

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level*	Activity/Item	Description
ELP Standard 1: Social and Instructional Language, Formative Framework		
Listening	Music and Movement	
Level 1 Entering	Resource Guide	In the English Language Development in Your Classroom section, there are many activities in which students practice pantomiming and dramatizing stories or words.
Level 2 Beginning		
Level 3 Developing	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
Level 4 Expanding	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.
Speaking	Spatial Relations	
Level 1 Entering	Resource Guide	The English Language Development in Your Classroom section includes many in-class activities where students develop their listening and speaking abilities. For example, in the activity <i>What Is Your Name?</i> , students practice asking and answering the questions “What is your name?” and “Is it _____?”
	Daily Conversations	Students practice learned phrases, social greetings, and questions as they see them used in different contexts.
	Let’s Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	As students watch a video, they attend to nonverbal cues and listen carefully to determine which phrase or social greeting fits a given situation.
	Your Turn to Talk	Students record learned words and phrases, such as “What is your name?” They can play their recordings back and rerecord. Teachers may evaluate students’ recordings at any time.

*The text of the WIDA ELP Standards can be found at <http://www.wida.us/standards/PreK-5 Standards web.pdf>.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 2 Beginning	Resource Guide	The English Language Development in Your Classroom section includes many in-class activities where students develop their listening and speaking abilities. For example, in the activity <i>What Is Your Name?</i> , students practice asking and answering the questions “What is your name?” and “Is it _____?”
	Daily Conversations	Students practice learned phrases, social greetings, and questions as they see them used in different contexts.
	Let’s Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	As students watch a video, they attend to nonverbal cues and listen carefully to determine which phrase or social greeting fits a given situation.
	Your Turn to Talk	Students record learned words and phrases, such as “What is your name?” They can play their recordings back and rerecord. Teachers may evaluate students’ recordings at any time.
Reading	Hygiene and Safety	
Level 1 Entering	Resource Guide	In the English Language Development in Your Classroom section, the activity <i>Give Me a Sign</i> asks children to identify the correct sign to look for in various situations.
Level 3 Developing		The Classroom Masters section includes Environmental Print Flashcards, which show common signs and logos, for use in classroom activities.
Writing	Games	
Level 1 Entering	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout.
Level 4 Expanding		Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
ELP Standard 1: Social and Instructional Language, Summative Framework		
Listening	Recreational objects and activities	
Level 1 Entering	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 2 Beginning	All Activities	Students follow one-, two-, and three-step directions throughout the product: “Now move the picture into the puzzle space it matches.” “Click a picture that matches this word, and put it in one of these boxes.”
Level 3 Developing		
Level 4 Expanding		
Level 5 Bridging	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Speaking	Social Behavior	
Level 1 Entering	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.
	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	Students carefully attend to verbal and nonverbal cues in order to determine which phrase or social greeting fits an everyday context seen in a video.
	Your Turn to Talk	Students record learned words and phrases, such as "What is your name?" They can play their recordings back and rerecord. Teachers may evaluate students' recordings at any time.
	Resource Guide	The English Language Development in Your Classroom section includes opportunities for students to practice useful phrases in the following in-class activities: <i>Good Morning Toss, Excuse Me, I'm Sorry</i> .
Level 2 Beginning	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.
	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	Students carefully attend to verbal and nonverbal cues in order to determine which phrase or social greeting fits an everyday context seen in a video.
	Your Turn to Talk	Students record learned words and phrases, such as "What is your name?" They can play their recordings back and rerecord. Teachers may evaluate students' recordings at any time.
	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students practice useful phrases: <i>Good Morning Toss, Excuse Me, I'm Sorry</i> .
Level 3 Developing	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	Students carefully attend to verbal and nonverbal cues in order to determine which phrase or social greeting fits an everyday context seen in a video.
	Your Turn to Talk	Students record learned words and phrases. They can play their recordings and rerecord. Teachers may evaluate students' recordings at any time.
	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students practice useful phrases: <i>Good Morning Toss, Excuse Me, I'm Sorry</i> .
Level 4 Expanding	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.
	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	Students carefully attend to verbal and nonverbal cues in order to determine which phrase or social greeting fits an everyday context seen in a video.
	Your Turn to Talk	Students record learned words and phrases, such as "What is your name?" They can play their recordings back and rerecord. Teachers may evaluate students' recordings at any time.
	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students practice useful phrases: <i>Good Morning Toss, Excuse Me, I'm Sorry</i> .
Level 5 Bridging	What Should You Say?	Students carefully attend to verbal and nonverbal cues in order to determine which phrase or social greeting fits an everyday context seen in a video.
Reading	Classroom	
Level 1 Entering	Silly Animals Matching Game	(This activity prepares students to meet the standard.) Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
Level 3 Developing	ABC Songs	Students hear and watch an ABC song as part of their daily experience. After the song, students click letters to hear the letter names. Letters are presented sequentially, each with an image of the letter and its name.
	Art with a Purpose	Students add a creative touch to the letters they have learned by coloring a picture representation of each. They hear the names of letters and colors throughout the activity.
	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Letter Shapes and Sounds	Students learn each letter of the alphabet, the letter sound, and how to form the letter. Additionally, each letter is formed by an object or animal whose name begins with the target letter, with the accompanying name shown below the letter picture.
	Letter Sound Song	Students hear a song that focuses on each letter, its sound, and an animal whose name begins with the sound.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
Level 4 Expanding	Listen to a Story	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the supporting illustrations to gain additional background knowledge and vocabulary.
Level 5 Bridging		

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Writing	Routines	
Level 1 Entering	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 2 Beginning	Letter Shapes and Sounds Printout	In the printout for <i>Letter Shapes and Sounds</i> , students pay attention to the shape—learning to write both capital and lower case letters.
ELP Standard 2: The Language of Language Arts, Formative Framework		
Listening	Concepts about print	
Level 1 Entering	How to Read a Story	Students learn that when the last word on the page is highlighted, it is time to explore and/or turn the page. This is done by either clicking the hand in the upper corner, which flips the page, or by dragging the corner, which simulates actually turning a page.
	Listen to a Story	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the supporting illustrations to gain additional background knowledge and vocabulary.
Level 2 Beginning	Listen to a Story	Each word is highlighted as it is spoken. Students see the left-to-right, top-to-bottom directionality of text. Students may also become familiar with text features as they see the words highlighted.
Level 3 Developing		Students can click any word to hear it spoken, hear the text again, and roll over pictures to hear the name of the item illustrated. They are instructed to listen for repeated phrases.
Level 5 Bridging		
Speaking	Nursery Rhymes	
Level 1 Entering	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Songs	Students learn the letters of the English alphabet and counting from one to ten through five ABC songs, a letter sound song, and a counting song.
Level 2 Beginning	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.
	Songs	Students learn the letters of the English alphabet and counting from one to ten through five ABC songs, a letter sound song, and a counting song.
Level 3 Developing	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.
	Songs	Students learn the letters of the English alphabet and counting from one to ten through five ABC songs, a letter sound song, and a counting song.
Level 4 Expanding	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.
	Songs	Students learn the letters of the English alphabet and counting from one to ten through five ABC songs, a letter sound song, and a counting song.
Level 5 Bridging	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.
	Songs	Students learn the letters of the English alphabet and counting from one to ten through five ABC songs, a letter sound song, and a counting song.

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PreK-5

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State Standard	Imagine Learning English	
Level	Activity/Item	Description
Reading	Same & different	
Level 4 Expanding	Letter Games 1–3	(This activity prepares students to meet the standard.) In the exploration game (Game 1), students select the target letter to assemble monsters and robots. In the automaticity games (Games 2 and 3), students practice recognizing letters quickly; the letter-recognition speed is adjusted to their performance.
	Recognize Letters	(This activity prepares students to meet the standard.) Students demonstrate letter knowledge by selecting the target letter from among similar letters.
Writing	Sounds & symbols	
Level 1 Entering	ABC Songs	(This activity prepares students to meet the standard.) Students hear and watch an ABC song as part of their daily experience. After the song, students click letters to hear the letter names. Letters are presented sequentially, each with an image of the letter and its name.
	Art with a Purpose	(This activity prepares students to meet the standard.) Students add a creative touch to the letters they have learned by coloring a picture representation of each. They hear the names of letters and colors throughout the activity.
	Letter Shapes and Sounds	(This activity prepares students to meet the standard.) Students learn each letter of the alphabet, the letter sound, and how to form the letter. Additionally, each letter is formed by an object or animal that begins with the target letter, with the accompanying name shown below the letter picture.
	Resource Guide	The English Language Development in Your Classroom section provides numerous activities in which students practice formulating letters.
Level 3 Developing	Resource Guide	The Classroom Masters section includes printouts for each letter of the alphabet, with both capital and lowercase letters. Each printout includes a picture of an object whose name starts with the letter, the object’s name, pictures of the letter that students can trace, and lines with starting points where students can practice writing the letter.
Level 4 Expanding		
Level 5 Bridging	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

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State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Letter Shapes and Sounds	Words that start with the letters in the alphabet are shown underneath a picture representation of the word; students are able to make the distinction between letters and words that begin with the letter.
	Letter Sound Song	Students hear a song that focuses on each letter, its sound, and an animal whose name begins with the sound.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
	Resource Guide	(This activity prepares students to meet the standard.) The Classroom Masters section includes printouts for each letter of the alphabet, with both capital and lowercase letters. Each printout includes a picture of an object whose name starts with the letter, the object's name, pictures of the letter that students can trace, and lines with starting points where students can practice writing the letter.
ELP Standard 2: The Language of Language Arts, Summative Framework		
Listening	Make-believe	
Level 1 Entering	Everyday Words in Scenes	Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. Immediate and instructive feedback efficiently target word learning. The name of the word is printed at the end to demonstrate the correlation with print and meaning.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	My Word Book	Students review learned words as they are placed into categories in their word book.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
Level 2 Beginning	Listen to a Story	Students can click on pictures to hear the names of the illustrated objects. Students can also click to have a page repeated and hear the explanation again.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
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Level	Activity/Item	Description
Level 5 Bridging	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Speaking	Rhyme	
Level 1 Entering	Identify Rhyming Words	Through guided practice that includes immediate and instructive feedback, students select pictures of words that rhyme.
Level 2 Beginning	Introduction to Rhyme	Students are directly taught the rhyme concept. Rhyming words in the first language are used to teach the concept. Engaging pictures scaffold each rhyming word.
Level 3 Developing	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
Reading	Forms of print	
Level 4 Expanding	Listen to a Story	Students read along as children narrate stories that helps reinforce learned phrases and vocabulary. The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary. Students answer a comprehension question at the end.
Writing	Environmental print	
Level 3 Developing	Resource Guide	(This activity prepares students to meet the standard.) In the English Language Development in Your Classroom section, the activity <i>Give Me a Sign</i> asks children to identify the correct sign to look for in various situations. The Classroom Masters section includes Environmental Print Flashcards, which show common signs and logos, for use in classroom activities.
ELP Standard 3: The Language of Mathematics, Formative Framework		
Speaking	Quantity	
Level 1 Entering	Counting is Fun Song	Students watch a video teaching the numerals and number words for the numbers one through ten. After the song, the students click numbers to hear the number words.
Level 2 Beginning		

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
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Level	Activity/Item	Description
Level 3 Developing	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.
	Songs	Students learn the letters of the English alphabet and counting from one to ten through five ABC songs, a Letter Sound song, and a Counting Song.
Reading	Attributes	
Level 1 Entering	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 2 Beginning	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 3 Developing		
Level 4 Expanding		
Level 5 Bridging		
ELP Standard 3: The Language of Mathematics, Summative Framework		
Listening	Patterns	
Level 2 Beginning	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Speaking	Size	
Level 1 Entering	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
Level 2 Beginning	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 5 Bridging	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Reading	Geometric shapes	
Level 5 Bridging	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
Writing	Time	
Level 1 Entering	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 2 Beginning	Songs and Chants	Students hear the song “Good Morning, Good Evening,” and see illustrations related to morning and evening.
Level 3 Developing		

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PreK-5

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Level 4 Expanding	Sequence Story Events	(This activity prepares students to meet the standard.) First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
ELP Standard 4: The Language of Science, Formative Framework		
Listening	Change in self & environment	
Level 2 Beginning	Everyday Words in Scenes	Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. Immediate and instructive feedback efficiently target word learning. The name of the word is printed at the end to demonstrate the correlation with print and meaning.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 5 Bridging	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Reading	Animals	
Level 1 Entering	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
Level 3 Developing	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.

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PreK-5

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Level 4 Expanding	Listen to a Story	Students listen to a story that helps reinforce learned phrases and vocabulary. The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary. Students read along as children narrate stories. Students answer a comprehension question at the end.
Level 5 Bridging	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
Writing	Colors	
Level 2 Beginning	Art with a Purpose	Students add a creative touch to the letters they have learned by coloring a picture representation of each. They hear the names of letters and colors throughout the activity.
Level 3 Developing	Resource Guide	The English Language Development in Your Classroom section provides numerous activities in which students practice formulating letters.
Level 5 Bridging	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
ELP Standard 4: The Language of Science, Summative Framework		
Listening	Living and nonliving things	
Level 3 Developing	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.
	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	Students observe verbal and nonverbal cues carefully in order to determine which phrase or social greeting fits an everyday context seen in a video.
	Your Turn to Talk	Students record learned words and phrases, such as "What is your name?" They can play their recordings back and rerecord. Teachers may evaluate students' recordings at any time.

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PreK-5

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Level	Activity/Item	Description
Level 5 Bridging	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
Speaking	Weather	
Level 1 Entering	Everyday Words in Scenes	Students are directly taught nouns by hearing the word and associating it with a picture. Students practice identifying the noun by clicking the picture and hearing its name.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 2 Beginning	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 5 Bridging	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.
	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	What Should You Say?	Students observe verbal and nonverbal cues carefully in order to determine which phrase or social greeting fits an everyday context seen in a video.
	Your Turn to Talk	Students record learned words and phrases, such as “What is your name?” They can play their recordings back and rerecord. Teachers may evaluate students’ recordings at any time.
Reading	Body parts	
Level 3 Developing	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
Level 4 Expanding	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
Level 5 Bridging	Art with a Purpose	Students add a creative touch to learned words by coloring a picture of each noun. They hear the word and see it printed, and they hear the names of colors throughout the activity.
	Everyday Words in Scenes	The printouts for <i>Everyday Words in Scenes</i> include labeled pictures of each vocabulary item.
	Listen to a Story	Students listen to a story that helps reinforce learned phrases and vocabulary. The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
ELP Standard 5: The Language of Social Studies, Formative Framework		
Listening	Symbols and holidays	
Level 1 Entering	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 2 Beginning	Resource Guide	In the English Language Development in Your Classroom section, the activity <i>Give Me a Sign</i> asks children to identify the correct sign to look for in various situations. The Classroom Masters section includes Environmental Print Flashcards, which show common signs and logos, for use in classroom activities.
Level 3 Developing	Everyday Words in Scenes	Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. Immediate and instructive feedback efficiently target word learning. The name of the word is printed at the end to demonstrate the correlation with print and meaning.
Level 4 Expanding	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
Level 5 Bridging	Silly Animals Matching Game	(This activity prepares students to meet the standard.) Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Speaking	Clothing	
Level 1 Entering	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
	Art with a Purpose	Students add a creative touch to learned words by coloring a picture of each noun. They hear the word and see it printed, and they hear the names of colors throughout the activity.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
Level 2 Beginning	Resource Guide	The English Language Development in Your Classroom section includes many in-class activities where students develop their vocabulary. <i>Something is Missing, Word Race, Guess the Word, and Scramble</i> practice all the nouns taught in the program, including the names of articles of clothing. Other activities only practice specific groups of nouns.
Level 3 Developing	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 4 Expanding	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Reading	Seasons	
Level 1 Entering	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
Level 2 Beginning	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 5 Bridging	Listen to a Story	(This activity prepares students to meet the standard.) Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the supporting illustrations to gain additional background knowledge and vocabulary.
Writing	Self & family	
Level 1 Entering	Resource Guide	The English Language Development in Your Classroom section includes the in-class activity <i>I Can Write My Name</i> , where students practice writing and recognizing the letters in their own name. The Classroom Masters section provides the <i>I Can Write My Name</i> worksheet.
Level 4 Expanding	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout.
Level 5 Bridging		Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
ELP Standard 5: The Language of Social Studies, Summative Framework		
Listening	Transportation	
Level 2 Beginning	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.
	Be a Recording Artist	Students record each line of the learned songs and chants, karaoke style. The karaoke machine format makes singing along irresistible.
Level 3 Developing	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 4 Expanding	All Activities	Students follow one-, two-, and three-step directions throughout the product.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Speaking	Homes in a community/Habitats	
Level 1 Entering	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
Reading	Food	
Level 3 Developing	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
Level 4 Expanding	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

PreK-Kindergarten		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 5 Bridging	Listen to a Story	(This activity prepares students to meet the standard.) Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the supporting illustrations to gain additional background knowledge and vocabulary.
Writing	School	
Level 1 Entering	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout.
Level 2 Beginning		Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 5 Bridging		

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
ELP Standard 1: Social and Instructional Language, Formative Framework		
Listening	Following directions	
Level 1 Entering	All Activities	Students follow one-, two-, and three-step directions throughout the product.
Level 2 Beginning		
Level 3 Developing		
Level 4 Expanding		
Level 5 Bridging		
Speaking	Likes, dislikes & needs	
Level 1 Entering	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.
	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. The learned vocabulary and phrases will help them with their basic needs in social and school settings.
	What Should You Say?	Students observe verbal and nonverbal cues carefully in order to determine which phrase or social greeting fits an everyday context seen in a video.
	Your Turn to Talk	Students record learned words and phrases, such as "What is your name?" They can play their recordings back and rerecord. Teachers may evaluate students' recordings at any time.
	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students respond to pictures, stories, questions, etc. For example, in the activity <i>What Is Your Name?</i> , students practice asking and answering the questions "What is your name?" and "Is it ____?"

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 2 Beginning	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students respond to pictures, stories, questions, etc. For example, in the activity <i>What Is Your Name?</i> , students practice asking and answering the questions “What is your name?” and “Is it _____?”
Writing	Feelings & emotions	
Level 1 Entering	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout.
Level 2 Beginning		Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 3 Developing		
Level 5 Bridging		
ELP Standard 1: Social and Instructional Language, Summative Framework		
Listening	School areas, personnel & activities	
Level 1 Entering	Resource Guide	In the English Language Development in Your Classroom section, the activity <i>Give Me a Sign</i> asks children to identify the correct sign to look for in various situations. The Classroom Masters section includes Environmental Print Flashcards, which show common signs and logos, for use in classroom activities.
	Everyday Words in Scenes	Students are directly taught nouns that come from kindergarten curricula. First, they hear the word and associate it with a picture. Then they say the word as they move the picture into a corresponding puzzle shape.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 2 Beginning	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word's meaning by following the instructions (i.e., "Place the hat on top of the rock").
Level 3 Developing	Listen to a Story	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the text and in the supporting illustrations to gain additional background knowledge and vocabulary.
Speaking	Everyday objects	
Level 1 Entering	Everyday Words in Scenes	Students are directly taught nouns by hearing the word and associating it with a picture. Students practice identifying the noun by clicking the picture and hearing its name. Includes instruction in words used in school (things in a classroom, things on a playground, places, and books).
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Reading	Sharing/Cooperation	
Level 1 Entering	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
Level 2 Beginning	Listen to a Story	Before students listen to a story, they are taught the basic phrases or sentences that appear within the story. Then, they listen to the story, which helps reinforce learned phrases and vocabulary.
Level 3 Developing		The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary. Students are asked a comprehension question at the end of the story.
Level 5 Bridging	Start Reading English: Early Literacy	Students hear a skilled reader model thought processes after looking at the cover of the story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story.
Writing	Personal correspondence	
Level 5 Bridging	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
		experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
ELP Standard 2: The Language of Language Arts, Formative Framework		
Listening	Example Genre: Pattern books/Predictable books; Example Topic: Role Play	
Level 1 Entering (Genre)	All Activities	The program introduces several characters for each level, and each character teaches a different set of concepts. Students get to know and recognize characters after repeated use of the program.
Level 1 Entering (Topic)	Resource Guide	The English Language Development in Your Classroom section includes many in-class activities where students develop their listening and speaking abilities, including multiple activities in which students dramatize concepts and events in stories.
Level 2 Beginning (Genre)	Listen to a Story	(This activity prepares students to meet the standard.) Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the text and in the supporting illustrations to gain additional background knowledge and vocabulary.
Level 2 Beginning (Topic)	Resource Guide	The English Language Development in Your Classroom section includes many in-class activities where students develop their listening and speaking abilities, including multiple activities in which students dramatize concepts and events from illustrated stories.
Level 3 Developing (Topic)		
Level 4 Expanding (Topic)		

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Speaking	Example Genre: Fiction (literary text); Example Topic: Story telling	
Level 1 Entering (Genre)	Start Reading English: Early Literacy (Listen to a Model)	(This activity prepares students to meet the standard.) Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).
Level 1 Entering (Topic)	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Listen to a Story	Before students listen to a story, they are taught the basic phrases or sentences that appear within the story. Then, they listen to the story, which helps reinforce learned phrases and vocabulary. The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary. Students are asked a comprehension question at the end of the story.
Level 2 Beginning (Genre)	Start Reading English: Early Literacy (Listen to a Model)	(This activity prepares students to meet the standard.) Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).
Level 2 Beginning (Topic)	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students respond to pictures, stories, questions, etc.
Level 3 Developing (Genre)	Start Reading English: Early Literacy (Listen to a Model)	(This activity prepares students to meet the standard.) Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).

WIDA English Language Proficiency Standards and *Imagine Learning English*

PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 3 Developing (Topic)	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students respond to pictures, stories, questions, etc.
	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 4 Expanding (Genre)	Start Reading English: Early Literacy (Listen to a Model)	(This activity prepares students to meet the standard.) Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).
Level 4 Expanding (Topic)	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard.
Level 5 Bridging (Genre)		Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 5 Bridging (Topic)		
Reading	Example Genre: Nonfiction (expository text); Example Topic: Phonics, Sequence of Story	
Level 1 Entering (Topic)	Letter Sound Song	Students hear a song that focuses on each letter, its sound, and an animal whose name begins with the sound.
	Letter Shapes and Sounds	Students learn each letter of the alphabet, the letter sound, and how to form the letter. Additionally, each letter is formed by an object or animal that begins with the target letter, with the accompanying name shown below the letter picture.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They segment the initial phoneme in English words, in order to identify words that begin with the target phoneme.
Level 1 Entering (Topic)	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 2 Beginning (Genre)	Silly Animals Matching Game	(This activity prepares students to meet the standard.) Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 2 Beginning (Topic)	ABC Songs	The alphabet songs, both traditional and new, show each letter of the alphabet. At the end of each song, students are invited to click letters to hear the letter names.
	Let's Talk	Students hear target phrases in videos as they see the words appear on the screen. This activity is scaffolded through repetition of the target phrase.
	Listen to a Story	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students can click any word to hear it repeated, click the Repeat button to hear each line read again, and roll over pictures to hear the name of the item illustrated.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	Sing and Chant	Students see the text of each song and chant highlighted as the words are sung or said.
	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 4 Expanding (Topic)	Space Ace: Word Identification	In order to “save” words from the evil Silencer, students have to follow multi-step instructions (i.e., they “sound out” a word, choose the correct way to say the word, and/or click on a special button to hear a phonics rule). They learn to read and understand over 300 decodable and key words presented in context sentences that are used in books the students will read.
	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Writing	Example Genre: Folktales; Example Topic: Rhyming words	
Level 1 Entering	Letter Shapes and Sounds	In the printout for <i>Letter Shapes and Sounds</i> , students pay attention to the shape—learning to write both capital and lower case letters.
	Introduction to Rhyme	Students are directly taught the concept of rhyme. They begin by hearing words that rhyme in their first language; then they are introduced to words that rhyme in English.
	Identify Rhyming Words	Through guided practice that includes immediate and instructive feedback, students select pictures of words that rhyme.
Level 2 Beginning	Introduction to Rhyme	Students are directly taught the concept of rhyme. They begin by hearing words that rhyme in their first language; then they are introduced to words that rhyme in English.
	Identify Rhyming Words	Through guided practice that includes immediate and instructive feedback, students select pictures of words that rhyme.
Level 3 Developing	Introduction to Rhyme	Students are directly taught the concept of rhyme. They begin by hearing words that rhyme in their first language; then they are introduced to words that rhyme in English.
	Identify Rhyming Words	Through guided practice that includes immediate and instructive feedback, students select pictures of words that rhyme.
Level 4 Expanding	Sing and Chant	Students hear the cadence and rhythm of English by seeing an animation or video of songs and chants. The text of each song and chant is highlighted as the words are sung or said.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
ELP Standard 2: The Language of Language Arts, Summative Framework		
Listening	Example Genre: Pattern books/Predictable books; Example Topic: Sequence of story	
Level 1 Entering	Listen to a Story	Students can click any word to hear it spoken, hear the text again, and roll over pictures to hear the name of the item illustrated. They are instructed to listen for repeated phrases. Students are asked a comprehension question at the end of the story.
Level 3 Developing	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 4 Expanding	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Speaking	Example Genre: Fiction (literary text); Example Topic: Story elements	
Level 1 Entering (Genre)	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
	Start Reading English: Early Literacy (Listen to a Model)	Students hear a skilled reader model thought processes after looking at the cover of the story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story.
Level 1 Entering (Topic)	Listen to a Story	Students listen to a story that helps reinforce learned phrases and vocabulary. The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary. Students read along as children narrate stories. Students answer a comprehension question at the end.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 2 Beginning	Start Reading English: Early Literacy (Listen to a Model)	(This activity prepares students to meet the standard.) Students hear a skilled reader model thought processes after looking at the cover of the story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story.
Level 3 Developing	Start Reading English: Early Literacy (Listen to a Model)	Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).
Level 4 Expanding	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 5 Bridging	Resource Guide	The English Language Development in Your Classroom section includes in-class activity ideas for retelling stories with puppets. The Classroom Masters section provides copies of puppets from several <i>Listen to a Story</i> books.
Reading	Example Genre: Nonfiction (expository text); Example Topic: Phonemic awareness;	
Level 1 Entering	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
Level 2 Beginning	Listen to a Story	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the text and in the supporting illustrations to gain additional background knowledge and vocabulary.
	Blend Word Parts	Students blend onsets and rimes to make words.
Level 3 Developing	Get a Clue: Word Families	Students learn to decode new words by analogy. They learn “clue words” that contain common endings and sort words by their endings.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 4 Expanding	Listen to a Story	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students may explore highlighted spots in the supporting illustrations to gain additional background knowledge and vocabulary.
Level 5 Bridging		Students are asked a comprehension question at the end of the story.
	Understand What I Read (Decodable Books)	Students answer literal and inferential questions about the story they have listened to and read.
	Letter Sound Song	(This activity prepares students to meet the standard.) Students hear a song that focuses on each letter, its sound, and an animal whose name begins with the sound.
	Letter Shapes and Sounds	Students learn each letter of the alphabet, the letter sound, and how to form the letter. Additionally, each letter is formed by an object or animal that begins with the target letter, with the accompanying name shown below the letter picture.
	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.
Writing	Example Genre: Folktales; Example Topic: Word families	
Level 1 Entering	Get a Clue: Word Families	(This activity prepares students to meet the standard.) Students learn to decode new words by analogy. They learn “clue words” that contain common endings and sort words by their endings.
Level 2 Beginning	Understand What I Read (Story Map)	(This activity prepares students to meet the standard. Students in 1 st and 2 nd grade will be exposed to folk tales later in the program.) Students answer a question about story elements, including character, setting, plot, etc.
Level 5 Bridging	Printout: Reading Journal	(This activity prepares students to meet the standard. Students in 1 st and 2 nd grade will be exposed to folk tales later in the program.) Students make personal connections to text as they choose topics to write about; they are given word banks to facilitate their writing.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
ELP Standard 3: The Language of Mathematics, Formative Framework		
Speaking	Number sense	
Level 1 Entering	Resource Guide	The English Language Development in Your Classroom section includes in-class activities for school readiness. In <i>Name and Numbers</i> , students explore how personal data is handled in English and practice giving that information.
Level 5 Bridging	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
ELP Standard 4: The Language of Science, Formative Framework		
Listening	Force & motion	
Level 1 Entering	All Activities	Students must respond to directions with specific actions in order to navigate activities. For example: <i>Click this picture and put it into this scene.</i>
Level 2 Beginning		
Speaking	Earth & sky	
Level 1 Entering	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 2 Beginning	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
		Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 3 Developing	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating understanding of a word's meaning by following the instructions (i.e., "Place the hat on top of the rock").
Reading	Natural resources	
Level 2 Beginning	Read Leveled Text (Find a Word)	Students select a word on a page based on a definition, synonym, or antonym.
	Start Reading English: Early Literacy (Find a Word)	Before reading the story on their own, students identify target words and punctuation on each page.
ELP Standard 4: The Language of Science, Summative Framework		
Listening	Chemical & physical attributes	
Level 2 Beginning	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Level 3 Developing		
Speaking	Weather	
Level 1 Entering	Everyday Words in Scenes	Students are directly taught nouns by hearing the word and associating it with a picture. Students practice identifying the noun by clicking the picture and hearing its name.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 2 Beginning	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.
	Your Turn to Talk	Students record learned words and phrases, such as “What is your name?” They can play their recordings back and rerecord. Teachers may evaluate students’ recordings at any time.
	What Should You Say?	Students observe verbal and nonverbal cues carefully in order to determine which phrase or social greeting fits an everyday context seen in a video.
Reading	Living organisms	
Level 1 Entering	Everyday Words in Scenes	Students are directly taught nouns by hearing the word and associating it with a picture. Students practice identifying the noun by clicking the picture and hearing its name.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
Level 2 Beginning	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
ELP Standard 5: The Language of Social Studies, Formative Framework		
Listening		
Neighborhoods/Communities		
Level 1 Entering	Resource Guide	In the English Language Development in Your Classroom section, the activity <i>Give Me a Sign</i> asks children to identify the correct sign to look for in various situations. The Classroom Masters section includes Environmental Print Flashcards, which show common signs and logos, for use in the classroom.
Level 2 Beginning		
Level 3 Developing	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating understanding of a word’s meaning by following the instructions (i.e., “Place the hat on top of the rock”).
Speaking		
Families & responsibilities		
Level 1 Entering	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
Level 3 Developing	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Reading		
Money & banking		
Level 1 Entering	Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language. They see and hear the phonemes pronounced by a video mouth and identify objects in English whose names begin with the target phoneme. They also see associated graphemes.
	Meet New Sounds	Students learn and recognize English phonemes that are not produced in their first language. They see and hear the phonemes pronounced by a video mouth and identify objects in English that begin with the target phoneme. They also see associated graphemes.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Making Music: Meet the Phoneme	Students meet individual phonemes and the associated letters, separate the initial phoneme, and determine whether or not it is the target sound. Students view a video of a mouth to aid in pronunciation. They demonstrate their perception of various sounds by selecting words that start with the target sound.
Level 2 Beginning	Listen to a Story	Students listen to a story that helps reinforce learned phrases and vocabulary.
Level 3 Developing		The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary. Students read along as children narrate stories. Students answer a comprehension question at the end.
Level 4 Expanding	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.
Level 5 Bridging	Review Menu	Students can choose books to listen to and/or books to read.
Writing	Homes & habitats	
Level 2 Beginning	Everyday Words in Scenes	Students learn nouns in categories such as family members, animals, and things that go. Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. The vocabulary words come from kindergarten curricula and the academic language of school.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 3 Developing	Word Videos: Introduction to Vocabulary	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words. For example, in the video teaching “temperature,” a student shows another student the temperature of a glass of ice water, looking at a thermometer and saying, “Look at the temperature—the water is really cold.” Then she puts the thermometer in a glass of hot water and adds, “Now look at the temperature change—the water is really hot.” Students hear a translation for the word, are instructed to say the word, and then hear it in a sentence, which is also displayed: “The temperature tells how hot or cold something is.” This is repeated for useful academic words in over 250 videos, allowing students to converse about academic subjects with greater confidence.
ELP Standard 5: The Language of Social Studies, Summative Framework		
Listening	Land forms/Bodies of water	
Level 1 Entering	Everyday Words in Scenes	Students use visual, audio, and tactile modalities in this activity as they move each picture into a puzzle. Immediate and instructive feedback efficiently target word learning. The name of the word is printed at the end to demonstrate the correlation with print and meaning.
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
Level 2 Beginning	Go for the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. Students show vocabulary knowledge by choosing the correct word to go in a cloze sentence illustrated by one of 200 videos. For example, for “estimated,” a girl asks a man how tall he is. He responds, “Guess.” She guesses, “I think you are six feet tall. He responds, “You _____ correctly.” As students answer correctly, they collect gold.
Level 3 Developing	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.
Speaking	Community workers	
Level 1 Entering	Everyday Words in Scenes	Students are directly taught nouns by hearing the word and associating it with a picture. Students practice identifying the noun by clicking the picture and hearing its name. Includes instruction in words used in school (things in a classroom, things on a playground, places, and books).

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 1-2		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Explore Everyday Words	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.
	Recognize Everyday Words	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.
	My Word Book	Students review learned words as they are placed into categories in their word book. They click pictures and see the vocabulary word while it is spoken.
	My Word Book Review	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.
	Listen to a Story	(This activity prepares students to meet the standard.) Students listen to a story that helps reinforce learned phrases and vocabulary. The student-controlled exploration of natural text and pictures provides repetition of English words and new English vocabulary. Students read along as children narrate stories. Students answer a comprehension question at the end.
Reading	Artifacts of the past	
Level 3 Developing	Understand What I Read (Compare/Contrast)	Students identify similarities and differences as they answer questions about a leveled reading selection. If they have difficulty, they hear an explanation for comparing and contrasting information and are directed to a helpful page in the selection.
Level 4 Expanding	Printout: Graphic Organizer for Comprehension	Students complete a story map and write a short summary of the story.
Writing	Products in the marketplace	
Level 2 Beginning	Animated Everyday Words	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence. Some of the adjectives they learn are opposites. <i>Opposite</i> is an example of the kind of academic language taught.
	Silly Animals Matching Game	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. They match a spoken adjective or verb to two pictures that illustrate that word. After each correct answer, students listen to the target word in a sentence.

WIDA English Language Proficiency Standards and *Imagine Learning English*

PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
ELP Standard 1: Social and Instructional Language, Formative Framework		
Listening	Classroom supplies/Resources	
Level 1 Entering	Word Videos: Introduction to Vocabulary	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words. For example, in the video teaching “temperature,” a student shows another student the temperature of a glass of ice water, looking at a thermometer and saying, “Look at the temperature—the water is really cold.” Then she puts the thermometer in a glass of hot water and adds, “Now look at the temperature change—the water is really hot.” Students hear a translation for the word, are instructed to say the word, and then hear it in a sentence, which is also displayed: “The temperature tells how hot or cold something is.” This is repeated for useful academic words in over 250 videos, allowing students to converse about academic subjects with greater confidence.
	Cool Cars: Noun Game	Students practice the meaning of academic nouns by completing cloze sentences embedded in a video, reviewing the same word taught in <i>Intro to Vocabulary</i> , but in a new context. For “temperature,” a student shows a thermometer and says, “The _____ in this room is 76 degrees Fahrenheit.” As students answer correctly, they are able design a car. If they answer incorrectly, they view word videos in order to make a correct selection (200 videos).
	Name That Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation. They earn more points for identifying the word with just one clue.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Level 3 Developing	All Activities	Students follow multistep directions to complete activities throughout the program.
Speaking	Information gathering	
Level 1	Daily Conversations	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Entering	Let's Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. These phrases were specially selected for their strategic competence value in preparing students for classroom collaboration. Children in the video invite students to practice the target speech.
	What Should You Say?	Students observe verbal and nonverbal cues carefully in order to determine which phrase or social greeting fits an everyday context seen in a video.
Level 2 Beginning	Resource Guide	The English Language Development in Your Classroom section includes many in-class activities where students develop their listening and speaking abilities. For example, in the activity <i>What Is Your Name?</i> , students practice asking and answering the questions “What is your name?” and “Is it _____?”
Level 3 Developing		
Reading	Personal experiences	
Level 1 Entering	Printout: Reading Journal	Students connect to their reading of illustrated text by responding to a writing prompt. A word bank is included at the bottom as a resource.
Level 2 Beginning	Start Reading English: Early Literacy (Listen to a Model)	Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).
Level 4 Expanding	Understand What I Read (Compare/Contrast)	Students identify similarities and differences as they answer questions about a leveled reading selection. If they have difficulty, they hear an explanation for comparing and contrasting information and are directed to a helpful page in the selection.
	Printout: Reading Journal	Students make personal connections to text as they choose topics to write about; they are given word banks to facilitate their writing.
	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing graphic organizers: main idea/supporting details, compare and contrast, cause and effect, story map, etc.
Level 5 Bridging	Resource Guide	In the English Language Development in Your Classroom section, the activity <i>Fiction or Nonfiction</i> teaches students the difference between fiction and nonfiction and trains them to classify stories as fiction or nonfiction.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
ELP Standard 1: Social and Instructional Language, Summative Framework		
Listening	Following directions	
Level 1 Entering	All Activities	Students demonstrate their comprehension of single- and multistep instructions throughout the activities: clicking where specified, repeating words, turning story pages, etc. Instructions are modeled by visual indications of where to click, and students must follow instructions to complete activities and navigate the program.
Level 2 Beginning		
Level 3 Developing		
Level 4 Expanding		
Speaking	Personal information/Opinions	
Level 1 Entering	Resource Guide	The English Language Development in Your Classroom section includes in-class activities where students respond to pictures, stories, questions, etc. For example, in the activity <i>Good Morning Toss</i> , students practice asking and responding to the question “How are you?”
	Daily Conversations	Students practice learned phrases, social greetings, and questions as they see them used in different contexts.
	Let’s Talk	Students see videos of children communicating, using useful phrases or social greetings in a variety of authentic contexts. These phrases were specially selected for their strategic competence value in preparing students for classroom collaboration. Children in the video invite students to practice the target speech.
	What Should You Say?	Students observe verbal and nonverbal cues carefully in order to determine which phrase or social greeting fits an everyday context seen in a video.
Level 2 Beginning	Sequence Story Events	First, students listen to a story and are given pictures from the story to sequence. Next, they retell a story based on a new sequence of pictures in a printout. Finally, students draw, write, and tell about personal experiences related to stories they have heard. Natural text, carefully designed pictures that can be rolled over for clarification, and highlighted text make the stories comprehensible.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Reading	Leisure activities	
Level 1 Entering	Start Reading English: Early Literacy (Listen to a Model)	Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).
Level 3 Developing	Understand What I Read (Main Idea)	Students identify the main idea and/or the supporting details in a selection. If they have difficulty, they learn what a main idea is and are directed to a helpful page in the selection.
Level 4 Expanding	Understand What I Read (Compare/Contrast)	Students identify similarities and differences as they answer questions about a leveled reading selection. If they have difficulty, they hear an explanation for comparing and contrasting information and are directed to a helpful page in the selection.
Level 5 Bridging	Look and Think: Introduction to Inferential Questions	Students learn how to answer inferential questions. They learn to combine their own background knowledge with information in the story to draw the correct inference.
	Understand What I Read (Inferential)	Students answer inferential questions from a leveled reading selection.
Writing	Rules or procedures	
Level 1 Entering	Word Videos: Introduction to Vocabulary	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words. For example, in the video teaching “temperature,” a student shows another student the temperature of a glass of ice water, saying, “Look at the temperature—the water is really cold.” Then she puts the thermometer in a glass of hot water and adds, “Now look at the temperature change—the water is really hot.” Students hear a translation for the word, say the word, and then hear it in a sentence, which is also displayed: “The temperature tells how hot or cold something is.” This is repeated for useful academic words in over 250 videos, allowing students to converse about academic subjects with greater confidence.
	Cool Cars: Noun Game	Students practice the meaning of academic nouns by completing cloze sentences embedded in a video. If they answer incorrectly, they view word videos in order to make a correct selection. As they answer correctly, they are able to design a car.
	Go for the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. Students show vocabulary knowledge by choosing the correct word to go in a cloze sentence illustrated by one of 200 videos. For example, for “estimated,” a girl asks a man how tall he is. He responds, “Guess.” She guesses, “I think you are six feet tall. He responds, “You _____ correctly.” As students answer correctly, they collect gold.

WIDA English Language Proficiency Standards and *Imagine Learning English*

PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating understanding of a word's meaning by following the instructions (i.e., "Place the hat on top of the rock").
	Name That Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for "classify," they hear just the audio, "Would you ____ this animal as a bird or a fish?" If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation. They earn more points for identifying the word with just one clue.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
ELP Standard 2: The Language of Language Arts, Formative Framework		
Listening	Example Genre: Mysteries; Example Topic: Comprehension strategies	
Level 1 Entering (Genre)	Name That Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for "classify," they hear just the audio, "Would you ____ this animal as a bird or a fish?" If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation. They earn more points for identifying the word with just one clue.
Level 1 Entering (Topic)	Start Reading English: Early Literacy (Find a Word)	Before reading the story on their own, students identify target words (decodable words and sight words) as well as punctuation marks on each page.
	Read Leveled Text (Find a Word)	Students select a word on a page based on a definition, synonym, or antonym.
Level 2 Beginning	Read Leveled Text (Listen to a Model)	Students listen to a model read a leveled selection. Selections are paired; one story provides background knowledge for the other. Some pairs include instruction in text types; i.e., "Curtains Up" describes the features of a play, "Missing Manny." "Is it a Myth?" describes features of a myth, "Phaethon's Ride."
Level 3 Developing	Start Reading English: Early Literacy (Listen to a Model)	(This activity prepares students to meet the standard.) Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story (decodable text).

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 5 Bridging	Printout: Reading Journal	Students make personal connections to text as they choose topics to write about; they are given word banks to facilitate their writing.
Speaking	Example Genre: Fantasies; Example Topic: Points of View	
Level 1 Entering	Understand What I Read	Students answer a variety of questions (main idea, story map, cause and effect, etc.) for a variety of genres.
Level 2 Beginning (Genre)	Go for the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
Level 2 Beginning (Topic)	Understand What I Read (Compare/Contrast)	(This activity prepares students to meet the standard.) Students identify similarities and differences as they answer questions about a leveled reading selection. If they have difficulty, they hear an explanation and are directed to a helpful page in the selection.
Level 3 Developing	Printout: Graphic Organizer for Comprehension	(This activity prepares students to meet the standard.) Students identify important ideas in their reading selection by completing graphic organizers: main idea/supporting details, compare and contrast, cause and effect, story map, etc.
Level 4 Expanding		
Reading	Example Genre: Biographies & autobiographies; Example Topics: Fact or opinion, Fluency Strategies	
Level 1 Entering	Get a Clue: Word Families	Students learn to decode new words by analogy. They learn “clue words” that contain common endings and sort words by their endings.
	Space Ace: Word Identification	In order to “save” words from the evil Silencer, students have to follow multi-step instructions (i.e., they “sound out” a word, choose the correct way to say the word, and/or click on a special button to hear a phonics rule). They learn to read and understand over 300 decodable and key words presented in context sentences that are used in books the students will read.
Level 2 Beginning (Genre)	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing graphic organizers: main idea/supporting details, compare and contrast, cause and effect, story map, etc.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 2 Beginning (Topic)	Resource Guide	In the English Language Development in Your Classroom section, the activity <i>Fiction or Nonfiction</i> teaches students the difference between fiction and nonfiction and trains them to classify stories as fiction or nonfiction.
Level 2 Beginning (Topic)	Understand What I Read (Inferential)	Students answer inferential questions from a leveled reading selection.
	Look and Think: Introduction to Inferential Questions	Students learn how to answer inferential questions. They learn to combine their own background knowledge with information in the story to draw the correct inference.
Level 3 Developing	Start Reading English: Early Literacy (Find a Word)	(This activity prepares students to meet the standard.) Before reading the story on their own, students identify target words (decodable words and sight words) as well as punctuation marks on each page.
Level 4 Expanding (Genre)	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing graphic organizers: main idea/supporting details, compare and contrast, cause and effect, story map, etc.
Level 4 Expanding (Topic)	Resource Guide	In the English Language Development in Your Classroom section, the activity <i>Fiction or Nonfiction</i> teaches students the difference between fiction and nonfiction and trains them to classify stories as fiction or nonfiction.
Level 4 Expanding (Topic)	Start Reading English: Early Literacy (Read and Record)	Students read simplified English by echoing a model and recording each page. Students can compare their speech to that of the model and hear differences in intonation and inflection. Based on their comparison, they may decide to rerecord.
Level 5 Bridging (Topic)	Understand What I Read (Author's Purpose)	Students identify the author's purpose as they answer questions about a leveled reading selection. If they have difficulty, they hear an explanation about the author's purpose and are directed to a helpful page in the reading selection.
	Start Reading English: Early Literacy (Read and Record)	Students read simplified English by echoing a model and recording each page. Students can compare their speech to that of the model and hear differences in intonation and inflection. Based on their comparison, they may decide to rerecord.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Writing	Example Genre: Narratives; Example Topic: Editing & revising	
Level 1 Entering	Printout: Reading Journal	(This activity prepares students to meet the standard.) Students connect to their reading by responding to a writing prompt. They are given word banks to facilitate their writing.
ELP Standard 2: The Language of Language Arts, Summative Framework		
Listening	Example Genre: Mysteries; Example Topic: Explicit & inferential information	
Level 1 Entering	Read Leveled Text	Students listen to a model read an illustrated leveled selection. Selections are paired; one story provides background knowledge for the other. Some pairs include instruction in text types; i.e., “Curtains Up” describes the features of a play, “Missing Manny.” “Is it a Myth?” describes features of a myth, “Phaethon’s Ride.”
Level 2 Beginning	Look in the Book: Introduction to Literal Questions	Students learn how to answer literal questions. They learn to notice important words in the question that match up with information in the story, locating the answer.
	Understand What I Read (Decodable Books)	Answer literal questions about a decodable story they have read.
Level 3 Developing	Start Reading English: Early Literacy (Listen to a Model)	(This activity prepares students to meet the standard.) Students hear a skilled reader model thought processes after looking at the cover of a story; the reader predicts and anticipates what the story might be about. Then they listen to the model read each page of the story.
Level 4 Expanding	Understand What I Read (Cause and Effect)	Students identify cause and effect relationships as they answer questions about a leveled reading selection. If they have difficulty, they hear an explanation about cause and effect and are directed to a helpful page in the selection.
Level 5 Bridging (Genre)	Printout: Reading Journal	Students connect to their reading by responding to a writing prompt.
Level 5 Bridging (Topic)	Look and Think: Introduction to Inferential Questions	Students learn how to answer inferential questions. They learn to combine their own background knowledge with information in the story to draw the correct inference.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Understand What I Read (Inferential)	Students answer inferential questions from a leveled reading selection.
Speaking	Example Genre: Fantasies; Example Topic: Story elements & types of genres	
Level 1 Entering (Genre)	Understand What I Read	Students answer a variety of questions (main idea, story map, cause and effect, etc.) for a variety of genres.
Level 1 Entering (Topic)	Read Leveled Text	Students listen to a model read an illustrated leveled selection, then they examine the selection for vocabulary and read the section aloud. Selections are paired; one story provides background knowledge for the other. Some pairs include instruction in text types; i.e., “Curtains Up” describes the features of a play, “Missing Manny.” “Is it a Myth?” describes features of a myth, “Phaethon’s Ride.”
Level 2 Beginning (Genre)	Go for the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
Level 2 Beginning (Topic)	Read Leveled Text	Students listen to a model and read an illustrated leveled selection. Selections are paired; one story provides background knowledge for the other. Some pairs include instruction in text types; i.e., “Curtains Up” describes the features of a play, “Missing Manny.” “Is it a Myth?” describes features of a myth, “Phaethon’s Ride.”
Level 3 Developing (Genre)	Go for the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
Level 3 Developing (Topic)	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing an organizer, including main idea/supporting details organizers. Students then write a summary, referring to their organizer.
Reading	Example Genre: Biographies & autobiographies; Example Topic: Main ideas & details	
Level 1 Entering (Topic)	Understand What I Read (Main Idea)	Students identify the main idea and/or the supporting details in a selection. If they have difficulty, they learn what a main idea is and are directed to a helpful page in the selection.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Level 2 Beginning (Genre)	Read Leveled Text	Students read paired selections: the first selection explains a concept. For example, “Create a Timeline” describes what a timeline is and how it is made. The second selection, “The Exploding Mountain,” uses that new knowledge.
Level 2 Beginning (Topic)	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing an organizer, including main idea/supporting details organizers. Students then write a summary, referring to their organizer.
	Understand What I Read (Main Idea)	Students identify the main idea and/or the supporting details in a selection. If they have difficulty, they learn what a main idea is and are directed to a helpful page in the selection.
Level 3 Developing (Topic)	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing an organizer, including main idea/supporting details organizers. Students then write a summary, referring to their organizer.
	Understand What I Read (Main Idea)	Students identify the main idea and/or the supporting details in a selection. If they have difficulty, they learn what a main idea is and are directed to a helpful page in the selection.
Level 4 Expanding (Genre)	Understand What I Read (Compare/Contrast)	Students identify similarities and differences as they answer questions about a leveled reading selection. If they have difficulty, they hear an explanation for comparing and contrasting information and are directed to a helpful page in the selection.
Level 4 Expanding (Topic)	Understand What I Read (Main Idea)	Students identify the main idea and/or the supporting details in a selection. If they have difficulty, they learn what a main idea is and are directed to a helpful page in the selection.
Level 5 Bridging (Genre)	Understand What I Read (Intertextual)	Students integrate information from two leveled reading selections as they answer questions from a leveled reading selection.
Level 5 Bridging (Topic)	Look and Think: Introduction to Inferential Questions	Students learn how to answer inferential questions. They learn to combine their own background knowledge with information in the story to draw the correct inference.
	Understand What I Read (Inferential)	Students answer inferential questions from a leveled reading selection.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Writing	Example Genre: Narratives; Example Topic: Conventions & mechanics	
Level 1 Entering (Genre)	Printout: Reading Journal	Students make personal connections to text as they choose topics to write about; they are given word banks to facilitate their writing.
Level 1 Entering (Topic)	Start Reading English: Early Literacy (Find a Word)	Before reading the story on their own, students identify target words (decodable words and sight words) as well as punctuation marks on each page.
Level 2 Beginning (Topic)	Start Reading English: Early Literacy (Find a Word)	Before reading the story on their own, students identify target words (decodable words and sight words) as well as punctuation marks on each page.
ELP Standard 3: The Language of Mathematics, Summative Framework		
Listening	Descriptive statistics	
Level 1 Entering	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word's meaning by following the instructions (i.e., "Place the hat on top of the rock").
Level 2 Beginning	Go For the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
Level 4 Expanding	Read Leveled Text (Find a Word)	Students select a word on a page based on a definition, synonym, or antonym.
Level 5 Bridging	Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.

WIDA English Language Proficiency Standards and *Imagine Learning English*

PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Speaking	Strategies for problem solving	
Level 2 Beginning	Word Videos: Introduction to Vocabulary	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words. For example, in the video teaching “temperature,” a student shows another student the temperature of a glass of ice water, looking at a thermometer and saying, “Look at the temperature—the water is really cold.” Then she puts the thermometer in a glass of hot water and adds, “Now look at the temperature change—the water is really hot.” Students hear a translation for the word, are instructed to say the word, and then hear it in a sentence, which is also displayed: “The temperature tells how hot or cold something is.” This is repeated for useful academic words in over 250 videos, allowing students to converse about academic subjects with greater confidence.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation. They earn more points for identifying the word with just one clue.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Level 3 Developing	Word Videos: Introduction to Vocabulary	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words. For example, in the video teaching “temperature,” a student shows another student the temperature of a glass of ice water, looking at a thermometer and saying, “Look at the temperature—the water is really cold.” Then she puts the thermometer in a glass of hot water and adds, “Now look at the temperature change—the water is really hot.” Students hear a translation for the word, are instructed to say the word, and then hear it in a sentence, which is also displayed: “The temperature tells how hot or cold something is.” This is repeated for useful academic words in over 250 videos, allowing students to converse about academic subjects with greater confidence.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation. They earn more points for identifying the word with just one clue.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Level 4 Expanding	Word Videos: Introduction to Vocabulary	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words. For example, in the video teaching “temperature,” a student shows another student the temperature of a glass of ice water, looking at a thermometer and saying, “Look at the temperature—the water is really cold.” Then she puts the thermometer in a glass of hot water and adds, “Now look at the temperature change—the water is really hot.” Students hear a translation for the word, are instructed to say the word, and then hear it in a sentence, which is also displayed: “The temperature tells how hot or cold something is.” This is repeated for useful academic words in over 250 videos, allowing students to converse about academic subjects with greater confidence.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation. They earn more points for identifying the word with just one clue.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Writing	Three-dimensional shapes	
Level 3 Developing	Go for the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
ELP Standard 4: The Language of Science, Formative Framework		
Listening	Foods & nutrition	
Level 1 Entering	All Activities	Students demonstrate their comprehension of instructions throughout the activities: clicking where specified, repeating words, turning story pages, etc.
Level 2 Beginning		

WIDA English Language Proficiency Standards and *Imagine Learning English*

PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Speaking	Nature	
Level 1 Entering	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word’s meaning by following the instructions (i.e., “Place the hat on top of the rock”).
	Go For the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
	Word Videos: Introduction to Vocabulary	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words. For example, in the video teaching “temperature,” a student shows another student the temperature of a glass of ice water, looking at a thermometer and saying, “Look at the temperature—the water is really cold.” Then she puts the thermometer in a glass of hot water and adds, “Now look at the temperature change—the water is really hot.” Students hear a translation for the word, are instructed to say the word, and then hear it in a sentence, which is also displayed: “The temperature tells how hot or cold something is.” This is repeated for useful academic words in over 250 videos, allowing students to converse about academic subjects with greater confidence.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a video context that is new to the student.
Level 2 Beginning	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word’s meaning by following the instructions (i.e., “Place the hat on top of the rock”).
	Go For the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
	Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Level 3 Developing	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word’s meaning by following the instructions (i.e., “Place the hat on top of the rock”).
	Go For the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
	Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Level 4 Expanding	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word’s meaning by following the instructions (i.e., “Place the hat on top of the rock”).
	Go For the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
	Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer

WIDA English Language Proficiency Standards and *Imagine Learning English*

PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
		incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Level 5 Bridging	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word's meaning by following the instructions (i.e., "Place the hat on top of the rock").
	Go For the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
	Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for "classify," they hear just the audio, "Would you ____ this animal as a bird or a fish?" If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
Writing	Earth's History	
Level 2 Beginning	Printout: Graphic Organizer for Comprehension	(This activity prepares students to meet the standard.) Students identify important ideas in their reading selection by completing an organizer, including main idea/supporting details organizers. Students then write a summary, referring to their organizer.
Level 3 Developing		
ELP Standard 4: The Language of Science, Summative Framework		
Reading	Earth materials	
Level 1 Entering	Cool Cars: Noun Game	Students practice the meaning of academic nouns by completing cloze sentences embedded in a video. If they answer incorrectly, they view word videos in order to make a correct selection. As they answer correctly, they are able to design a car.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Writing	Solar system	
Level 2 Beginning	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word’s meaning by following the instructions (i.e., “Place the hat on top of the rock”).
	Go For the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.
	Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.
	Name that Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for “classify,” they hear just the audio, “Would you ____ this animal as a bird or a fish?” If they answer incorrectly, they watch a video, where a teacher hands a student a rock and asks her to ____ it. Then, if they still answer incorrectly, they hear a translation. They earn more points for identifying the word with just one clue.
	Show What You Know: Vocabulary Test	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.
ELP Standard 5: The Language of Social Studies, Formative Framework		
Listening	Tools & artifacts, Time long ago	
Level 1 Entering	Read Leveled Text (Listen to a Model)	Students listen to a model read a leveled selection. Selections are paired—one providing background knowledge for the other. Selections include expository text and fiction (including myth, play, biography, etc.).
Level 2 Beginning		
Speaking	Maps & globes/Locations	
Level 2 Beginning	Put It There: Preposition Game	Students learn prepositions as they move objects around in a scene, demonstrating understanding of a word’s meaning by following the instructions (i.e., “Place the hat on top of the rock”).
Level 3 Developing	Go for the Gold: Verb, Adjective, and Adverb Game	Students learn academic verbs, adjectives, and adverbs. When they choose the incorrect word to complete a cloze sentence illustrated by a video, they are able to correct their selection by viewing videos illustrating possible replacement words. As students answer correctly, they accumulate gold.

WIDA English Language Proficiency Standards and *Imagine Learning English*
PreK-5

Grades 3-5		
State Standard	Imagine Learning English	
Level	Activity/Item	Description
Writing	Historical events	
Level 1 Entering	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing an organizer, including main idea/supporting details organizers. Students then write a summary, referring to their organizer. For the story “Create a Timeline,” students fill in a timeline modeled by the story.
Level 2 Beginning		
Level 4 Expanding		
ELP Standard 5: The Language of Social Studies, Summative Framework		
Reading	Historical events, figures, & leaders	
Level 1 Entering	Read Leveled Text	Students listen to a model and read an illustrated, leveled selection. Selections are paired; one story provides background knowledge for the other. Selections include expository text about historical people and events.
Level 2 Beginning		
Level 3 Developing	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing graphic organizers: main idea/supporting details, compare and contrast, cause and effect, story map, etc.
Writing	Communities & regions	
Level 3 Developing	Printout: Graphic Organizer for Comprehension	Students identify important ideas in their reading selection by completing graphic organizers: main idea/supporting details, compare and contrast, cause and effect, story map, etc.

WIDA English Language Proficiency Standards and *Imagine Learning English*

PreK-5

Additional Information

- **Phonemic Awareness:** Students learn about rhyme, blending onset and rime, recognizing phonemes, and blending phonemes.
- **School Readiness:** Students learn to navigate and use the computer, understand print directionality and book format, know and use colors, follow instructions, and participate in the classroom.

Additional English Language Development Features

- **Assessment:** A summative assessment in a game-like format is administered at the beginning and end of the course.
- **Adaptive Language Plan:** Each student's instruction is based on assessment and performance in the course.
- **Predictable Routines:** Students see a daily review of vocabulary, phrases, songs, and letters. Every lesson includes thematic music and characters associated with various skills.
- **Integrated Language Acquisition with Early Literacy:** Students develop literacy skills while acquiring English.
- **Strategic Use of First Language:** First-language support is an option. If selected, it is provided and withdrawn based on student proficiency.