



CORRELATION OF SCOTT FORESMAN, GRADE 1 TO ZIP ZOOM

The **purpose of this document** is to detail the key skills and concepts covered by Zip Zoom, indicating where these are also covered in Scott Foresman, providing specific (although by no means exclusive) opportunities for ELL's to work in small groups, individually or after-school, helping ensure they have in-depth knowledge of these concepts and skills. This approach helps them close the language gap with those who speak English as a first language, helping them achieve success in their school career, as well as in later life.

Zip Zoom: Goals

The goal of **Scholastic Zip Zoom English** is to close the language, reading, and academic achievement gap of many young English-language learners. It accomplishes this goal by providing focused and effective curriculum and instruction so that young English-language learners can be successful in their core reading or ESL program. The program's curriculum

- Develops children's English oral language proficiency and vocabulary
- Develops critical beginning English reading and literacy skills
- Ensures academic understanding of first concepts in science and social studies

IMPORTANCE OF REPEATED EXPOSURE TO VOCABULARY

Research studies show that students will not acquire vocabulary unless exposed to the vocabulary items multiple times. A study by Dr. Isabel Beck indicates that students need **10-12 exposures** to each word through indirect means for the vocabulary to be absorbed by the students. Many ELL's will not receive this extra practice in their home or after-school environments. Zip Zoom provides especially valuable extra practice for both concept words and high-frequency sight words.

Zip Zoom: Success Based on Research

Scholastic Zip Zoom™ English is a research-based language and literacy curriculum program that has been proven to accelerate young children’s acquisition of oral language, vocabulary, and beginning reading in English. The research foundation of this curriculum program centers on the work of Dr. Elfrieda Heibert, University of California, Berkeley and that of the Pacific Resources for Education and Learning (PREL). It has been proven effective at building English-language learners’ early phonemic awareness, phonics and sight word recognition skills.

Zip Zoom: Valuable Learning Features

Scholastic Zip Zoom™ English:

- Provides a research based interactive learning environment
- Accelerates English language acquisition and reading skills
- Build oral language and vocabulary in English
- Builds critical word knowledge—high meaning, high-frequency, and decodable words
- Develops phonemic awareness and phonics skills
- Increases listening and reading comprehension
- Develops content area knowledge
- Allows for flexible implementation

Correlation of Concepts & Skills of Scott Foresman, Grade 1 to: Zip Zoom Level 1

U = U, w = week

Implicit = appears in lesson, but not addressed directly

Lesson	Phonics	Language Convention		Concept Words		Critical Words	Literacy Events	Concepts of Print
	Sound-Letter	Lang Struct	Lang. Item	Nouns	Verbs	High-Frequency	Reading Focus	Reading Strategies
1-Me!	/f/f /h/h	Comm Nouns	Verbs: Simp. Pres	Face Hair Eyes Ears Nose Mouth	See Listen Hear Smell Taste	I my see	Pronoun <i>my</i>	Direction of reading
2-My Body	/m/m /a/a	Plurals	Verbs: Simp. Pres	Body Arms Feet Hands Head Legs	Bend Walk Run Touch Stand up	am are in out	Pronouns <i>my</i> and <i>I</i>	Where to begin reading a book
3-My Family	/d/d /n/n	Third person <i>he,</i> <i>she</i>	Verbs: Pres. Cont.	Family Mom Dad Brother Sister Baby Grandma Grandpa	Loving Playing Reading Cooking Helping	<i>and</i> <i>is</i> <i>now</i> <i>to</i>	Nouns	Identify title page
4-My	/r/r	Locati	Verbs:	Rooms		a	Preposition <i>in</i>	Identify characters within a

Home	/i/i	ves: <i>Inside/ outsid e/dow nstairs/ upstair s</i>	Pres. Cont.	Bathroom Bedroom Kitchen Living room	Bathing Washing Sleeping Cooking	for no yes		book
5-Play Time	/t/t /w/w /y/y	Poss. Pron. <i>mine, yours</i>	Verbs: Simple past	<u>Toys</u> Ball Doll Jump rope Kite Train Yo-yo	Played Talked Bounced Jumped	<i>an the this want you</i>	Adjectives <i>old, new</i>	Identify main idea of story
6-Pets	/k/c /o/o /g/g	Prep.: time	Verbs: Simple present and simple future	<u>Pets</u> Bird Cat Dog Fish Frog Rabbit Rat Turtle	Feed Clean (Walk) (Love) (Bathe) (Wash)	can down not on up	Prepositions <i>up, down</i>	Identify main idea of story
7-Food	/b/b /j/j /ks/x	Pron. 1 st /2 nd person <i>I, me, you, we</i>	Verbs: Simple Future	<u>Food</u> Bun Jam Eggs Juice Meat Milk Pizza Rice	Eat Drink Shop (Cook) (Help)	<i>cold hot like we what</i>	Questions with <i>What</i>	Understand left-to-right direction of reading on page

8-On the Move	/s/s /e/e /v/v	Dem adj.s: <i>this,</i> <i>that,</i> <i>these,</i> <i>those</i>	Verbs: Irregular past	<u>Doing Things</u> Drink Eat Go Jump Run Sit Stop Van Walk	(Drinks) (Eats) (Jumps) Runs Sits Stops Walks	<i>do</i> <i>end</i> <i>it</i> <i>that</i>	Action verbs	Identify word boundaries
9-Clothes	/p/p /k/k /z/z	Poss. Prons: <i>ours,</i> <i>theirs</i>	Verbs: Phrasal	<u>Clothes</u> Dress Jacket Pants Pocket Shirt Shoes Socks	Put on Put away Look for Give away	<i>has</i> <i>her</i> <i>his</i> <i>our</i> <i>put(s)</i>	Pronouns <i>his,</i> <i>her</i>	Identify dialogue in a story
10-Size	/l/l /u/u /kw/qu	Super- latives: -est, -st	Verbs: Pres Cont in a series	<u>Sizes</u> Big Little Tall Short Heavy Light	Go/Goes	<i>get</i> <i>goes</i> <i>here</i>	Verb <i>Go (go,</i> <i>goes)</i>	Identify dialogue in a story

Correlation of Concepts & Skills of Scott Foresman, K to: Zip Zoom Level 2

U = U, w = week

Implicit = appears in lesson, but not addressed directly

Lesson	Phonics	Language Convention		Concept Words		Critical Words	Literacy Events	Concepts of Print
	Sound/ Letter	Language Structure	Language Item	Nouns	Verbs	High-Frequency	Reading Focus	Reading Strategies
1-We Go to School	/a/a -an -ap	Modal <i>can</i> + simple verb Review: Superlative	Verbs: Simple present	Transportation Van Bus Car Bike Truck	Ride Jog Sail Fly Cross Wave	at he says she too	Pronoun <i>he, she, we</i>	Page continuation
2-At School	/a/a -ag -at	Prep.s of place: <i>at, on, in, by</i> Review: Locatives: <i>inside, outside, downstairs, upstairs</i>	Verbs: Simple present + <i>always</i>	At School Flag Flagpole Office Library Cafeteria Classroom Computer lab	Play Run Jump Climb Swing Throw Catch	ask(s) by have there where	Prepositions <i>here and there</i>	Recognize exclamation mark
3-In My Backpack	/a/a -ack -ad	Non-count nouns with <i>some</i> and <i>any</i> Review: Count	Verbs: Simple future	School Supplies Backpack Pencil Book Ruler Scissors	Show Share Give Cut Paste	Him Let Then Your	Questions with <i>What</i>	Use sentence identification and punctuation as cues for reading

		nouns		Glue Crayons	Draw Color Read			
4-Our Classroom	/e/e -et -est	Possessive adjectives: <i>my, his, her, its, our, their</i> Review: Modal <i>can</i> + simple verb	Verbs: Imperatives	<u>In the Class- room</u> Pet Desk Chair Table Computer Calendar Bookshelf	Stand Sit Open Close Look Listen Point Follow	Did our ran said who	Present/past tense verbs	Recognize question mark
5-We Read and Write	/e/e -ed -ell	Sequence words: <i>first, then, next, last</i> Review: Temporals: <i>yesterday, today, now, later</i>	Verbs: Simple past	<u>Places</u> Park Zoo Movies Mall Store	Red Read Write Sing Cut Color Talk	look make thing(s) very will	Questions with <i>will</i>	Use quotation marks in dialogue
6-School Jobs	/o/o -ob -ot	Frequency expressions <i>sometimes, often, always</i> Review: Demons.	Verbs: Simple present to show suppositions <i>I think I hear They say</i>	<u>Jobs</u> Job Teacher Principal Secretary Librarian Cook Custodian	Work Teach Clean Sweep Mop Check Out	All As Be Day Had Today	Demonstrative pronouns	Practice reading sentences

		pronouns			Cook			
7-Our Day	/o/o Phonograms: -ock -og	Preposition of time: <i>at</i> Review: Time expressions : <i>in the morning, in the afternoon, at night</i>	Verbs: Irregular past tense: <i>was, went, ate, took</i>	<u>Times of Day</u> Clock Morning Recess Lunchtime Afternoon Evening	Eat (breakfast/lunch/dinner) Go to bed Brush my teeth Take a bath	it's o'clock one ten three	Using time and o'clock	Practice sentence structure
8-How We Move	/u/u -un -ug	Contraction: <i>Let's</i> Review: Superlatives <i>-est, -st</i>	Verbs: Simple past tense with <i>used to</i>	<u>Sports</u> Soccer Baseball Football Basketball Volleyball	Run Hop Kick Catch Throw Dance Climb	again come how let's us walk	Contraction <i>let's</i>	Understand how to read posters/environmental print
9-We Play Together	/i/i -ip -in	Preposition of time: <i>on</i> Review: Plural pronouns: <i>we, they</i>	Modal <i>could</i> + verb	<u>Days of the Week</u> Monday Tuesday Wednesday Thursday Friday Saturday Sunday	Skip Play Help Share Laugh Listen Ride	good they was went with	Plural Pronouns	Understand table of contents

10-Going Places	/i/i -ing -ick	Conjunctions: <i>and, but</i> Review: Negative actions (<i>didn't see</i>)	Verbs: Irregular past tense: <i>went, saw, rode</i>	<u>Places to Go</u> Ring Store Play-Ground Picnic Zoo Swimming Pool	Go See Ride Swim Skate	doing going or we'll	Conjunction: <i>and</i>	Recognize page boundaries

Scope & Sequence of Concepts & Skills: Zip Zoom Level 3

Lesson	Phonemic Awareness/ Phonics	Language Convention		Concept Words		Critical Words	Literacy Events	Concepts of Print
		Language Structure	Language Item	Nouns	Verbs			
Lesson 1 Community Helpers	long a: a_e, ai, ay	Verb <i>want + to be</i> Review: Common nouns	Verbs: Simple present	<u>Commuy Workers</u> Cake Baker Cashier Postal worker Doctor Police officer Firefighter	Bake Deliver Help Put Out Direct	but eat give must of take them	Common Nouns	Understand the use of highlighting
2-All Around Town	long i: i_e, y, igh	Prepositions: <i>in front of, behind, next to, across from</i> Review: Prepositions of place: <i>at, on, in, by</i>	Verbs: Simple present + <i>always</i>	<u>Community Places</u> Fire Police station Post office Supermarket Hospital Bank	Work Do	away back high try where's why	Prepositions	Recognize exclamation marks as aids to reading and comprehension
3-On the Move	long o: o_e, oa, ow	Modal <i>might + verb</i> Review: Sequence words: <i>first, then, next, last</i>	Verbs: Simple future with <i>will</i>	<u>Transport</u> Boat Bus Car Ship Airplane Helicopter Train Taxi	Ride Row Fly Drive Take	about if tell told were would	Simple future with <i>will</i>	Use sentence identification and punctuation as cues for reading

		was to talk about weather Review: Temporals: <i>yesterday, today, now, later</i>	Past continuous	Storm Clouds Lightning Rain Snow Thunder Wind	Rain Snow Sleet Hail	any coming home without there's		environmental print
8-Plants	Variant Vowel /oo/ Variant Vowel /oo/	Conditionals with <i>if</i> Review: Demonstrative adjectives	Verbs: Future with <i>will</i>	Plant parts Root(s) Bud Flower Leaf Soil Stem	Grow Change	hold(ing) soon their these those	Future with <i>will</i>	Understand the use of labels
Lesson 9 Animals	r-Controlled /ûr/ er, ir, ur	Comparative adjectives Review: Ordinal numbers	Verbs: <i>need</i> + noun	Animals Bird Bumble-bee Frog Gorilla Goldfish Lizard Pigeon	Need Live Eat Drink Breathe	does find(s) first over second third	Ordinal numbers	Recognize page boundaries
Lesson 10 Land and Sea	Diphthong /ou/ ou, ow	Adjectives to describe nouns	Verbs: <i>Can</i> + verb to elicit	Earth Mountain Desert	Flow Shine	also ate feed(ing)	Quantifiers	Use quotation marks and exclamation

		Review Quantifiers: <i>some, many, several, plenty</i>	information	Forest Ocean River Valley		live(d) only top		marks as aids to reading and comprehending