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IMAGINE LANGUAGE & LITERACY

ALL STUDENTS ARE LANGUAGE LEARNERS!

ALL TEACHERS ARE LANGUAGE TEACHERS!

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PROGRAM BASICS

Pre-K	K	1	2	3	4	5	6

Strategic, Personalized Learning
Foundational Literacy
Basic and Academic Vocabulary

Target Skills for Success
Reading Comprehension & Language Proficiency

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FIRST-LANGUAGE AUDIO SUPPORT

Instructions in First Language

Translation Support

Scaffolds Fade

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instructions with L1 Fade

customized phonological activities

complex concepts have additional explanation in first language

instructive feedback

direct vocabulary translations

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LANGUAGES SUPPORTED

Spanish
Portuguese
Haitian Creole
Vietnamese
Mandarin
Japanese
Arabic
French

Korean
Cantonese
Russian
Hmong
Marshallese
Tagalog
Somali

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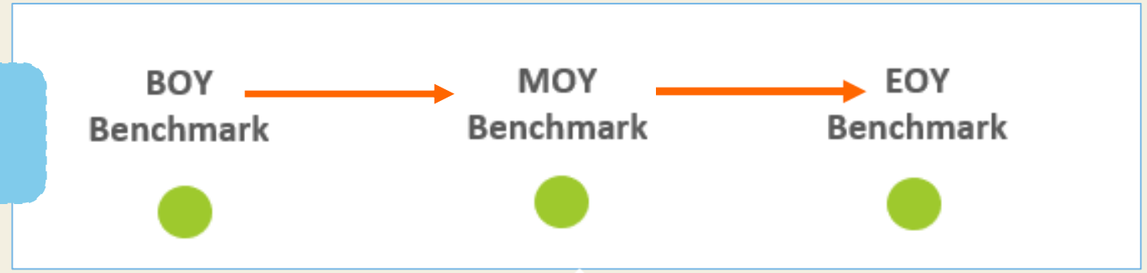
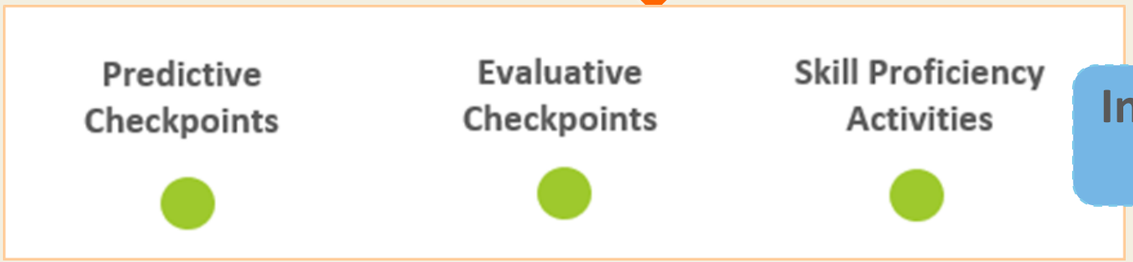
COMPREHENSIVE ASSESSMENT SYSTEM

Formal;
pre-determined schedule



Ongoing Assessments
Provide Actionable Data



Interim – schedule varies based on student's pathway

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ONGOING CHECKPOINTS

Initial Assessment

Emerging

Proficient

Predictive

Evaluative

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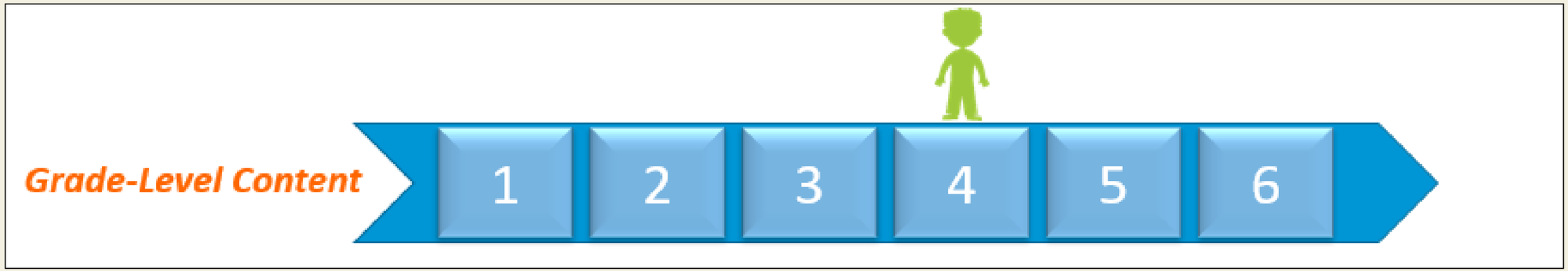
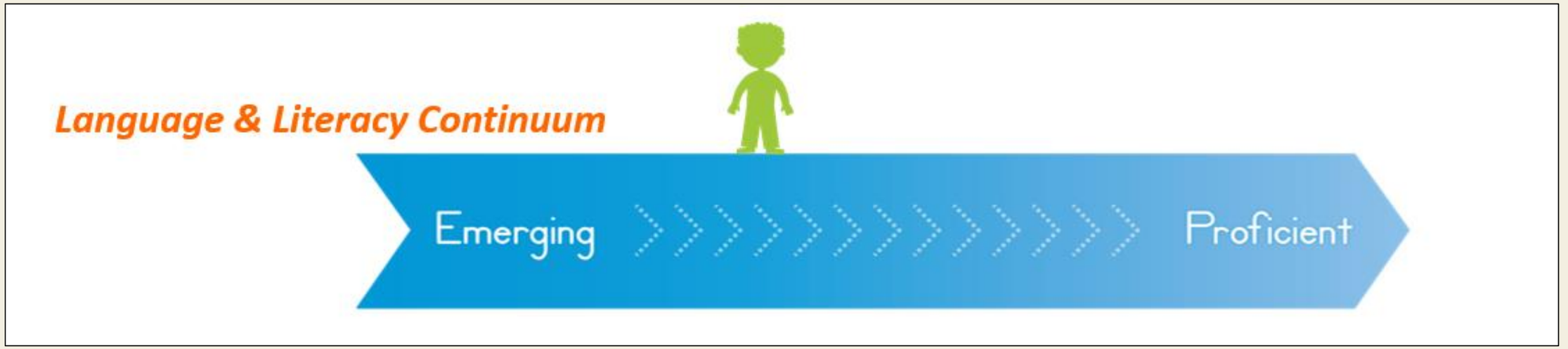
SIMULTANEOUS CONTENT DELIVERY





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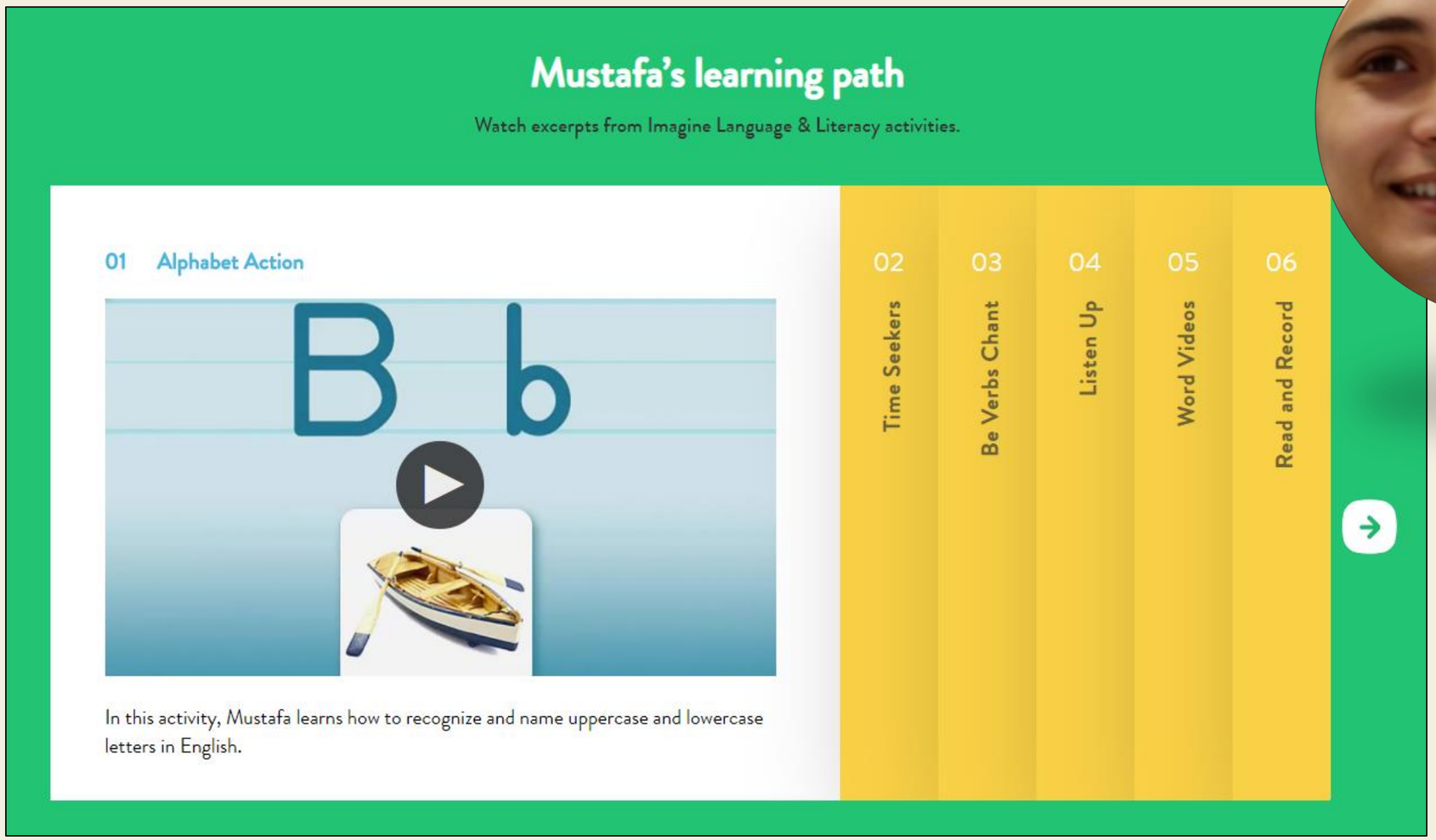
LEARNING PATH EXAMPLE: MUSTAFA, NEWCOMER



https://www.imaginelearning.com/success-stories/mustafa

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STUDENT ENGAGEMENT

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TEACHER RESOURCES

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RETEACHING LESSON PLANS

Reteaching Lessons

Inferential Questions

15 Min.

Inference
CCSS.RI.4.1
TEKS 110.11.b.6

LEARNING OBJECTIVE: Combine evidence from the text and prior knowledge or experience to make correct inferences about a reading selection.

LANGUAGE OBJECTIVE: Answer inferential questions in complete sentences using academic vocabulary.

Lesson Overview

Read an informational passage and answer inferential questions.

Materials

- Printouts of "Staying Cool in the Desert" (one per student)

Teach and Model: Answering Inferential Questions

Distribute the article "Staying Cool in the Desert" and the comprehension questions to each student. Tell students the group will read the article and practice answering inferential questions.

Review the concept of inferencing: ***People make inferences all the time by combining informational clues and what they already know. For example, if someone walks into the classroom carrying a wet umbrella, you can infer that it's raining outside.***

Ask: ***What clue helps you know that it's raining outside?*** (Answer: *the wet umbrella because you know that people carry umbrellas on rainy days to keep from getting wet.*)

Continue: ***When answering questions about what you read, sometimes the answer is not in the book or text. You can make inferences by finding clues in the text and thinking about what you already know.***

Read aloud the Strategy Box on the student printout. Then have a volunteer read aloud the first paragraph in "Staying Cool in the Desert."

Model using the sentence frames to answer an inferential question: ***Why do few plants grow in the desert? The text doesn't say directly, but it does give a clue. The text says very little rain falls. I already know that water comes from rain and plants need water in order to grow. So I can infer that few plants grow in the desert because there is not much water.***

Practice and Apply: Using the Text and Prior Knowledge

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STUDENT USAGE

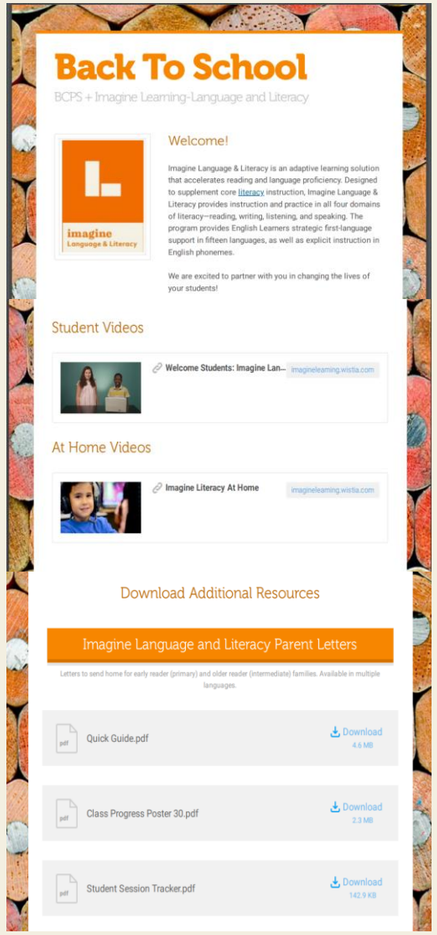
Usage Recommendations

Imagine Language and Literacy will be used in lieu of iReady or any other software subscription.

- Grades K-1: 20 minutes/4 times per week
- Grades 2-5: 30 minutes/4 times per week
- Grades 6-8: 30 minutes/4 times per week

*Middle school students will us Imagine Language and Literacy during DLA, ESOL Reading course or applicable Reading course.

Smore Newsletter



- Monthly – Sent via Smore to all educators with accounts
- Each month focus on different reports
- Program information – Student and Teacher experiences
- Helpful tips and resources
- Tutorial videos
- Separate newsletter with contest information and winners

https://www.smore.com/2xj0h

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Florida Contests

Florida Imagine Your Future
Nov 2 through Nov 30

Florida Imagine Literacy Awards
Aug 31 through Apr 16

Florida Imagine Language & Literacy schools, classrooms, and students are eligible to compete in the National monthly contests in addition to the state specific contests.

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BCPS Contest Window

First Nomination Period: Oct 1 through Nov 30, 2020
Second Nomination Period: Dec 1 through Jan 31, 2021
Third Nomination Period: Feb 1 through March 31, 2021
End of Year Award Announcements: April 2021

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BCPS Contest Window

Premier School Category

Each nomination period, three top Imagine Learning schools will earn an Imagine Learning Premier School nomination. The Premier School nomination will be based on the below usage parameter.

Imagine Language & Literacy nomination: highest average time per active student

Each nominated school will be awarded a $50 school supply gift card and an Imagine Learning Premier School nomination.

**A school can only be nominated once during the school year. There must be 25+ active students in the program to be eligible for a nomination.*

Year-End Grand Prize: Three nominated schools with the overall highest school usage will be awarded the prestigious Imagine Learning Blockbuster Award in the Premier School Category. Usage parameter data will be calculated from October 1 through March 31, 2021. There will be one top school award per product.

Each top school will receive an Imagine Learning Blockbuster Award, a $100 school supply gift card and asked to host an end of school year awards assembly, in person or virtually.

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BCPS Contest Window

Epic Classroom Category

Each nomination period, nine randomly selected classrooms will earn an Epic Classroom award. Classrooms must meet the below eligibility requirement to be entered into the random drawing. Each winning classroom will receive a $50 e-gift card award.

Language & Literacy classroom eligibility: average 240+ minutes as a classroom

Year-End Grand Prize: At the contest conclusion, thirty randomly selected classrooms that meet the below end of year eligibility requirement will be named an Epic Classroom of the Year. Each Epic Classroom will receive a $50 e-gift card to celebrate their success.

Language & Literacy classroom eligibility: average 20+ hours as a classroom

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inspire

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