Winner of 13 awards for educational excellence, <i>Let's Go</i> 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 through lower intermediate
Course Description:	<i>Let's Go</i> 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, DynEd General Placement Test, Records Manager, Score-based quizzes, Mastery Tests
Teacher Materials:	Teacher's Guide, User's Guide, Study Guide

Language Arts Through ESOL
Sunshine State Standards – Florida
CORRELATED TO
DynEd’s
LET’S GO (Pre-K-3)

	Let’s Go
KINDERGARTEN	
Listening, Viewing, Speaking – <i>The student:</i>	
Listens for a variety of informational purposes: <i>following directions, commands, classroom procedures</i> TESOL 1.3 2.1	
Recognizes personal preferences in listening to literature and other material: <i>participate in interactive read-alongs, songs, rhymes, etc., express likes/dislikes</i> TESOL 1.2 1.3 2.2	
Carries on a conversation with another person seeking answers and further explanations of the other’s ideas through questioning and answering: <i>the weather, school activities, school life, etc. basic conversational phrases</i> TESOL 1.1 2.2 3.3	
determines the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate TESOL 1.2 2.3	All Units: Introductory Song, Grammar, Game
participates in rhymes, songs, conversations, and discussions TESOL 1.2 1.3 2.2	All Units: Introductory Song, Conversation
asks and answers relevant questions and make contributions in small or large group discussions TESOL 1.1 2.3 2.1	All Units Level 1 Unit 2 Asking about objects

	Let's Go
gains increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense TESOL 1.3 2.1 2.3	All Units <i>Grammar Exercises</i> Level 1 Unit 3 Plural objects, Level 3 Unit 7 Asking about the past
employs English content area vocabulary in context	All Units <i>Conversation Vocabulary</i>
learns the vocabulary of school such as numbers, shapes, colors, directions, and categories	Level 1 Unit 3 Asking about objects, Unit 2 colors, Unit 5 Describing objects
uses vocabulary to describe clearly ideas, feelings, and experiences	Level 3 Unit 4 Describing daily routine
clarifies and supports spoken messages using appropriate props such as objects, pictures, or charts	Level 1 Unit 5 Concentration <i>Game</i>
Reading – The student:	
Predicts what a passage is about based on its title and illustrations: <i>labeling pictures, asking/answering questions, clozed questions</i> TESOL 2.1 2.2	
Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues: <i>match words to objects, demonstrate phonemic awareness, word/letter relationships</i> TESOL 1.3 1.1 2.2.	
knows that print moves left to right across the page and top-to-bottom	All Units <i>Grammar Exercises</i>
understands how print is organized	All Units <i>Grammar Exercises</i>

	Let's Go
knows the names of letters of the alphabet, both upper and lower case	Level 1 <i>Alphabet A-Z</i>
understands that spoken words are represented in written language by specific sequences of letters	Level 1 Unit 1 <i>Alphabet A-Z</i>
demonstrates the concept of <i>word</i> by dividing spoken sentences into individual words	Level 1 Unit 1 <i>Alphabet A-Z</i>
produces rhyming words and distinguish rhyming words from non-rhyming words	All Units: <i>Introductory Song</i>
Understands the basic phonetic principles	All Units All Lessons <i>Phonics</i>
Understands the concept of words and constructs meaning from shared text, illustrations, graphics and charts	All Units All Lessons <i>Phonics</i>
segments one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds	All Units All Lessons <i>Phonics</i>
names and identifies each letter of the alphabet	<i>Level 1 Units 1-8</i> <i>Phonics Alphabet A-Z</i>
Knows the sounds of the letters of the alphabet	<i>Level 1 Units 1-8</i> <i>Phonics Alphabet A-Z</i>
identifies words that name persons, places, or things and words that name actions	Level 1 Unit 3 <i>Introducing Friends, Asking about activities</i>
Identifies and sorts common words from within basic categories (for example, colors, shapes, foods.)	Level 1 Unit 2 <i>Colors, Unit 8 Asking about favorite colors</i>
listens to stories being read aloud	All Units All Lessons <i>Conversation</i>

FIRST GRADE	
Reading - <i>The student:</i>	
Uses basic elements of phonetic analysis	
Uses sound/symbol relationships as visual cues for decoding	
uses structural cues to decode words (for example, word order, sentence boundaries)	
Uses context clues to construct meaning (for example, illustrations, knowledge of the story and topic)	
Knows common words from within basic categories	
Uses resources and references to build upon word meanings (for example, beginning dictionaries and available technology.	
Develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	
Uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	
Uses simple reference material to obtain information (for example, fiction and nonfiction books, picture dictionaries, audio visual software)	
Alphabetizes words according to the initial letter	
Writing – <i>The student:</i>	
Knows the differences among individual letters, words, sentences, and paragraphs	

Uses descriptive words to convey ideas in writing: <i>adjectives, adverbs</i>	
Uses end punctuation and capitalizes initial words of sentences, names of people, “I”, days of the week, and months of the year.	
Uses complete sentences in writing	
Listening, Viewing, Speaking – <i>The student</i>	
follows three-step oral directions	
listens and responds to a variety of media (such as stories, books, audio tapes)	
uses basic conversation strategies (including but not limited to asking questions to clarify or get information)	
ask questions to seek answers and further explanation of other people's ideas	
uses speaking vocabulary to convey a message in conversation (for example, <i>descriptive words, singular and plural nouns</i>)	
Language – <i>The student:</i>	
Uses repetition, rhyme, and rhythm in a variety of activities (for example, <i>chants, songs, or story innovations</i>)	
SECOND GRADE	
Reading - <i>The student:</i>	
Blends sound components into words	All Units using Speech Playback
applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi syllable words as visual cues for decoding	
uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.	
uses a variety of context cues to construct meaning (meaning cues) (for example, illustrations, diagrams, information in the story, titles and headings, sequence).	

uses knowledge of contractions, base words, and compound words to determine meanings of words	
uses resources and references to build upon word meanings (for example, dictionaries, glossaries).	
makes connections and inferences based on text and prior knowledge (for example order of events, possible outcomes)	
uses simple reference materials (for example, table of contents, dictionary, index, glossary).	
generates questions about topics of personal interest.	
Writing – <i>The student:</i>	
Revises and edits for sentence structure and age-appropriate usage (including nouns, action verbs, adjectives, adverbs).	
Listening, Viewing, and Speaking – <i>The student:</i>	
listens for information and pleasure.	
uses strategies to contribute to group conversations (including but not limited to recounting personal experiences, initiating conversation, asking questions, reporting on personal knowledge of a topic).	
understands the main idea or common theme in a nonprint communication (for example, pictures, symbols, film, works of art).	
Language – <i>The student:</i>	
knows oral and written patterns used in standard English (for example, repetition, rhyme, word families).	
knows different functions of language	
uses repetition, rhyme, and rhythm appropriately in oral and written text (for example, choral reading of poems, songs, rhymes, and stories; identifying rhymes, repeated sounds, onomatopoeia).	
Literature – <i>The student:</i>	

understands connections between characters and events in literature and people, events, and experiences in own life.	
THIRD GRADE	
Reading - <i>The student:</i>	
uses decoding strategies to clarify pronunciation (for example, less common vowel patterns, homophones)	
establishes a purpose for reading (for example, entertainment; skimming for facts; answering a specific question)	
discusses meanings of words and develops vocabulary through meaningful real-world experiences.	
identifies author's purpose in a simple text	
understands the use of <i>comparison</i> and <i>contrast</i> within a selection.	
Writing – <i>The student</i>	
uses effective sentence variety.	
uses principles of agreement in written work (including but not limited to subject/verb and noun/pronoun).	
uses parts of speech correctly in written work (including but not limited to verb tenses, plurals of common irregular nouns, comparative and superlative adjectives and adverbs).	
uses simple transitions to move the narrative story forward in time	
attempts to use a variety of sentence structures to present ideas	
Listening, Viewing, and Speaking – <i>The student:</i>	
listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or information speeches.	
follows multiple step oral directions.	

listens attentively to the speaker (including but not limited to making contact and facing the speaker).	
uses strategies to respond to speakers (for examples, asking questions, making contributions, paraphrasing).	
uses strategies to speak clearly (for example, appropriate rate, volume, pitch)	
asks and responds to questions and make comments and observations (for example, clarifies ideas, paraphrases information shared by others).	
actively participates in class discussions (for example, asking and responding to questions, explaining information, listening to discussions).	
uses elements of grammar in speech (including but not limited to subject-verb agreement, singular and plural nouns, comparatives, superlatives, verb tenses).	
uses language appropriate to situation and audience (including but not limited to appropriate vocabulary and examples appropriate to topic and audience	
recognizes cause-and-effect relationships in literary texts	
recognizes the major information in a nonfiction text	

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