

Let Academic English take center stage in your classroom

# Santillana **Spotlight** on English

Academic English for Success in *Content* and *Literacy*



## K-6 ESL/ELD Program

**Santillana** USA



**Spotlight on English** is a **standards-based** program for English Language Learners designed to help **K-5** students

gain and develop **English language** proficiency

- access **grade-level** content
- successfully **transition** to the mainstream classroom



# How does it work?

Spotlight on English is the first program that truly teaches  
Academic English through content-driven lessons, while  
addressing the proficiency needs of every student.





The key is systematic, **comprehensible** instruction  
that develops essential skills in

Literacy – **Spotlight on Reading**

Language – **Spotlight on Language**

Content – **Spotlight on Content**

Identifies  
both  
language  
and content  
objectives!

**SPOTLIGHT ON READING** lessons focus on systematically developing literacy skills through fiction and nonfiction reading selections and comprehension activities.

Extensive  
skills  
practice  
and  
application

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ⓐ Write T after the sentences if they are true and F if they are false.

1. The seed is planted in the soil. ☐
2. The seed needs candy and soda. ☐
3. Roots grow out of the seed. ☐
4. Plants grow all over the world. ☐

Ⓑ Label the things plants need to grow with words from the box.

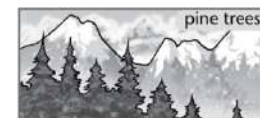
water sunlight soil air



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ⓐ Label the different places with the words from the box.

Mountains Desert Ocean



Ⓑ Look at the pictures above. Complete the sentences.

1. A cactus grows in the \_\_\_\_\_.
2. Seaweed grows in the \_\_\_\_\_.
3. Pine trees grow in the \_\_\_\_\_.

**SPOTLIGHT ON LANGUAGE** lessons present and offer a variety of activities for the student to practice and use the vocabulary and language forms in context. Lessons develop oral language and fluency for effective communication.

Grammar in  
functional  
settings



Name: \_\_\_\_\_ Date: \_\_\_\_\_

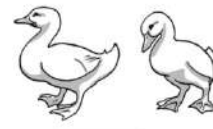
Complete each sentence with a word from the box.

is are



\_\_\_\_\_

1. There \_\_\_\_\_ one duck.



\_\_\_\_\_

2. There \_\_\_\_\_ two ducks.



\_\_\_\_\_

3. There \_\_\_\_\_ five flowers.



\_\_\_\_\_

4. There \_\_\_\_\_ one flower.



\_\_\_\_\_

5. There \_\_\_\_\_ one bee.



\_\_\_\_\_

6. There \_\_\_\_\_ four bees.

Complete the sentences.

\_\_\_\_\_ ducks on the lake.  
\_\_\_\_\_ trees in the forest.  
\_\_\_\_\_ a beehive in the tree.  
\_\_\_\_\_ snow on the mountain.

Look at the pictures. Talk about what is the same and different.



**SPOTLIGHT ON CONTENT** lessons develop academic language and vocabulary while exploring each of the content areas in every unit--Language Arts, Math, Social Studies, Science, Music, and Art.

**Painting Sunflowers**

 Vincent van Gogh is a famous painter. He was born in Holland in 1853. He used lots of color in his work. He included sunflowers in many of his paintings. His art is extremely valuable today.





▶ Create your own sunflowers.

1. Paint the outline of a sunflower.
2. Paint the sunflower, copying the way Vincent van Gogh used color.

**Supplies**

- paper
- paint
- paintbrushes



Academic  
language  
needed to  
access core  
curriculum



# Santillana Spotlight on English

**IMPRESSIONS** lessons introduce students to different aspects of American culture and contrast it with other cultures.

**PROJECT** lessons offer students a chance to consolidate the language, vocabulary and skills they have acquired.

Enhances  
cultural  
knowledge

## Impressions

### Rain Dances

Rain is important in all cultures. Some Native American tribes perform rain dances. They believe the dances will bring rainfall. Most rain dances include dancing in a circle, pouring water, and whirling around like the wind. The rain dance of the Hopi Indian tribe includes a live snake! Many other cultures perform rain dances as well.



► Answer the questions.

1. Are there traditions in your native country that are similar to the Native American rain dances?
2. Why do you think the Native American people performed rain dances to bring the rain?
3. What do you imagine a rain dance would look like?



## Project

### Earth Day

- A Create a bulletin board about your earth day. Use the materials you created in this unit to illustrate your bulletin board.
- B Develop a plan, based on your bulletin board, that outlines what activities your earth day would include.





# Comprehensible Instruction

Integrated,  
Flexible and  
**EASY-TO-  
USE**

### Spotlight on Language

#### Key Vocabulary

air, sunlight, healthy, unhealthy, soil, water, plants, need, healthy.

#### Functions and Forms

Listening  
\* Listen attentively.  
\* Follow simple directions.  
Speaking  
\* Make oneself understood when speaking by using English grammatical forms and sounds.  
\* Speak in complete, coherent sentences.  
\* Answer simple questions.  
Reading  
\* Match oral words to printed words.  
\* Respond to what questions.  
\* Follow one-step written instructions.  
Writing  
\* Print legibly and space letters, words, and sentences appropriately.  
\* Write in complete, coherent sentences.

#### Materials

- ✓ Class CD (Track 30)
- ✓ Earth Photo Cards
- ✓ chart paper

#### Preparation

- Draw a Venn diagram on chart paper.

### Front

Display names of the card students

Student B aloud, as student the activities.

Track 30 When they also see a and lo water: unhea

Targeting Beginning

Work with the class to create a list of things plants need to be healthy and list of things people need to be healthy. Then, have student copy the lists in the notebooks.

Meeting Indi

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### Let

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### Multiple Intelligences

#### Naturalist

##### Staying Healthy

Explain to students that one way to stay healthy is to exercise. Go outside and lead students through a series of stretching exercises. Then, take a walk around your school campus and look for plants that look healthy. Have them explain what helps those plants stay healthy. If the plants don't look healthy, have them share what might be affecting the health of the plants. If the plants need water, let students water them.

### Standards

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at [www.santillanausa.com](http://www.santillanausa.com).

#### English as a Second Language

**Standard 1: Communication** Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 1 and 3; Writing: Levels 2 and 4.  
**Standard 2: Language Arts** Listening: Level 2; Speaking: Level 3; Reading: Levels 1 and 2; Writing: Levels 3 and 5.

### Multiple Intelligences

#### Naturalist

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### Pacing

*Santillana Spotlight on English Grade Level 1* is designed as a comprehensive program that will cover one whole year of ESL/ELD instruction.

- Each of the eight units is designed to cover approximately one month of instruction.
- Each lesson is designed to cover one 35-45 minute period every day.



## Effective Resources for both Teachers and Students

- Teacher Guide
- Blackline Masters
- Audio CD
- Photo-cards
- Big Books (K)
- Poster Cut-outs (K)
- Assessments
- Spotlight Online
- Student Book
- Practice Book
- Thematic Library
- Classroom Library



# Why Choose



- Based on **scientific research**
- Aligned to **National/Content-area Standards**
- Created with a content-rich framework---**language arts, math, science, social studies, music and art lessons** in every unit

Developed with multi-level teaching strategies  
for **differentiated instruction** in every lesson

- Designed to comprehensive language instruction—  
**direct, structured and inclusive**





*Academic English* – the language of academic success!

Download **Sample Lessons**  
for any **K-5 level**

[www.SpotlightOnEnglish.com](http://www.SpotlightOnEnglish.com)



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