

Encompass your world with

# COMPASS



Richmond

Welcome to **COMPASS!**

In the *Compass* program, students embark on a fascinating voyage **across the oceans, lands and sky**, and **through the realms of human knowledge**, to explore many of life's important questions.

*Compass* is a six-level English program for bilingual primary schools. The *Compass* program includes five interrelated modules for students.

*Compass Language Log* content focuses on explicit grammar and vocabulary instruction. The *Language Log* is accompanied by the *Vocabulary and Grammar Log* to reinforce learning.

LEVEL 1: A1	LEVEL 3: A2	LEVEL 5: B1
LEVEL 2: A1+	LEVEL 4: A2+	LEVEL 6: B1+

*Compass Reading Log*, *Phonics and Spelling Log* and *Writing Log* provide a complete English Language Arts program based on US Common Core State Standards (CCSS). The *Reading Log* provides engaging stories and texts to develop students' reading skills; the *Writing Log* offers a complete, guided writing program and the *Phonics and Spelling Log* supports reading and writing development.

Used together, the five *Compass* modules provide a full program of teaching and learning in US English for the six grades of primary school.

The *Compass i-tools* resources let teachers work fully digitally and 100% offline with the student's material, as well as all teacher's notes, audios and videos.

We're sure you'll enjoy using and working with **COMPASS!**



# Blended Methodologies

Through its integrated English Language Acquisition and English Language Arts programs, *Compass* offers a robust language curriculum combined with the rich authentic content and scaffolded learning outcomes available to English language learners in an immersive English-speaking environment.

## Compass English Language Acquisition

(Modules: *Language Log, Vocabulary and Grammar Log*)

• Focus on communication

• Explicit vocabulary and grammar development

Topic	Vocabulary	Grammar	Reading	Listening	Speaking	Writing / Project
<b>4 What is money for?</b> Page 60	Lesson 1 <b>Money Verbs</b> borrow, buy, lend... Skill Collocation Video p. 62	Lesson 2 <b>(No) as...as</b> We need something as nice as perfume. <b>Comparative and Superlative Adjectives</b> It's cheaper than perfume. I'm the luckiest mom! p. 63	Lesson 3 <b>Fiction</b> "Mr. Garcia's Tie" Skill Understanding an Author's Purpose <b>Money Adjectives</b> generous, poor, rich... pp. 64-66	Lesson 4 Young people talk about their allowances <b>Skill</b> Understanding Numbers <b>Money Verbs</b> spend, waste p. 67	Lesson 5 Discussion of money habits <b>Agreeing and Disagreeing</b> Me too. Me neither. I am. I don't. p. 68	Lesson 6 How to spend money that a class has raised <b>Skill</b> Giving Reasons for Opinions p. 69
	Lesson 7 Stores bookstore, clothing store, department store... <b>Song</b> "Rock Around the Stores" p. 70	Lesson 8 <b>Comparatives and Superlatives with Nouns</b> A girl went to the most stores. Diego went to fewer stores than Amelia. p. 71	Lesson 9 <b>Nonfiction</b> "The Story of Money" Skill Using Graphics <b>Money Nouns</b> credit card, gold, silver <b>Money Verbs</b> barter, trade pp. 72-74	Lesson 10 Three conversations in stores <b>Skill</b> Using Your Own Experience to Understand p. 75	Lesson 11 Role play in a store <b>Skill</b> Sounding Polite p. 76	Lesson 12 <b>Advertisement</b> p. 77

Language Log Level 3

## Compass English Language Arts

(Modules: *Reading Log, Phonics and Spelling Log, Writing Log*)

• Comprehensive reading strategy development in the *Reading Log*  
 • Early literacy support through the *Phonics and Spelling Log*

• Scaffolded writing program in the *Writing Log*  
 • All modules aligned to the US CCSS

Topic	Story / Text	Reading Strategies	Key Words	Connections
<b>4 What is money for?</b> Pages 69-86	<b>The Miser and His Gold</b> by Ann Gianola Pages 70-79	• Identifying a Point of View • Hubris	bury, gold, miser, neighbor, pitiful, possession, ruined, shock, stingy, value	Connect to Social Studies Page 86
	<b>Money, Money, Money!</b> by Sterling Montgomery Pages 80-85	• Finding Information in Words and Images • Maps, Photos and Diagrams	bank account, barter, cattle, coin, exchange, happiness, provide, shell	

Reading Log Level 3

# Supporting Teachers

Compass Teacher's Guides provide comprehensive step-by-step support for teachers and engaging, age- and level-appropriate activities for young learners. For ease of use, the Teacher's Guides are all presented in booklets containing three topics each.



Teacher's Guides include a topic overview highlighting its language, skills and strategies.

## Special Boxes with Classroom Tips

Each lesson starts with a *Lead in to the Lesson* activity to introduce students to the themes they will encounter.

**Lead in to the Lesson**  
 • Invite students to list books, movies or TV and do. Then ask: *How character?*

*Take the Lesson Further* activities expand on topics, allowing for more student reflection and interaction.

**Take the Lesson Further**  
 • Have students create character's words

*Manage Your Class* suggests different ways to conduct activities successfully.

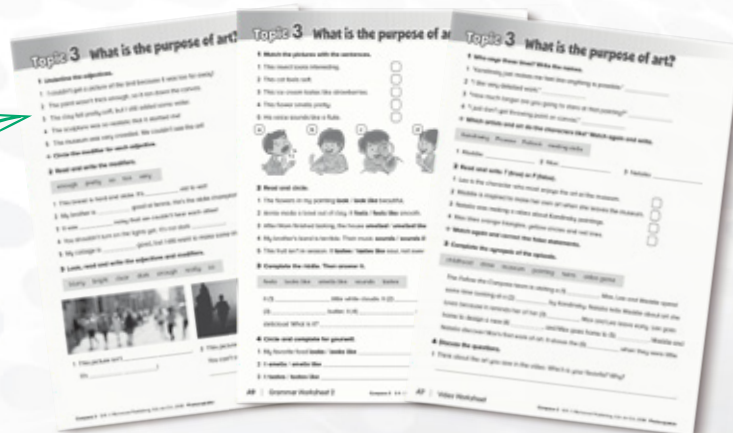
**Manage Your Class**  
 • Have small groups draw help them compare and  
 • Alternatively, assign one to allow them time to

*Know Your Students* offers either procedural notes on how to carry out activities with students according to their abilities or personality, or it offers target outcomes according to what students of different strengths will be likely to achieve.

**Know Your Students**  
 • If students struggle with the names and longer we use for them to repeat.  
 • If students have difficulty have them read in pairs

Language Log Teacher's Guide Level 3

Language, video and/or strategy-focused worksheets are included in the *Language Log* and *Reading Log Teacher's Guides*.



# Topic and Inquiry-based Learning

Compass topics are developed from big questions—life’s essential questions—about students themselves, about society and humankind and about the natural world. These big questions arouse curiosity in a topic, encourage exploration and personalization while developing various skills, and equip students for explanation and elaboration. In each Log, learners examine the same big questions from different perspectives.



## COMPASS

### Topics about Me

Who am I?  
What have I done in my life?  
What do I wish for?



## COMPASS

### Topics about Society and Humankind

Who helps me?  
What influences who I am?  
What events changed the world?

## COMPASS

### Topics about the Natural World

What can animals do?  
How does the weather change?  
How do living things change?

**Project**

**World-Changing Inventions**

**Contact Lens Screens**  
This invention is a computer screen on a contact lens. With this on your eye, you would be able to access the Internet, attend video conferences and read messages whenever you see and wherever you're doing.

**Exoskeletons**  
This invention is like a robot suit. It would make you several times stronger than normal and also allow you to jump great heights and distances. It is made of a lightweight polymer that is resistant to radiation.

**Water Vapor Extraction Systems**  
This invention is a lens that can produce drinking water anywhere by removing humidity from the air. It is the size of a small fridge and uses less energy than an electric toothbrush.

**Advertisements: A World-Changing Invention**  
Invent something that will change the world and create an advertisement to explain its function.

1 Read about the inventions. Would they change the world for the better or worse?  
2 Design or invent something that could change the world. Choose from these categories or another:  
form of transportation, entertainment or game, medical or military device, type of food, type of robot.

Answer the questions about your invention.  
1 What is it for?  
2 How does it work?  
3 What is it made of?  
4 What does it look like?  
5 What problem does it solve?  
6 How does it improve life?

3 Create a magazine advertisement for your invention. Include the following:  
its name, an illustration, what it does, how the parts work.

**Topic 8**  
**How will technology change the world?**

Discuss the questions.  
1 What problems today can only be solved with technology?  
2 What problems could technology create in the future?  
3 Are you optimistic or pessimistic about the future? Why?

Lesson 12 | 149

In the *Language Log*, learners use all their communication skills, and the knowledge they have gained, to carry out a project at the end of each topic.

# Communication in the Classroom

Each *Compass Language Log* topic opens with a video episode that is part of a complete video story. As well as contextualizing new vocabulary, the episodes introduce the big question, initiate discussion, stimulate the imagination and develop the storyline—while building students' expectations for the episodes to come.

## LEVELS 1 AND 2

In *Captain of the Compass*, twins Max and Maddie find an old compass when they are playing in their attic. The compass dial turns to north and the Captain magically appears. Together, they explore new and familiar worlds, as they explore the big question.



## LEVELS 3 TO 6

Max and Maddie, along with their best friends Lee and Natalia, create a popular web show called *Follow the Compass*. In these levels, older students are exposed to authentic language and will relate to Max and Maddie's dilemmas and experiences.

Most students have little opportunity to communicate in English outside the classroom. Therefore, the English classroom needs to help them become confident communicators in English by providing them with all the tools and strategies they need.

Compass Language Log provides a balanced approach to reading, writing, speaking and listening supported by explicit vocabulary and grammar instruction.

The image displays four sample pages from the Compass Language Log Level 3 textbook, arranged in a grid. Each page is a lesson page with a central theme of 'ice'.

- Vocabulary (Lesson 1):** Features a 'Science News' section with a photo of two students and a 'Solids' section with a cartoon character. It includes a 'Match' activity and a 'Read' section.
- Grammar (Lesson 2):** Features a 'Listen and follow' activity with a comic strip about Martina's experiment. It includes a 'Present Simple for Facts' section with a table and a 'Sequence Adverbs' section.
- Speaking (Lesson 5):** Features a 'Agreeing and Disagreeing' section with a list of activities. It includes a 'At WHAT temperature do these THINGS freeze?' section with a table and a 'Freezing Temperature in Degrees Celsius (°C)' section.
- Listening (Lesson 4):** Features a 'Using Visual Information to Help You Understand' section with a list of activities. It includes a 'Listen and check' activity with a list of items and a 'Science News' section.

Vocabulary and grammar input and practice help students answer the big question.

Listening and speaking skills are the focus of two lessons per topic.

Compass Vocabulary and Grammar Log provides additional vocabulary and grammar practice for study in the classroom or at home.

The image displays two pages from the Compass Vocabulary and Grammar Log Level 3 textbook.

- Topic 1 How does science work?:** Includes a 'Look, read and complete with the correct words' section with a diagram of a science experiment. It also includes a 'Science News' section and a 'Science Verbs' section.
- How Solids and Liquids Change:** Includes a 'Read and complete with science verbs' section with a diagram of a science experiment. It also includes a 'Match the words with the definitions' section and a 'Number the stages in the correct order' section.

Vocabulary and Grammar Log Level 3

# Using Literature and Nonfiction Texts in the Classroom

Compass Reading Log guides young learners from early-literacy to becoming proficient, critical readers. Each topic includes an engaging illustrated story and a nonfiction article. Each text develops a reading strategy, a powerful tool students can use to understand and analyze information across a number of genres. Both fiction and nonfiction content is level-appropriate according to Lexile scores. Reading strategies are aligned with English Language Arts Common Core State Standards, and all texts are recorded.

## Fiction Texts

Colorful illustrations engage students and support visual literacy skills.

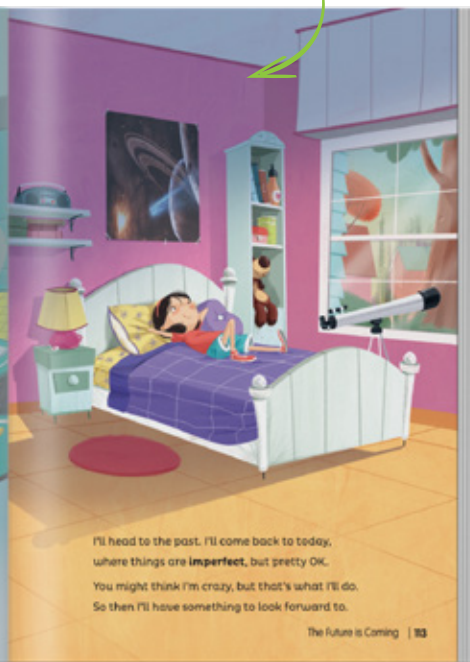
Fiction literature features a broad repertoire of stories, poems and graphic novels.



Many texts were written by published authors of children's literature from different parts of the English-speaking world.



Reading Log Level 3





**Key Words**  
atmosphere  
colonize  
decontaminate  
dust  
gravity  
habitat  
pollution  
pressurized  
supplies

**Determining the Meaning of Words**  
When we try to understand new and unfamiliar words, it's useful to look at the words before and after them. The surrounding words give readers clues about how the new word is used.

**1** Guess the meaning of the key words. Find them in the text. Were your guesses correct?  
**2** Listen and follow.

**106 | Topic 6**

**Why Mars?**  
Mars is very similar to Earth. First, Mars isn't too hot or too cold—well, not if you are wearing a space suit! The average temperature at night is minus 60°C, but in the day, it's around 20°C. (Venus is closer to Earth, but temperatures there are 400°C!)

Mars is the fourth planet from the sun.

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune

Second, there is water on Mars. It is mainly ice because there is an ice cap.

**What Would Life Be Like There?**  
Earth is very friendly, but Mars is very hostile. People can't breathe air on Mars like on Earth. But there is carbon dioxide, and we can use it to make oxygen. It's also very, very cold because it's a long way from the sun. The soil on Mars may not be safe. It might need to be **decontaminated** before we can grow plants and food.  
Mars is covered in **red dust**. That's why it's called the Red Planet. There are big storms on Mars that send dust 40 kilometers into the air! The storms also last for months, but they aren't dangerous. But you can't see if you are outside in one.  
There aren't any **supplies** on Mars. If a piece of equipment breaks, you can't buy parts at the store to fix it. Earth would have to send a lot of supplies. This would be very expensive.

To survive on Mars, we would need homes that are heated and **pressurized**. You don't get cold in a heated home, and when they are pressurized, you can breathe there without a space suit. A space suit would be necessary outside the home.  
Then we would need to get to the frozen water, which is underground. This could be used to make air and grow food. We would have to grow food because there are no supermarkets on Mars!  
The last thing we would do to colonize Mars is change the planet! This is a process known as **terraforming**. The idea comes from science fiction! It means changing the atmosphere, the temperature and the surface of a planet.  
Life on Mars would be hard, but there would be amazing things to look at! Olympus Mons, the biggest mountain in the solar system, is there. Mars also has two moons—Phobos and Deimos.  
So, would you want to live on Mars?

**Olympus Mons is three times higher than Everest.**

**107 | Topic 6**

Nonfiction texts reinforce a subject area of the curriculum.

Each nonfiction text includes text features that foster improved reading comprehension.

Each text includes some of the language taught in the same topic in the Language Log.

Reading Log Level 3

Reading Comprehension Activity Pages

Activities build comprehension from lower to higher order thinking skills and include practice of the key vocabulary.

**Comprehension**

**1** Circle the correct answers.

- Humans are destroying our **machines / supermarkets / ecosystems**.
- The only possible way to survive is to **build / destroy / colonize** another planet.
- The water on Mars is mainly **rain / ice / in the atmosphere**.
- A day on Venus lasts **10 minutes / days / years**.
- You can lose muscle in space because there is very little **water / gravity / soil**.
- Mars is called the Red Planet because it's covered in **red dust / water / trees**.

**2** Mark (✓) Earth or Mars.

	Earth	Mars
1 It has the biggest mountain in the solar system.		
2 Its air is mainly carbon dioxide.		
3 Its soil isn't poisonous.		
4 We can breathe outside without a space suit.		
5 Most of its water is underground.		
6 It has two moons.		

**3** Listen to the similarities between Earth and Mars. Number the sentences in the correct order.

- Mars gets a lot of sun.
- Mars isn't too hot or too cold.
- Days on Mars are similar to days on Earth.
- Mars has a thin atmosphere.
- Mars has water.

**4 Antonyms** Look at the antonyms in bold. Circle the correct answers.

1 Earth is very **friendly**, but Mars is very **hostile**.  
Hostile means...  
a not safe or friendly    b attractive and enjoyable    c fun.

2 You don't get **cold** in a **heated** home.  
Heated means...  
a warm    b insulated    c freezing.

3 If a piece of equipment **breaks**, you can't buy parts of the store to **fix** it.  
Fix means...  
a to throw something away    b to repair something    c to leave something.

**5 Determining the Meaning of Words** Read the text again. Match the words with the definitions. Look for context clues.

1 solar panel	a an explosion from the sun
2 radiation	b a device that collects light to make electricity
3 solar flare	c changing a planet to permit life
4 terraforming	d a dangerous form of energy

**6 Active Reading** Imagine you live on Mars. Write a journal entry for a typical day.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7** Think of five reasons why you would or wouldn't like to go to Mars. Share your ideas.

Mars, Here We Come! | 103

As well as the Common Core State Standard focus, there is also a focus on a Literary Technique (fiction) or an Author Technique (nonfiction).

Reading Log Level 3

# Integrating Phonics

The objective of phonics instruction is to help learners understand the relationship between letters and sounds. Using *Compass Phonics and Spelling Log*, learners from first to sixth grade learn a sequential, scaffolded set of phonics elements, which helps them:

- recognize and decode sounds of letters and letter combinations in words.
- recognize syllables, affixes and compound words, allowing students to read and spell longer words.
- distinguish words with similar sounds and spellings in English.
- learn spelling rules and exceptions.
- pronounce words accurately and with confidence.



Clear presentation of rules with repetition and recognition activities.

Memorable chants help students practice and enjoy new features.

Variety of activities based on words students have seen in the topic.

Opportunities for students to apply their understanding using new words.

Review section for students to check and evaluate their learning and revisit the big question.

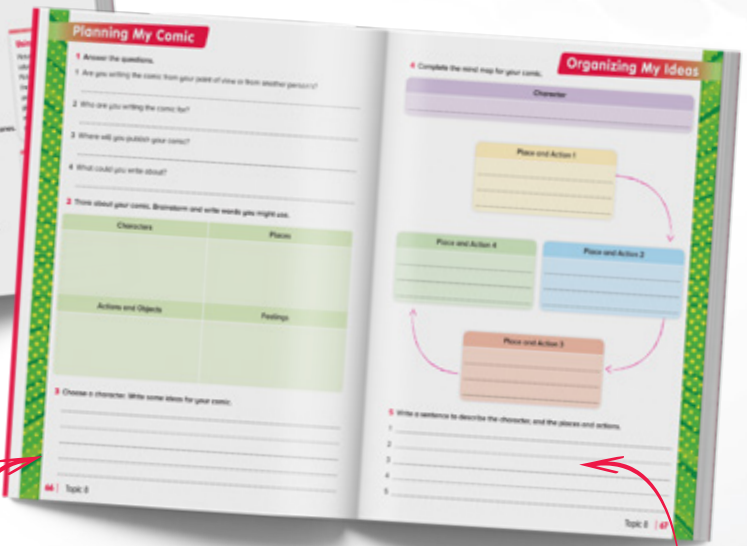
Phonics and Spelling Log Level 3

# Developing Young Writers

Learners using *Compass Writing Log* create their own fiction and nonfiction texts across a variety of genres. They learn how to write effectively using a combined product and process writing approach that takes them through several writing stages—from analyzing model texts, to planning, organizing, drafting, evaluating, and finally showcasing their texts.



Each topic begins with a model text and text analysis questions.



Different activities guide brainstorming on the writing topic.

Graphic organizers facilitate the organization of information.



Drafting pages promote opportunities for peer-assessment.

Publishing pages include self-assessment and showcase students' work.




# Set your students on course for bilingual education.



**Contact us today!**



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