
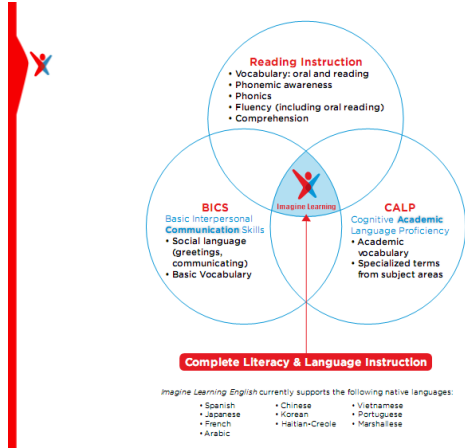
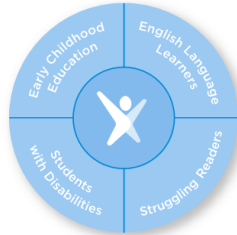



Imagine Learning English

Illuminating Literacy and Language through Technology!






- **Early childhood education** students, including those in **Head Start**, other **pre-K** settings, or Kindergarten receive developmentally appropriate support through engaging activities, easing the transition into primary grades.
- **English language learners** can quickly build their Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) while simultaneously developing literacy skills.
- **Title I students** gain additional, differentiated support to close the gap in literacy and comprehension, thus leveling the playing field.
- **Students with disabilities** receive highly individualized curriculum through diagnostic assessment and prescriptive pedagogy.



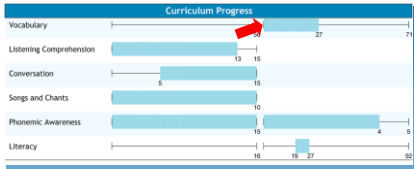
Instructional strategy: Strategic Use of First Language

“L1 Fade” for beginning English learners

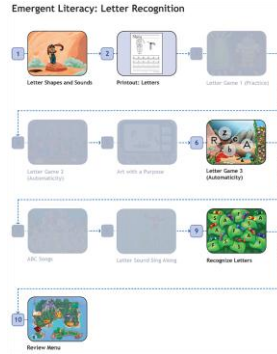
- **First time in an activity:** Instructions are provided in the students' first language.
- **Second time:** Students can access the last instruction in their first language by clicking a translation button. 
- **Third time and higher:** Students hear instructions in English, unless they take a long time to click; then they are repeated in their first language.

Differentiated Instruction

- Automatic placement:
An adaptive assessment selects the best starting point in each curriculum area



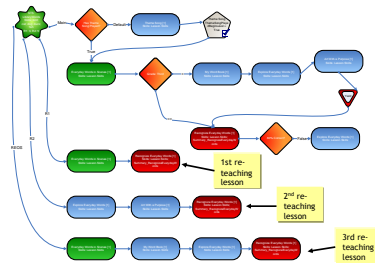
Accelerated Path



Regular Path



If students struggle, re-teach





Conversational Phrases (BICS)



Modeling



Practice



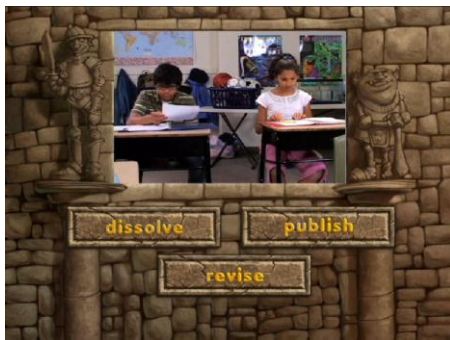
Reading Instruction



Decodable & Natural Text



Academic Vocabulary (CALP)



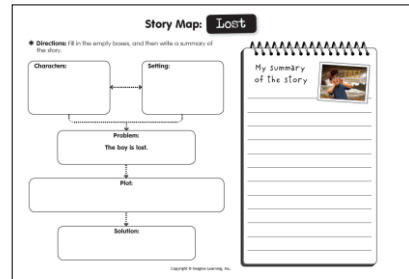
LEVELED PAIRED READERS



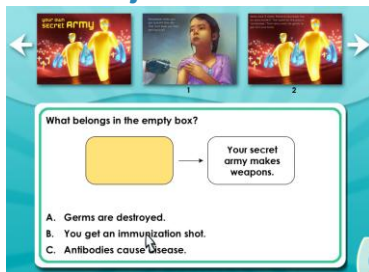
✘ **Leveled books are in Simplified and Advanced forms.**



✘ **Graphic Organizers help with comprehension and writing process.**



✘ **Comprehension questions target state test objectives.**



Cause & Effect

✘ **Response Journal with various types of prompts – Narrative/Expository**



Imagine Learning English

Reporte de progreso

¡Pedro Montano ha completado 10 lecciones!

Padres: pídale a su alumno que les cante una canción. Identifique algunas letras y que les explique algunas de las frases que ha aprendido.

New Colors You Have Learned Listas nuevas que has aprendido:	New Songs You Have Learned Canciones nuevas que has aprendido:	New Phrases You Have Learned Frases nuevas que has aprendido:
A, B, C, D, E, F, V, U, S, R	Back to My Door Colors Days of the Week Farm Words Good Morning, Good Evening Hello, How are you?	Hello, I'm Goodbye, Also, Come Here How much, What is this? Open the book! Paper, For your Thank you, I'm You're not Bye-bye

Informe del progreso de lectura

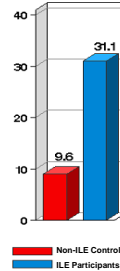
Mariana Navarro
¡Has leído 4 libros nuevos!

Total de libros leídos: 46

Padres: Pídele al alumno que le cuente sobre los libros que ha leído.

Puntaje de comprensión de lectura

Impact Scores on State Tests

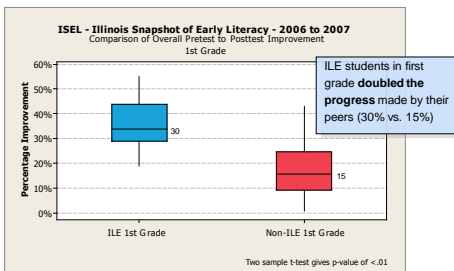


Mean gain score were **3Xs higher for ILE participants** in grades 2-5

Chula Vista School District Gain Scores for California Standards Tests (CST), English-Language Arts Subtest

Note: Study of 45 ILE participants and 114 non-ILE participants from Clay Elementary in the Chula Vista Elementary School District in California.

Use Technology to Build Literacy



Note: Study of 326 students from Hazelgreen, Lane, and Stony Creek schools in the Alsip Hazelgreen School District 126 in Illinois.

