Getting Results with
English in a Flash

BUILD THE VOCABULARY FOUNDATION ESSENTIAL FOR SUCCESS
Contents

Introduction ................................................................. 1

English in a Flash Basics

1 The Purpose of English in a Flash ................................. 5
2 Understanding Second-Language Acquisition ................. 8
3 How English in a Flash Works ..................................... 11

Using English in a Flash with Students

4 Getting Started ....................................................... 23
5 Preparing Students .................................................. 25

Managing English in a Flash in Your Classroom

6 Getting the Most from English in a Flash ..................... 32
7 Monitoring Student Progress .................................... 35

When You’re Ready to do More

8 Learning in English: Focus on Reading Comprehension .... 45
9 Extending English Language Learning with other Renaissance Learning Programs ....................... 50
10 Taking Your Students Further ................................ 54

Appendix

Chapter Guides .......................................................... 58
Library Lexicons ......................................................... 60
Reproducible Forms .................................................... 63
English in a Flash Reports ........................................... 67
Flashcards ................................................................. 74
English in a Flash Chapter Sequence ............................ 76
References ................................................................. 78

Index ........................................................................... 79
Introduction

Congratulations! You have purchased one of the most effective software tools for fostering growth in English language acquisition—English in a Flash. This book provides the information you need to take your English language learners (ELLs) from learning English to learning in English. As with all tools, the results that you and your students achieve with the software will depend on how you use it. When used casually, English in a Flash helps students acquire the vocabulary necessary for everyday life as well as for understanding in the classroom. When used to its full capacity and consistently, English in a Flash leads to tremendous gains in listening, speaking, reading, and writing—which translates to better learning in the classroom.

In the first part of the book, we describe how English in a Flash helps your students learn English, laying out the purpose of English in a Flash and its underlying concepts. You’ll also learn about the practices that will get you and your students off to a good start. And we provide tips for managing your classroom, along with optional activities we encourage you to use.

Once you understand the why and how of English in a Flash, we show you how to take your students from learning English to learning in English by focusing on reading comprehension. We explain how to match students with books based on their vocabulary level, plus verify comprehension with Accelerated Reader (AR). The appendix includes resources such as black line masters for classroom use, as well as step-by-step instructions for the most common software tasks.

Let’s get started.
English in a Flash Basics
The English Language Learners’ Challenge

Imagine yourself in the following scenario. You are in second grade when you find out your father has been transferred to a foreign country for his job—say the Czech Republic. You and your family had time to learn only a few phrases of Czech before departing for Prague, yet upon arriving in the new country you are enrolled in school. Needless to say, you can’t understand a word of what the teacher says to the class. In fact, you can’t even distinguish where one word ends and another begins. The sound of the language is just too foreign. The upshot? You spend a few years learning Czech while your peers spend those same years learning in Czech. You end up behind not only in language, but in academics.

This is the challenge facing the English language learner who must somehow learn content while learning the language.

One goal drove the creation of English in a Flash: to accelerate second-language learning by establishing a student’s listening foundation as quickly as possible. English in a Flash works by developing automatic recognition of the sound system, vocabulary, and grammatical structures of American English. It functions essentially as flash cards on the computer. A 45-chapter program, English in a Flash uses brief, intense daily lessons to help ELLs understand what is being said both in and out of the classroom.*

Why have students practice listening with English in a Flash? The answer to that question is easy. Listening comprehension is the linchpin of language proficiency: it sets the ceiling for reading comprehension (Biemiller, 2003). In only 15 minutes a day, English in a Flash helps second-language learners make sense of the new language they are hearing all around them. Its bottom-up methodology mirrors how children learn their native language and provides the practice and repetition needed to quickly acquire vocabulary, sounds, and grammatical awareness. This speeds up the learning process so that students can start understanding core subject material in English as quickly as possible.

* English in a Flash placement determines how many of the 45 chapters the individual student needs to complete. English in a Flash best practices suggests students complete one chapter per week.
English in a Flash and Your Curriculum

English in a Flash is designed for ELLs in all grades, from K–12. Specifically, it is for ELLs who do not function at grade level in listening, speaking, reading, or writing. English in a Flash is not meant to replace English as a second language (ESL) classes; rather, it is a valuable addition for students in bilingual, immersion, and ESL pullout programs.

For students in either immersion or pull-out programs, all the recommendations provided in this document are appropriate.

For students in a bilingual program where the philosophy is to develop reading in the native language before teaching students to read in the second language, using the English in a Flash core listening program is also appropriate. Teaching listening in English does not interfere with learning to read in the native language.

However, you may wish to defer reading books on the English in a Flash Recommended Reading Lists (RRL) until your students have developed first-language reading skills. If your students are Spanish-speaking, you can select books from the English in a Flash Recommended Reading Lists that have a Spanish version and/or use AR BookFinder to select books in Spanish that support your curriculum.

While students in the lower grades are not yet expected to know many of the words taught in English in a Flash, experience has shown that waiting until they “need” the vocabulary puts them at a disadvantage in the classroom.

English in a Flash Overview

English in a Flash has three components:

1. Individualized Language Learning with the English in a Flash Listening Program
   This is the core of the English in a Flash program, aimed at helping your ELLs learn English vocabulary quickly. It consists of computer-based vocabulary pretests, listening lessons, and assessment quizzes. The majority of this booklet is devoted to describing the educational research that supports the program and best practices for using it with your curriculum.

2. Personalized Reading Practice in Conjunction with Accelerated Reader Books
   Nine chapters into the English in a Flash program, students will have the vocabulary necessary to start reading Accelerated Reader books. We provide a Recommended Reading List linked to student vocabulary level, so students can find books they will understand and enjoy—"regular" books that their native-speaker classmates will probably have read as well. Every subsequent week with English in a Flash dramatically increases the number of books available to students.

   This booklet discusses how you can use the Recommended Reading List to best help your ELLs learn in English.
3. **Resources for Additional Activities**

   English in a Flash includes a number of resources for deepening your implementation, including worksheets, reports, and flashcards. We provide these in printable pdf format. The activities are available for various library, chapter, grade, and skill-levels. They support, reinforce, and recycle the vocabulary and grammatical structures up to and including those in the corresponding English in a Flash chapter.

   This booklet also offers suggested group activities for your classroom using the program software.

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**Summary**

**THE PURPOSE OF ENGLISH IN A FLASH**

- The purpose of English in a Flash is to help English language learners transition from learning English to learning in English as quickly as possible.
- English in a Flash supports all types of ESL programs and curriculum.
- English in a Flash individualizes language learning.
Understanding Second-Language Acquisition

Why Listening Matters

Although we acquire our first language by hearing it, many people do not fully understand the importance of listening in second-language acquisition. Expecting second-language learners to speak, read, and write English with weak listening skills is like putting up walls and a roof on a house before the foundation is complete.

Listening is the first of the language skills we develop in our native language. We actually begin to identify the sounds and intonation of our native language even before we are born. As babies, even before we speak, we not only recognize the typical sound patterns of our language, but can also extract structural information without understanding sentences (Gerken, 2004; Jusczyk, 1993; Saffran, 1996). These patterns become ingrained in our auditory database, so that as adults, our ears become our “language monitor.” We determine if something is pronounced correctly or is grammatically correct by how it sounds to us. This is the skill that English in a Flash aims to teach English language learners.

Speaking, Reading, and Writing

Recognizing the difference between the words “dog” and “Doug” is easy for native English-speaking children: they have already acquired the vowel sounds heard in both words. With this thorough acquisition of the English sound system, they can be taught to read and write. The language children learn from listening becomes the foundation for the other language skills: pronunciation, intonation, grammar, reading (decoding), and writing (encoding).

However, unlike children acquiring their native language, ELLs in grades K-12 do not have several years to focus solely on listening and speaking English before they learn to read and write. And for ELLs, the sounds of American English (AE) can be particularly difficult. Consider vowel sounds. Many languages have only five, while AE, depending on the dialect, has 14 or more! Not being able to hear the difference between bit, bet, beet, bat, bait, bite, boat, but, boot, and butte can wreak havoc in a student’s listening and reading comprehension, pronunciation, and spelling.
Building Vocabulary

Because learning in English requires knowing both everyday and core subject words, English in a Flash contains both. To facilitate learning in the classroom as quickly as possible, English in a Flash helps ELLs:

1) acquire a lexicon of high- and low-frequency words, such as a star and an asteroid;
2) build vocabulary necessary for learning core subject areas; and
3) fill in vocabulary gaps to improve speaking and comprehension in everyday situations.

Of course, knowing the meaning as well as the appropriate use of words must be part of lexical knowledge. For instance, students need to understand the difference in the meaning of the word good in “Good job!” and “The dinosaurs are gone for good.” They must also learn when and where ain’t is acceptable.

English in a Flash indirectly teaches these semantic and pragmatic aspects of language by placing in context vocabulary words that are taught directly.

Building Grammar

When vocabulary is taught in a well-structured format, learners can pick up grammatical patterns implicitly (Ellis, 1997). Applying this research, English in a Flash also builds grammar and word-formation skills, both highly noticeable in speaking and writing. Knowing how parts of speech are formed is important for high-level language proficiency. English in a Flash exposes students to both regular and irregular verb constructions, such as walk/walked and write/wrote, thus training their ears to recognize the correct form of any word without having to think about it. Research shows that this automaticity corresponds to greater comprehension and fluency (Gray, 2000).

Until ELLs have fully acquired the grammatical structures of American English, they will often by necessity default to their native-language grammar. In Spanish and French, for example, adjectives usually follow the noun, which is the opposite of English word order. ELLs frequently say and write “my flower favorite” in lieu of “my favorite flower” until they have heard enough examples of the correct form. Teachers frequently report that students using English in a Flash demonstrate marked improvements in grammar when speaking and writing English.

English in a Flash Is Effective and Efficient

Second-language learners must acquire the foundational skills described above if they are to achieve in school. That’s a lot to learn before they can begin to start learning in English. Time is of the essence. Students who take years to acquire basic language proficiency struggle to “catch up” in school.

With English in a Flash, students start to acquire these skills in just 15 minutes per day, with no extra effort on the teacher’s part. And while other software programs may offer a plethora of multimedia glitz—translation activities, guessing from context, speech-production analysis, edutainment games—these unstructured activities often distract students from the real goal—learning English. Unlike these programs, English in a Flash technology facilitates systematic acquisition of English.
Summary

UNDERSTANDING SECOND-LANGUAGE ACQUISITION

- ELLs must learn English while learning in English.
- English in a Flash listening practice establishes the language foundation.
- Speaking, reading, and writing depend on listening proficiency.
- English in a Flash provides structured learning that teaches vocabulary explicitly and grammar implicitly.
How English in a Flash Works

English in a Flash provides three libraries of vocabulary that include progressively harder words. Each library is divided into 15 chapters for a total of 45 chapters.

Each chapter begins with a pretest to find out if the student
• needs to learn the chapter vocabulary,
• needs to review the chapter vocabulary,
• or already knows the chapter vocabulary.

English in a Flash provides not just practice, but the right practice for each student. Each lesson is neither too hard nor too easy, because it builds on what the student already knows (Krashen, 1985).

Using the results from the pretest, the English in a Flash program immediately places students into the appropriate lesson.
• Students who need to learn the vocabulary automatically begin in Lesson 1.
• Students who need to review the vocabulary automatically begin in Lesson 3.
• Students who already know the vocabulary automatically move to the next chapter’s pretest.

Within each chapter, students will receive 3-5 brief and intense lessons (plus one review lesson), all devoted to developing familiarity with the words they either need to review or learn. English in a Flash exposes students to each word up to 14 times over the course of the chapter. A chapter is typically covered in one week, with one short lesson each day.

Progressive Learning

With English in a Flash, before students are expected to understand the sentence “he’s eating a red apple,” we ensure they first understand the words that convey meaning—the content words—apple, red, and eating. Those words are next combined to make phrases and then sentences, each time paired with a graphic and audio recording.

The first three 15-minute lessons center on individual vocabulary words. In Lesson 1, students simply hear the word and see a graphic depicting its meaning. There is no text at this point: it is important that students link the image directly to the sound. In Lessons 2 and 3, the written word appears on the screen along with the graphic, as the word is pronounced by a native speaker of American English.

To help ELLs fully develop the sound system of American English, each word is
pronounced by multiple native speakers of American English in a variety of dialects, pitches, and speeds. This ensures that students using English in a Flash can reliably understand native speakers in multiple contexts.

Another distinct English in a Flash teaching technique: we teach students “a frog,” not “frog.” In English, with the exception of abstract nouns such as “honesty,” nouns do not stand alone—they must have something with them. Think of how you would answer a child who asks, “What’s that?” You most likely would say “a frog.” In this way, you teach the child the name for the thing and also indirectly teach the grammatical structure for nouns in English.

In Lessons 4 and 5, the words learned in lessons 1 through 3 are placed in contextual phrases, sentences, and dialogue. While getting more practice with the vocabulary words, students implicitly learn abstract and function words like he, is, and a. They also implicitly learn appropriate word order. For example, repeatedly hearing the same grammatical structure in “a green frog” and “a red apple” teaches students that in English, adjectives go before the noun and there is no number-gender agreement. Students will also hear known words like frog in dialogue, which indirectly teaches them several grammatical structures, such as yes/no questions and their responses, as well as contractions (don’t) used in spoken English. English in a Flash exposes students not only to simple grammatical structures, but complex ones like the passive voice, indirect speech, as well as all verb tenses.

Core Subject Vocabulary: The Case of the Tadpole

English in a Flash teaches core subject vocabulary throughout the three English in a Flash libraries. Let’s see how this works in the program. Consider the word tadpole, which is taught in Library 2, Chapter 11. This placement is 26 chapters into the English in a Flash program. Therefore, long before students encounter tadpole, they will have learned the words they will need to understand it in context, such as green and frog.

When tadpole appears in Library 2, it is first taught directly by pairing a graphic and audio recording, and then put in context of a sentence that provides some relevant information about the word. The sentence “Tadpoles don’t look like frogs, but they are actually baby frogs” contains words that come from the current or

Students learn “green” in Library 1, Chapter 1, Lessons 1-3. They learn “a frog” in Library 1, Chapter 2, Lessons 1-3.
previous English in a Flash chapter. Multiple contexts preceding this lesson have also taught students the words that “glue” sentences together. Unlike working words such as tadpole and frog, function words such as but and are mostly hold the sentence together. Recognizing both working and function words allows ELLs to learn alongside their native English-speaking peers.

What Words?

English in a Flash teaches words that students will need for basic interpersonal communication skills (BICS) as well as for developing cognitive academic language proficiency (CALP). Each of the three English in a Flash libraries teaches 1,350 words directly, as well as several hundred others indirectly—over 6,000 words. An example of the words necessary for classroom success is shown below.

Students learn “a tadpole” in Library 2, Chapter 11, Lessons 1-3. They hear the words in context in Library 2, Chapter 11, Lesson 5.
These words come from lists that are used by ELL educators: the Dolch and Fry Instant Word Lists and the Oxford Picture Dictionary for the Content Areas. In its 45 chapters, English in a Flash covers 100% of the Dolch words, including the 95 additional nouns, 99% of the words on the Fry 1000 Instant Word List, and 80% of the words in the Oxford Picture Dictionary for the Content Areas. See Coverage Word Lists below.

However, there are not enough words in these three lists for ELLs to thrive in the classroom. ELLs also need to know the words native English speakers are expected to know. Those words are found in the numerous basal reader series. English in a Flash contains 85-87% of the vocabulary words contained in the most widely-used basal reader series in education today. That's what takes ELLs from learning English to learning in English—that range of vocabulary.

## English in a Flash Organization

<table>
<thead>
<tr>
<th>Library 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,350 directly-taught vocabulary words</td>
</tr>
<tr>
<td>BiCS/Tier 1</td>
</tr>
<tr>
<td>15 Chapters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 Vocabulary Words</td>
</tr>
</tbody>
</table>

**Session 1**
- Mouse Tutorial
  - Only for Chapter 1 of Library 1
- Pretest
  - Up to 90 words
- Lesson 1
  - 90 words
- Quiz 1

**Session 2**
- Lesson 2
  - Same Words
  - Text shown
- Quiz 2

**Session 3**
- Lesson 3
  - Same as Lesson 2
- Quiz 3

**Session 4**
- Lesson 3
  - Focused Review
- Lesson 4
  - Same words combined into phrases and sentences
  - Text shown
- Quiz 4

**Session 5**
- Lesson 4
  - Focused Review
- Lesson 5
  - Same words combined into phrases and sentences
  - Text shown
- Quiz 5

**Session 6**
- Lesson 5
  - Focused Review

**Chapters 2-15**
- New set of 90 words per chapter
- Same pattern is followed building vocabulary and grammatical complexity

## Who It Works For and Why

English in a Flash is designed for all grades, K–12. We highly recommend all grades levels, including K-3, complete all three English in a Flash libraries. There is no other way to provide them the opportunity to learn this quantity of words—abstract, function, low-frequency, and core-subject words—with such a small time commitment.

Although not originally created for native speakers of English, teachers report success using English in a Flash for native English-speaking students with low vocabulary. See Appendix for sample words from each of the three English in a Flash libraries.

### Grades K-3

ELLs in grades K-3 need to learn two sets of words right now:

- Abstract and function words that typical native-English speaking 5- to 8-year-olds know. These are the words that “glue” the sentences together. (Sample abstract word: *honesty*; sample function word: *until*)
- Low-frequency words native English-speaking 5- to 8-year-olds use in everyday life. (Samples: *rake, high chair, extension cord*)

In addition, for K-3 students who are learning to read, English in a Flash serves not only to “catch them up” in oral language skills, but also as a means of front-loading vocabulary they will need as they progress through school. Consider the
Getting Results with English in a Flash

core-subject word *amphibian*. Using English in a Flash with your K-3 students assures that by the time they encounter the word *amphibian* in their science class:

- they will already have been taught all the words they would likely see in a glossary.
- they will have already seen a graphic depicting amphibians along with the following information: “How can you tell which animals are amphibians? For one thing, they start life in the water and later move to land.”

**Grades 4-8**

For grades 4-8 students who are expected to transition from learning to read to reading to learn, English in a Flash not only catches them up in core-subject vocabulary, but in low-frequency everyday words like *extension cord* as well. They are also expected to know the vocabulary of a K-3 student, for this is the vocabulary to which they add the new vocabulary.

Consider a math lesson where the word *cylinder* is one of the key vocabulary words and the definition is “a long, round body whether hollow or solid” (Webster’s Elementary Dictionary publisher: Ginn and Company 1980). With English in a Flash, your students will have the vocabulary to understand the definition in the dictionary, will have already learned the word through graphic depiction, and will have been given the following simple explanation: “A cylinder is shaped like a drum or a soup can.” This depth of language gives your grades 4-8 students the language foundation they need to get the most from lessons taught in the classroom.

**Grades 9-12**

The higher the grade level, the more difficult catching up becomes. The challenge faced by ELL teachers and students at the secondary level is that they are expected to teach and learn material based on the assumption that elementary-level language and concepts are in place. But unfortunately, this is not always the case. Let’s look at an example.

You are an ELL in the ninth grade learning the meaning of the word *planet* from the following definition:

*planet* - a non-luminous celestial body larger than an asteroid or comet, illuminated by light from a star, such as the sun, around which it revolves. In the solar system there are eight known planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune (esamultimedia.esa.int/docs/issesukit/en/html/glossary.html#P).
Whew! That definition is loaded with difficult words! Educational research shows that to grasp the meaning of this definition, the student would need to already know 39 of the 41 words (95%). A student using English in a Flash will have learned all but four of the words in this definition—luminous, celestial, illuminated, and revolves—by the end of English in a Flash 3-15. This level of vocabulary is what makes English in a Flash unique.

**How English in a Flash Places Students**

Categorized according to their overall language function—Beginner (B), Intermediate (I), or Advanced (A)—ELLs are typically grouped by proficiency and grade level in school. But there are still differences in vocabulary knowledge between individual students at the same proficiency level. To catch gaps in vocabulary, English in a Flash places students not by proficiency or grade level, but according to their listening vocabulary.

Although teachers understandably want to place students in the program, the only way to ensure any gaps in vocabulary are filled is by testing their listening vocabulary. While teachers know what vocabulary words they have taught their students, knowing for sure their students have actually learned this vocabulary is a different matter. Using English in a Flash software to place students by listening vocabulary assures teachers that students are spending time in English in a Flash on the vocabulary they need to learn, not what they already know.

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency</th>
<th>Grade</th>
<th>Gender</th>
<th>English in a Flash Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jazmin</td>
<td>B</td>
<td>6</td>
<td>F</td>
<td>1.3.3</td>
</tr>
<tr>
<td>Benjamin</td>
<td>B</td>
<td>5</td>
<td>M</td>
<td>1.3.3</td>
</tr>
<tr>
<td>Julian</td>
<td>I</td>
<td>6</td>
<td>M</td>
<td>1.1.1</td>
</tr>
<tr>
<td>Obed</td>
<td>I</td>
<td>6</td>
<td>M</td>
<td>1.3.3</td>
</tr>
<tr>
<td>Jesus</td>
<td>I</td>
<td>6</td>
<td>M</td>
<td>1.6.3</td>
</tr>
<tr>
<td>Mario</td>
<td>I</td>
<td>6</td>
<td>M</td>
<td>1.6.3</td>
</tr>
<tr>
<td>Jessica</td>
<td>I</td>
<td>6</td>
<td>F</td>
<td>1.6.3</td>
</tr>
<tr>
<td>Vanessa</td>
<td>I</td>
<td>5</td>
<td>F</td>
<td>1.1.1</td>
</tr>
<tr>
<td>Jacqueline</td>
<td>I</td>
<td>5</td>
<td>F</td>
<td>1.1.1</td>
</tr>
</tbody>
</table>

In fact, our experience with English in a Flash has been that neither grade nor proficiency level accurately predict where students place in English in a Flash. Consider the students shown in the table based on actual English in a Flash users. Jazmin (sixth grade) and Benjamin (fifth grade) are both Beginning ELLs, according to their state’s English language proficiency test. Both placed in English in a Flash Library 1, Chapter 3, Lesson 3 (1.3.3).

Julian, Vanessa, and Jacqueline, however, are Intermediate ELLs in the fifth and sixth grades. They placed in English in a Flash Library 1, Chapter 1, Lesson 1 (1.1.1). Although students at the Intermediate level of proficiency are expected to have more language skills than those at the Beginning level, there is often a fine line between Beginning and Intermediate proficiency. In this case the Beginning-level students had more listening vocabulary than some of the Intermediate-level students.
Formative Assessment

Each English in a Flash lesson is followed by a quiz that monitors progress. Based on the results of each quiz, the program determines the student's next lesson. Because of this regular quizzing, students spend time on words they need to learn, not those they already know.

These formative assessments help both the teacher and student. They reveal how the student is doing in the chapter, and provide a heads-up on whether the student may need extra work or attention.

Student Feedback

Students see their results immediately after each quiz. A simple bar graph—easy to understand for all grade-level ELLs—shows cumulative growth of the students’ vocabulary. In the feedback screen at left, Vanessa got 10 words correct on the chapter pretest, 17 more words correct on Quiz 1, and 30 more words correct on Quiz 3, which she just completed. Vanessa has learned 47 words over two days.

Student Review

English in a Flash offers two types of individualized review so that students who need a little more exposure to words have the opportunity to learn them.

1. **Focused Review** is an automatic part of the lesson sequence. It gives students one more lesson containing items they missed (or were unable to test on) in Quizzes 3, 4, or 5. Following the Review lesson, students take a final quiz on those items. Correct answers are added to the student's total score for the lesson.

2. **My Practice**, available from the Home Page only, functions outside the automatic lesson sequence. An optional review, it allows students to select their own vocabulary words (up to 90 per chapter) to review. No quiz follows this practice.

Students may select My Practice for any chapter, once they have completed Lesson 3 and its Focused Review.

Students find that this feature is an extremely useful study tool because it offers many different types of reviews. Students may create study lists by selecting words

- from the “Words to Study” report.
- within a category (all the animals in a chapter, for example).
- with similar sound (all the word with a long “e”).
- by type (all proper nouns).
Summary

HOW ENGLISH IN A FLASH WORKS

• A 45-chapter program, English in a Flash is organized by Library-Chapter-Lesson.
• Students are placed by listening vocabulary.
• Vocabulary is first taught directly and then placed in context.
• Daily assessment keeps both the teacher and student in the loop.
Using English in a Flash with Students
Getting Started

A great implementation begins with you. Be sure you are well prepared to introduce English in a Flash to your students to help them establish English in a Flash as part of their class routines. The following steps will get you started.

1. **Arrange for computer access and check settings.**

   Arrange for computer access, either in a lab or your classroom. A lab setting is usually better because there are fewer distractions than in the classroom. However, many schools use English in a Flash very successfully with 3 to 4 computers set up in the classroom. In some schools, students are responsible for making sure they take time on the computer for their daily English in a Flash lesson.

   As English in a Flash is a listening program, make sure that every computer has audio function and volume settings that are adequate. Also, since students will not be clicking forward while they listen, be sure that screen-saver activation is set for 20 minutes or longer.

2. **Be sure you have headphones.**

   Students will get the most out of the program using headphones. The best types to use are those that completely cover the ears and block out background noise.

3. **Familiarize yourself with the software.**

   Make sure the software is set up and you’re familiar with it. If you are new to the Renaissance Place platform, your technology staff will need to set up student, class, teacher, and school-year information in the software before you begin using it. We highly recommend you identify your program in Renaissance Place as: Bilingual, ESL, or LEP. These options can be found in Manage Student Characteristics. You may also add your state's proficiency labels in addition to the characteristics already provided. These recommendations will help you track student progress in greater detail. They will also need to give you a user name and password, along with the Web address (or URL) for the Renaissance Place home page.

   Be sure to set up the management program with class and student information before students begin working. If you already use Renaissance Place, each of your students is assigned a user name and password, which can be found on the Student Information Report. Print a copy so that you can give this information to your students. See the appendix to find out how to print these reports. (For full
instructions on system requirements and the class management program, please see the software manual.)

4. Keep English in a Flash tracking forms on hand.

We provide four English in a Flash forms to help manage English in a Flash in your classroom. We recommend you print these out and keep them readily available. These forms help both you and your students keep track of where they are in the program and how they are doing. Two are for you: the English in a Flash Status of the Class Record Sheet and the English in a Flash Mastery Certificate. The student forms are the Student Progress Chart and the Reading Log for English in a Flash. These forms are located in the appendix.

Summary

USING ENGLISH IN A FLASH WITH STUDENTS

- Arrange for computer access and check settings.
- Be sure you have headphones.
- Familiarize yourself with the software.
- Keep English in a Flash tracking forms on hand.
Preparing Students

Although English in a Flash software is easy to use, most students today are not used to simply listening for 15 minutes at a time. However, it is important that they do. Taking time beforehand to prepare your students for how English in a Flash works will pay off down the road.

1. Start with some fun.

No matter the activity—whether it’s playing tennis or the piano—success is the most effective motivator. Therefore, it’s critical that students experience success with their first English in a Flash chapters. We suggest doing a group activity that will launch students into English in a Flash with a positive experience.

Tell students that they are going to have a chance to show the words they already know in English. (Students at the intermediate level of proficiency will understand much of what you say. Beginning students will not.)

Sign on to English in a Flash in Teacher Mode and turn off the audio. Click on Library 1, Chapter 1, Lesson 1. (Teacher Mode appears at the top left of the screen.) Point to each graphic on the screen, and ask students if they know the English word for it. Allow them to shout out the word. Pause between each item. Congratulate them on knowing so many words. Close out Chapter 1.

Click on Chapter 5, Lesson 1. Again ask students if they know the English word for each item on the screen. Pause again between each item. Again congratulate students for knowing some words. Ask them if they knew as many words in this chapter (Chapter 5) as in the previous chapter (Chapter 1).
Explain to students that this program will do two things for them:

- Find out what English words they already know.
- Teach them the English words they need to learn.

Explain that they will spend 15 minutes—and only 15 minutes—each day in this program and that the more they pay attention to it, the more quickly they will add to their English vocabulary. Your students will soon begin to notice how quickly their vocabulary grows and their listening comprehension improves.

Now that your students understand what English in a Flash will do for them, set them up for success.

2. Explain where, when, and how.

Let students know where and when they are expected to use the program. Again, if you have access to a computer lab each day and that will be part of your daily classroom schedule, let students know.

If, on the other hand, you have 3 to 4 computers in your classroom and you expect students to be responsible for getting back to a computer for English in a Flash throughout the day, make this clear from the start. Some teachers post a schedule near the computers to facilitate a daily routine.

3. Pass out student folders and forms.

Give each student a folder for English in a Flash paperwork and explain that they should have their English in a Flash folders with them each time they practice their listening skills. Have students write English in a Flash as well as their names on them, and encourage them to individualize their folders.

Give each student a blank copy of the Student Progress Chart and have them fill out the top part. Then show students how to fill out the Student Progress Chart each time they complete an English in a Flash quiz. They will see their quiz scores on the feedback screen immediately following the quiz. Yellow bars indicate the number of new words they have learned.

Some students may accidentally exit the program before recording their quiz score. When that happens, you can get the information from the Student Record Report. (NOTE: Younger students may be unable to fill in forms.)
Vanessa’s Feedback Screens

Vanessa’s Student Progress Chart

Student Progress Chart

Student: Vanessa Lopez
Library: 1
Time Goal: 15 weeks
Date Started: May 1, 2009
Date Completed: 

Goals:
- Words: Goal 75 out of 90
- Phrases, Sentences, and Dialogs: Goal 70 out of 80

Number Correct by Chapter:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>65</td>
<td>65</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

Exceeded by: 
- 5 words (Week 12)
- 10 words (Week 15)
Now you are ready to place your students. If your school already uses Renaissance Place, then this will be very easy, since English in a Flash is on the Renaissance Place platform. In this case, your students already have an Renaissance Place user name and password and are most likely comfortable using Renaissance Place.

If you are new to Renaissance Place, take time to ensure your ELLs understand how to sign on with their user name and password. Before placing students, sign on as a Teacher/Administrator, and click on English in a Flash Reports. Print the Student Information Report containing all student user names and passwords. Have this sheet with you as you begin the placement process. (Many teachers keep a copy of it in their English in a Flash folder, along with extra, blank copies of the four English in a Flash forms.)

4. Begin placement sequence.

Help students through the sequence as they begin the placement process. Students with minimal English will benefit from your help and have a better understanding of what they are to do.

Using the Renaissance Place Student Information Report, give students their user name and password to sign on to Renaissance Place. You may suggest that students write their user name and password on the inside of their English in a Flash folder.

Students will click on English in a Flash/Start Working. See screen shot at left.

When students log in for the first time, a three-minute tutorial on using a computer mouse automatically launches. It will show a girl at a computer, as in the screen shot at left. Although the auditory track is in English, which students may not understand, most students easily follow along by mimicking the movements on the computer screen. Watch your students during this time to see if anyone has problems moving and clicking a mouse. Demonstrate this, if necessary. [To skip the tutorial and move directly to the Chapter 1 pretest, use Ctrl+S.]

The pretest for Library 1, Chapter 1 immediately follows the tutorial.
Once the student has completed the Chapter 1 pretest, individualization begins. Based on the student's pretest score, the program automatically takes the student to one of three locations:

- ✔ Chapter 1, Lesson 1—because the student needs to learn Chapter 1 vocabulary.
- ✔ Chapter 1, Lesson 3—because the student needs a refresher on Chapter 1 vocabulary.
- ✔ Chapter 2 pretest—because the student already knows Chapter 1 vocabulary.

The program will continue this sequence until it finds vocabulary the students need to learn. At that point, it will begin a 15-minute lesson on that vocabulary and follow up with a quiz. (Remind students to fill out their Student Progress Chart before exiting the program! This is for their own positive reinforcement.)

The program will remember where the student left off and immediately begin there the next time the student logs in. If students forget, and haven't kept track on their Progress Chart, they can locate their last quiz from the reports, which will be discussed later in this document.

Summary

**GETTING STARTED**

- Assemble resources: computer access, headphones, software, student-user names and passwords.
- Prepare students with minimal English by showing rather than telling with Teacher Mode.
- Help students practice filling out Student Progress Chart before placing them.
Managing English in a Flash in Your Classroom
Getting the Most from English in a Flash

Set routines.

Once all your students have been placed in the program, it is important to begin your English in a Flash routine the next day. This ensures that both you and your students will quickly learn how to incorporate English in a Flash seamlessly into your school week.

Use English in a Flash every day.

If you want to see your students make big strides in their English comprehension, we recommend using English in a Flash four or five days a week. Remember, the goal of English in a Flash is not for students to learn new words here and there, but to acquire a firm foundational vocabulary they will use as they continue through school and life.

Our experience with English in a Flash shows that students using the program three days per week still benefit, but not as much. Experience has shown us that less than three days per week leads to minimal gain: students simply do not have enough consistent exposure to the new vocabulary to transfer it from short- to long-term memory. So consider finding a way to use English in a Flash four or five days each week, even if it means scheduling time before or after school on a day they do not use English in a Flash.

Interestingly, students get the most out of English in a Flash when they use it only 15, or at most 20, minutes a day. People are often surprised that more time on task does not lead to more gains. This is because of what researchers call the spacing effect: “... distributing study time over several sessions generally leads to better memory of the information than conducting a single study session” (Willingham, 2002). Short bursts of study, spaced out over intervals like this, has been shown to be particularly effective for learning vocabulary in a second language (Bahrick, 1993).

Make in-school practice a priority.

Finding 15-20 minutes a day to devote exclusively to English in a Flash listening practice can be a challenge. Always keep in mind, however, that ELLs’ proficiency in English sets the ceiling for their classroom learning. Especially for students at lower proficiency levels (Giridharan, 2003), spending 15-20 minutes each day with English in a Flash will help them quickly learn the English they need to learn in core subject areas at school.
So, here are some things to try to get English in a Flash into your daily schedule.

- **Enlist the support of your principal.** ELLs who are behind their native English-speaking peers in any of the four language skills require intervention if they are to ever catch up academically. If your school is using a Response to Intervention (RTI) framework, note that English in a Flash is research-based and includes progress monitoring and individualized instruction.

- **Look at the daily schedule.** Does it include homeroom, study hall, or other time you can allocate to English in a Flash listening practice?

- **In middle or high school, build English in a Flash listening practice into English classes,** consider shortening each period, or reduce pass time between classes. In some schools, content-area teachers take turns providing time for English in a Flash listening practice.

### Regularly track progress with English in a Flash reports.

Students track their own progress with the English in a Flash Student Progress Chart. The greatest gains occur, however, when teachers routinely track and acknowledge student effort and progress—thus keeping students motivated. Educational research shows that taking time to praise a student’s effort helps focus students on learning (Dweck, 2007).

### Interact with students.

Your role with English in a Flash is critical. Students will pick up very quickly on the strength of your commitment to improving their language proficiency. We recommend keeping a supply of these four reproducible forms in your English in a Flash folder, to be available at all times:

- Status of the Class Record Sheet
- Reading Log for English in a Flash
- English in a Flash Mastery Certificate
- Class Progress Report

Although this information can be accessed from English in a Flash reports, these forms provide excellent opportunities to foster student-teacher interaction. Here’s how you can use them to engage with your students as they practice their listening skills.

**Status of the Class Record Sheet:** Using this form each day is the most important addition you can make to your routine because students will know you care about how they are doing in English in a Flash. (See sample in Appendix.)

Fill in student names once and then make copies of the form to minimize time. If your class uses English in a Flash in a computer lab, you can easily track your students at the end of each session. When students have completed their daily English in a Flash lesson and quiz, have them complete their Student Progress Chart and then bring it to you. As each student brings his or her Student Progress Chart to you, fill out the Status of the Class Record Sheet by marking, “I” for Intervention Needed; “OK” for students who are alright; or “A” for students who...
are absent. By keeping track of students you see every day, you will be sure no one is neglected, and know who is on task and who is not. And the students will benefit from your daily acknowledgement that their English is steadily growing.

If your students use English in a Flash in the classroom on self-directed schedules, have students bring their completed Student Progress Chart to you at predetermined times during the day so that instruction is not interrupted. For example, you might set aside 15 minutes at the end of every day for tracking student progress with the English in a Flash Status of the Class Record Sheet.

**Reading Log for English in a Flash:** Once students begin reading books from the Recommended Reading List (when they reach Chapter 9 in Library 1), pass out copies of the Reading Log for English in a Flash for them to keep in their folders. Students are responsible for using this log to track information about the book including the title, English in a Flash library/chapter, word count, pages read, etc. (See sample in Appendix.)

**Mastery Certificates:** By including the English in a Flash Status of the Class Record Sheet in your routine, you know right away which students are ready for an English in a Flash Mastery Certificate.

Acknowledge student effort publicly by presenting English in a Flash Mastery Certificates at specific intervals. We highly recommend you give out English in a Flash Mastery Certificates each time a student completes the following chapters:

- Library 1: Chapter 5, 10, and 15
- Library 2: Chapter 5, 10, and 15
- Library 3: Chapter 5, 10, and 15

**Parent Report:** Print out the Parent Report (available in 8 languages) and present it to students along with the Mastery Certificate. The Parent Report shows how many English words the student now understands from using English in a Flash, and helps the non-English speaking parent stay in touch with their child’s progress.

**Class Progress Report:** In addition to your daily English in a Flash routine, pick one day of the week on which you will review the English in a Flash Class Progress Report. Many teachers choose Friday. The Class Progress Report is important because it shows your students’ cumulative work—information not available on the other forms you and your students keep. A weekly review of this report tells you how your students are doing in relation to each other, which students are consistently on task, and which ones are doing very well, as well as which students need help. In the next section we will discuss how you can use this report to tailor intervention strategies for your class.

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**Summary**

**GET THE MOST FROM ENGLISH IN A FLASH: SET ROUTINES**

- Use English in a Flash on a consistent basis, 4 or 5 days a week.
- Together with students, track their progress.
- Recognize student effort and achievement with the Mastery Certificate.
Monitoring Student Progress

Features for Teachers

Three powerful features allow you to deepen your implementation of English in a Flash: Reports, Teacher Mode, and Resources. This section offers some suggestions for how to use these in your classroom. How much you add to your English in a Flash routine is up to you.

Reports

Use the English in a Flash reports to better understand where your students are at, both as a class and individually. In this way you can customize intervention activities for each student. Here’s a description of the reports and some ways you can use them. Teacher/Administrators may access 12 different reports.

Renaissance Place Reports

Renaissance Place reports are for Teachers and Administrators. They contain administrative information about classes, teachers, and students.

- **Class Report**: Lists classes along with the assigned teachers and enrolled students.
- **Enrollment Report**: Lists all the students enrolled in this application’s classes.
- **Student Detail Report**: Lists students and their personal identification information for all applications.
- **Student Information Report**: Lists all student user names and passwords.
- **Teacher Report**: Lists teachers along with their class assignments and roles.
English in a Flash Reports

English in a Flash offers reports aimed at teachers, students, and parents.

**Four teacher reports** provide information that ranges from very broad to very specific. Samples of these reports are available in the Appendix.

- **Class Progress Report.** This report gives a very high-level picture of how students are progressing over time. It shows cumulative work for a specific date range and allows you to see at a glance how students are doing in relation to one another. You can use it to monitor progress in general and identify students who may need help. The report gives you averages over time on pretests and quizzes, so you can quickly tell where students began and how they’ve progressed.

- **Student Record Report.** This report gives detailed information about each student's progress. It shows all work, chapter by chapter, done by an individual student during a specific date range. You can use it to plan ways to help students who are struggling or to spot students who need more challenge. For example, you will be able to see if a student is doing well at the word level (Lessons 1–3) but is faltering at the phrase and sentence levels (Lessons 4 and 5). You might then suggest more review after Lessons 4 and 5.

- **Class Status Report.** This report shows how all students are performing on their current work. You can use this report as often as you like to see where students are and how they’re doing. The report lists each student’s current chapter, their pretest and quiz scores, and the number of review sessions and quizzes completed. See the sample in the appendix.

- **Word Grouping Report.** This report shows which words students know and don’t know from each chapter. Words in each category are listed from most to least known. Please see the sample in the appendix. Use this report to look at work by one student, a group of students, or the entire class. Then use the information to plan lessons and activities.

**Student Reports** are chapter specific. Students can use these reports to see all the words he or she knows from one chapter as well as the words he or she needs to study from that chapter.

- **Words Correct Report.** This report shows the words a student knows from one chapter. After a student has completed Quiz 3 and the Review, print this report for them to take home and share with their parents. Encourage students to begin using this vocabulary in both speaking and writing. You can do spelling and/or pronunciation checks of this vocabulary and incorporate the vocabulary in class and homework activities.

- **Words to Study Report.** This report shows the words that a student has missed on the Pretest through Quiz 3 and the Review. You can create this report with or without graphics and print it after a student has completed Quiz 3 and the Review. Encourage students to study the words on this report. If many words are listed, you may want to divide it into sections to make studying more manageable.
The Parent Report keeps parents in the loop, allowing them to share in the joy of their child’s achievement. This report shows how many English words a student understands from using English in a Flash. Use it to show both students and parents a student’s progress during a marking period.

You can easily share it with parents who have limited English proficiency themselves, as it is available in eight other languages: Arabic, Chinese, Haitian Creole, Hmong, Korean, Russian, Spanish, or Vietnamese. (Select the language for the student in the management portion of the program.)

Now let’s look at some examples of intervention in detail. If you have included a weekly review of the Class Progress Report in your English in a Flash routine, you will be able to identify students who need extra help. Looking over the sample Class Progress below, moving left to right across the report, we see immediately that the average student in this class has a total average of 89%.

The teacher can easily see how an individual student did compared to the class.

Camila has completed 4 chapters, while Yi has completed 12.

Most students are using the program 3 days or more as recommended for best results.

Students are averaging one chapter each week. This is terrific!

Most students are meeting the recommended 85 average % correct goal.

This tells you that students are learning the words they need—not spending time on words they already know.
Now that you see how the class is doing overall, look to see if any students need extra attention. In this sample report, three students stand out: Andrea, Juan, and Masahiko. Should you intervene? Let’s look at the data below.

<table>
<thead>
<tr>
<th>Student</th>
<th>% Correct Words Pretest</th>
<th>% Correct Words</th>
<th>% Correct Phrases &amp; Sentences</th>
<th>% Correct Sentences &amp; Dialogues</th>
<th>% Correct Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan</td>
<td>11</td>
<td>72</td>
<td>68</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td>Andrea</td>
<td>12</td>
<td>88</td>
<td>83</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>Masahiko</td>
<td>13</td>
<td>84</td>
<td>90</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>Class</td>
<td>32</td>
<td>91</td>
<td>86</td>
<td>86</td>
<td>89</td>
</tr>
</tbody>
</table>

Considering the data above, the first thing that pops out is that all three students knew many fewer words prior to English in a Flash than the class average. This means all three students had a lot of words to learn. Did they?

- The class learned an average of 53 new words per chapter.*
- Juan learned an average of 55 new words per chapter.
- Andrea learned an average of 68 new words per chapter.
- Masahiko learned an average of 64 new words per chapter.

In fact, all three students learned more new words per chapter than the class average! What about phrases/sentences and sentences/dialogues? Of the three students who may need intervention, only Juan’s average % correct for phrases/sentences and sentences/dialogues is markedly lower than the class average. What should you do? Let’s consider the options.

- Do nothing. Is this a viable option? Before you answer this question, consider the following:
  - Variability in how quickly someone learns a second language is normal. Even if Juan continues to score lower than the rest of his peers, at this rate, he will still learn 750+ low-frequency words every 15 weeks with English in a Flash. That does not include the high-frequency words he is learning implicitly in Lessons 4 & 5. That is an amazing rate of acquisition by any measure. In that case, as long as Juan continues at this pace, you may decide to do nothing.

- Intervene. Is this a viable option? Before you answer this question, consider the following:
  - Juan, like many students, learns best through interaction with others. He “comes alive” in group activities. Give him a chance to lead a group review at the end of a chapter. (Use Teacher Mode and mute the audio.) By considering Juan’s learning style, you keep the affective filter low while intervening.

Both solutions are viable. You know your students. You know when doing nothing is appropriate and when intervening is necessary.

*Words learned calculation—32% of 90 is 28.8 words. 91% of 90 is 81.9 words. 81.9 minus 28.8 is 53.1.
English in a Flash Teacher Mode

A powerful feature, Teacher Mode allows you to view any lesson and/or quiz without affecting student data. This means you can demonstrate part or all of the software one-on-one, to a small group of students gathered around one computer, or to the whole class using a projector.

You can also use Teacher Mode for individual or class activities that will reinforce students’ listening lessons. Here are some suggestions.

Class Practice
With a projector, you can use Lesson 1 (without text) for group spelling quizzes and Lessons 4 and 5 (with pauses) for mini-dictation sessions. You can also use Lessons 4 and 5 as practice for role-plays and mini-dramas. Likewise, you can use any of the quizzes for competitions and games—dividing your class into two or more teams and letting the teams take turns selecting answers. With individual students, you can provide un-scored practice for those who may need it before any assessment.

Writing Prompts
Teacher Mode can also be used for writing prompts. Select a graphic from a chapter that all your students have completed. For example, if you know that every student in your class has completed Library 1, Chapter 5, you might select the graphic showing an apartment building. Project this graphic on the overhead, smart board, etc., then ask students to write three sentences describing what they see in this graphic. Projecting the graphic without the text helps students think creatively about what they see. Students may write something like:

Many people live in this apartment building. There are four doors and windows. There are eight people in this picture. One man is holding a bag of groceries.

Discussion Prompts
You may also prompt discussion by asking questions, such as:

- How many people are in this picture?
- Do many people live here?
- Are there babies in this picture?

With questions like this, students get both listening and speaking practice using vocabulary and grammar they know.
English in a Flash Resources

English in a Flash Classroom Resources (accessible from the software) offer several more ways to deepen your implementation. Resources include printable practice activities, flash cards, English in a Flash manuals and research papers, and recommended reading lists. We will discuss the recommended reading lists at length in the next section/chapter of this manual.

Printable Practice Activities
Activities in printable pdf format are provided for various library, chapter, grade, and skill-levels. There are activities for listening, speaking, reading, and writing practice. The sample shown at left is from Library 1, Chapter 3. Using the vocabulary and grammatical structures from Library 1, Chapters 1-3, this activity provides practice in reading comprehension and simple sentence writing. Take a few minutes to look over the various activities included. They work well in various settings, including individual, pair, group, and whole classroom activities.

Flash Cards
You will also find flash cards in printable pdf format in the Classroom Resources. You can print the flash cards from an entire chapter or capture individual screen shots to support any lesson you are presenting. Available for every vocabulary word (over 4,000), they can be printed in several sizes, in black and white or color, and with or without the text.

Many teachers have younger students color and then describe their graphic as a means of extending language use. This can be done in either spoken or written form, depending on the skill on which you are focused. The breadth of vocabulary in English in a Flash turns a once-simple activity into a meaningful language learning and practice opportunity. For example, the sample flash card from Library 2, Chapter 4, is excellent for generating conversation about primary and secondary word usage. (The girl has braces on her teeth, while the boy has braces on his legs.)

Here’s another way you might use the flash cards in your classroom. Assuming everyone in the class has completed English in a Flash Library 2, Chapter 5, the following activity can be done with the entire class. It requires very little preparation time for the teacher, and easily includes all students. Ask for a student volunteer who will answer
questions about a “mystery” person. Provide the volunteer access to a picture of the “mystery” person. Benjamin Franklin and Martin Luther King are, for example, taught in Library 2, chapter 5. The rest of the class will ask one question at a time about the “mystery” person, such as:

- Is it a woman? NO
- Is it a man? YES
- Is his hair brown? NO
- Is his hair black? NO
- Is his hair blond? NO
- Is his hair white? YES
- Is he young? NO
- Is he old? YES
- Is he alive? NO

The first person to guess correctly wins!

With this activity students get to practice both listening and speaking. It also helps students “think” in the new language. This can be done equally well in pairs or groups. The advantage of such an activity is that it keeps the affective filter low for students who are often afraid to use the new language publicly. It also ensures that ELLs have been exposed to and quizzed on this information before being asked to talk about it.

You will also find these English in a Flash Manuals and Research documents in the Resources section:

- *English in a Flash—A Breakthrough Design* details the research foundation of the English in a Flash approach.
- *English in a Flash Software Tips* are for getting started with English in a Flash software.

**Summary**

**KICK YOUR IMPLEMENTATION UP A NOTCH**

- Use Reports to help pinpoint intervention needs.
- Use Teacher Mode for class activities that reinforce listening vocabulary.
- Use printable Resources to support reading and writing skills.
When You’re Ready to Do More
Learning in English – Focus on Reading Comprehension

Comprehension is #1

Did you know that only 2,000 words account for 80% of what we see or hear in English? That said, however, in most texts the really important meanings are carried by the words the learner is not likely to know—the low-frequency words (Meara, 1995). Researchers have found that learners need to already know 95% of the words in a text for good comprehension. This turns out to be critical, because we also know from research that when learners know less than 90% of the words in a text, they are learning only 5 new words for every 20,000 words they read (Cho, 1994; Horst, 1998; Lahav, 1996).*

So, we know from second-language research that “getting it right” matters. The goal of every classroom teacher, therefore, must be to take ELLs from acquiring English to using the English they have acquired.

How do we do this? We begin with reading: reading to, reading with, and reading independently.

Recommended Reading List

Knowing where a student is in the English in a Flash sequence allows us to recommend books a student might read for personal enjoyment or for help in specific core subject areas (language arts, math, science, social studies).

The English in a Flash Recommended Reading List is available in English in a Flash Resources and through AR BookFinder. Although sample Recommended Reading Lists are available in the Resources section, you can access updated lists at any time at no charge on AR BookFinder (www.arbookfind.com). New books are added to the lists quarterly and generally look as follows:

- Library 1: ATOS Book Level range: .2-2.2
- Library 2: ATOS Book Level range: .3-4.7
- Library 3: ATOS Book Level range: .3-5.6

* This research also applies to ELLs when they are being read to; they still need to know 95% of the vocabulary to comprehend what someone is saying.
Selection Criteria

Books that make the English in a Flash Recommended Reading Lists are based on second-language reading research discussed on page 45, showing that a second-language reader must know 95% of the words in a text in order to figure out the meaning of unknown words. By judiciously applying second-language reading research to the 130,000+ books that have been scanned for AR quizzes, we have come up with lists of books we can recommend based on the student's vocabulary level. This is worth repeating: the English in a Flash Recommended Reading is based on vocabulary knowledge, not proficiency level. This is a critical difference from other ELL programs, which are often based on proficiency or grade level.

So, once a student has tested out of or completed an indicated chapter, you can be confident that student will be familiar with most of the vocabulary in any of the books listed. And that means he or she will be able to read these books without continually stopping to check the dictionary, turning reading from a challenge to a pleasure!

Books that meet this criterion are made available by Library and Chapter, beginning with Library 1, Chapter 9. There are currently over 7,000 books on the English in a Flash Recommended Reading Lists, and these lists are continually updated. As your students complete more English in a Flash chapters, the number of books from which to choose grows exponentially. These books are perfect for reading both to and with your class for students learning to decode. For students who have been taught decoding, they are perfect for silent reading in and outside the classroom.

Key Features of Books on the RRL

They are “regular” books.
The best thing about the English in a Flash Recommended Reading Lists is that they are “regular” books read by native English-speaking students. What Kids Are Reading: The Book-Reading Habits of Kids in American Schools (Renaissance Learning, 2008) provides teachers with real information about what books native English speakers are actually reading these days. Many of these books are also on the English in a Flash Recommended Reading lists.

One of the most important reasons for ELLs to read these books is to help them become culturally aware. There is value in having both younger and older students read books from the What Kids Are Reading study. Younger ELLs need to be exposed to the same literature as their peers. Sharing what they read is an important part of socializing and learning. There is equal value in having older students read these books. The difference for older students is that it introduces them to children's literature, allowing them make comparisons between that of their native language and that of their new language.

They are rated by interest level as well as vocabulary level.
However, you must also consider a book’s interest level. Interest level is based on the content—a book’s themes and ideas—and indicates for which age group a book is typically appropriate. A majority of the books on the lists above are for lower interest levels. Despite this, we highly recommend they also be used for
middle and upper-grade students for a couple of reasons. First, nonfiction books are appropriate for all ages and help fill in background knowledge ELLs need to succeed in the English-speaking classroom. Second, fiction books introduce ELLs to American literature and culture. However, as well as the lists shown above, we have included separate lists to meet the interest levels of middle and upper-grade ELLs.

Books for Middle and Upper-Grade Interest levels that meet the minimum recommended criterion (90% known words) are also made available by chapter for Libraries 2 & 3.

- Library 2: ATOS Book Level range: 2.0-6.4
- Library 3: ATOS Book Level range: 2.1-6.8

Note that we never recommend a younger student read a book with a mature theme. For example, *Of Mice and Men* by John Steinbeck has a 4.5 ATOS Book Level, but its subject matter is inappropriate for 4th graders, which is why it is typically read in grades 9-12. On the other hand, there are many books labeled lower interest level—particularly nonfiction books—that are valuable for older students. For example, *Frederick Douglass* by Cassie Mayer has a 1.9 ATOS Book Level, yet its subject matter is as meaningful to older students as it is to younger ones. Given the more than 7,000 books on the English in a Flash Recommended Reading Lists, we believe there are choices for all students.

In addition to accessing the English in a Flash Recommended Reading Lists using AR BookFinder, we highly recommend teachers use AR BookGuide. With AR BookGuide, you will know which of the recommended books are in your school’s library, making it easy to create custom reading lists for individual students or entire classes. You can create lists based on search criteria such as author, interest level, readability level, and topic.

**Use the Recommended Reading Lists to develop content area knowledge.**

One of the major challenges faced by teachers of ELLs is finding a way to help them develop in the content areas while they are still learning English. To help you locate appropriate books for your ELLs, we have included lists organized by the subject matter they support: language arts, math, science, and social studies. These lists include the following:

- the English in a Flash Library and Chapter to which they correlate
- the book title (in both English and Spanish if available)
- the AR Quiz number (both English and Spanish if available)
- the author’s name
- ATOS book level (English and Spanish if available)
- the book topic or concept

In addition, the list for Language Arts includes books that have related AR Power Lessons (available from Renaissance Learning Web site). Although these lists do not contain every book related to Language Arts, Math, Science, and Social Studies on the English in a Flash RRLs, they are extensive enough for you to use in the classroom right now.
Also, using AR BookFinder, you can easily search for books on the English in a Flash Recommended Reading Lists that support your curriculum. AR BookGuide helps you support reading across your entire curriculum. Simply search for a specific topic in math, science, social studies, or any other subject, and you’ll find titles relating to that topic for readers of all abilities. You can even refine your searches by interest level, readability level, point value, and more.

For example:

Consider a fifth grade English Language Learner of intermediate proficiency. He is using English in a Flash and has just completed Library 2, Chapter 15. You are teaching map skills. You know this student will likely not understand some of the concepts you are teaching. In addition to the differentiated materials you already have for this student, you could have the student read a book on a related topic. But you know your student will only comprehend the book if he already knows 95% of the words in it. Finding such a book can be challenging. But with AR BookFinder, you can do this quickly and easily by conducting an advanced search (www.arbookfind.com). Here’s how:

- Click on “Advanced Search.”
- Select “Social Studies” from the “All Topics” drop down menu.
Click on “Go.”
Up pops all the books related to Social Studies.
On the left column of the screen is an area that allows you to refine your search.
Click on “More” at the bottom of the list.
Now you can see all your refinement options.
Looking down the list you can see two references to “English in a Flash.”
The first one is for English in a Flash Library 2. (There are no books for English in a Flash Library 1 that relate to Social Studies.) You notice there are 26 books related to Social Studies for English in a Flash Library 2. Since your student has completed English in a Flash Library 2, Chapter 15, he has the vocabulary for any books for English in a Flash Libraries 1 or 2.
Click on “English in a Flash Library 2.” You quickly scroll down through the 26 books and find one entitled *Looking at Maps and Globes*, by Carmen Bredeson. It is from the Recommended Reading Lists for Library 2, Chapter 15, which is ideal since your student has completed this English in a Flash chapter. Although it is at a 2.5 on the ATOS Book Level and contains only 357 words, your 5th grader will benefit from reading it for several reasons:
- It matches the topic that you are currently teaching (map skills).
- It will contain vocabulary he or she knows, in context of the subject matter.
- With 95% coverage from English in a Flash, your students will comprehend the book.
- With 5% non-coverage, your student will have the chance to learn 18 new words from context!
Extending English Language Learning with Other Renaissance Learning Programs

Accelerated Reader

Using Accelerated Reader (AR) with ELLs provides information no other reading tool provides—it lets you know whether or not your students have understood the book they just read. Comprehension is at the heart of reading. The truth is, when we say “reading,” we really mean comprehension. The benefit of using Accelerated Reader cannot be overstated. Because of Accelerated Reader, your students can read “regular” books—books read by native speakers.

If you already use Accelerated Reader with your ELLs, continue to follow best practices as outlined in Getting Results with Accelerated Reader. If you are new to Accelerated Reader, it is important to learn best practices so that your students get the maximum benefit from this program. Find out more about Accelerated Reader at this address: www.renlearn.com

STAR Early Literacy and STAR Reading

STAR Reading and STAR Early Literacy are reading assessments that give baseline data on each student’s reading ability. When used periodically throughout the school year, they also measure growth. Although normed on native English speakers, both can be used successfully with ELLs.

STAR Early Literacy

In approximately 10 minutes, STAR Early Literacy assesses 41 sub-skills in 7 key literacy domains, including general readiness, phonemic awareness, phonics, and other early reading skills, so you can provide more effective instruction during the most critical years of your early readers’ literacy development. Keep in mind that your goal is to find out which of the 41 sub-skills your student has mastered, so that you know which ones he or she still needs to learn.

When using STAR Early Literacy with ELLs, remember that the accuracy of the assessment depends on two factors: 1) Whether or not the student understands the question being asked; and 2) Whether or not the student knows the vocabulary words in the response in English. With STAR Early Literacy, students listen to a question in English and then select a visual response from choices on the computer screen.
Remembering the following will help you get the most from STAR Early Literacy when using it with ELLs:

- Does the student understand the question in English? If not, translate if you can.
- Does the student understand the word choices in English? If not, he may have developed the skill in his native language, but not yet have the vocabulary to demonstrate it in English.
- If your student is unable to complete the test, don’t worry. As he acquires more English, he will be able to demonstrate more accurately the skills he has mastered.

**STAR Reading**

STAR Reading assesses reading comprehension, also in approximately 10 minutes. This program automatically adjusts the difficulty of each question based on the student’s previous answers. Using vocabulary-in-context test items, STAR Reading requires students to understand context clues, apply vocabulary knowledge, and use active strategies to construct meaning and respond to the items correctly. It can be taken by students with a 100-word sight vocabulary. While native English speakers with a 100-word sight vocabulary will have thousands of words in their oral vocabulary, this is generally not the case for ELLs.

**Good for ELLs at Higher Proficiency Levels**

Our experience with ELLs has shown that students at the advanced proficiency level or higher can take the STAR Reading assessment successfully. Much like native speakers, students who function at high proficiency levels in English have a grasp of its subtle nuances. They recognize, for example, the difference in meaning of the word “good” in the following examples:

- Good job! (high quality)
- Studying will do you good. (improve a situation)
- It’s no good trying to fix that. (not likely to be successful)
- The dinosaurs are gone for good. (permanently)

While ELLs at lower proficiency levels will have a 100-word sight vocabulary fairly quickly, it will be years before they will have developed the vocabulary necessary for understanding more than primary word meanings. As a result, their STAR Reading scores can be unstable. However, knowing this in advance provides a heads-up to teachers, allowing them to take this information into consideration when administering it to lower proficiency levels.

**Identifies Ranges Using Zones of Proximal Development (ZPD)**

In addition to providing information on a student’s overall reading ability, STAR Reading also suggests a range of book levels for each student—a ZPD. Expressed as a range, the ZPD that is provided by STAR Reading is a personalized starting place for reading practice. We have learned from teachers of ELLs that books in the higher range of a student’s ZPD are often difficult for them to understand initially. As a result, we recommend ELLs read in the lower range of their ZPD first and then gradually move up to the higher end of the ZPD over time.
More Tools for Teachers

Teacher's Guide
The English in a Flash Teacher's Guide provides an overview of English in a Flash and contains basic information about the following:

- English in a Flash background and philosophy
- How English in a Flash works
- What is covered in English in a Flash
- How to implement English in a Flash
- Information about using Teacher Mode
- Report descriptions and samples

Library and Chapter Guides
Library Guides are found in the section “Content Guides.” Library Guides contain general information about the depth and breadth of the vocabulary in each chapter, as well as the scope and sequence and grammatical structures covered.

Chapter Guides contain detailed information about every English in a Flash chapter. See the appendix. Included in each Chapter Guide are:

- The 90 vocabulary words taught in Lessons 1-3, plus the thematic categories into which they fall.
- Examples of the grammatical structures used in Lessons 4-5, plus information about idioms and expressions used (Great job!), oral communication tasks (reminders, clarifications, etc.), and phonemic awareness and phonics (rhyming words, spelling, decoding, etc.).

Chapter guides include information about the vocabulary taught directly in the chapter, as well as the grammatical structures and communicative skills in which the vocabulary is placed. Looking over the chapter guide for Library 2, Chapter 5, (See the appendix.) let's see how you can quickly use this information to create a brief classroom activity. Imagine you are teaching American history in your class. A quick glance at the chapter guide lets you know that your ELLs have been exposed to information about Benjamin Franklin, Betsy Ross, Martin Luther King, and the Statue of Liberty. On the second page of the Library 2, Chapter 5 Guide you see they've had lots of exposure to WH-questions (who, what, when, where, why, and how) and the simple past tense. Write the name “Benjamin Franklin” on the board. Ask students to write 2 sentences about this person. You may prompt with questions like these:

- What does Benjamin Franklin look like? What did he do? Or
- Who was Martin Luther King? When did he live?
- What did Betsy Ross do? When did she do this?
Summary

WHEN YOU’RE READY TO DO MORE

• Have students begin reading as soon as they complete English in a Flash Library 1, Chapter 9.
• Differentiate instruction with English in a Flash Recommended Reading Lists (RRL).
• Encourage students to read What Kids are Reading.
• Support your curriculum with books on the English in a Flash RRLs.
• Verify reading comprehension with Accelerated Reader.
Taking Your Students Further

Guide Critical Thinking

Research has shown that there is often a temporary decline in thinking ability when learning a second language. This is because of the large amount of attention initially needed to process in a new language (Takano, 1993). You can help your students develop critical thinking by using the vocabulary available in the English in a Flash Chapter Guides. Use the following examples to guide you.

Library 1, Chapter 1:

Pair or Group Activity (show flash cards: animals, a bird, a cat, a dog, a rabbit, a snake). See Appendix for flash cards.

- Purpose: Retrieval practice of vocabulary by category; speaking practice
- Access Chapter Guide & Flash Cards in Resources
- Print Chapter 1 flash cards.
- Cut into 90 cards.
- Separate by category: animals, body parts, clothing, colors, etc.
- Model activity for students; name items in one category as you show flash cards.
- Pass out one category to each group.
- Have students take turns naming items.
- Have groups switch categories and continue until all groups have had a chance to name all the items.
Library 1, Chapter 1 & 2:

Pair, Group, or Class Activity (show flash cards from Chapter 1: running, walking, skating, reading, playing, eating + flash cards from Chapter 2: cutting paper, looking at the snow, peeling a banana, pouring orange juice, stirring something, talking, wearing a hat). See Appendix for flash cards.

- Purpose: Retrieval practice of vocabulary using simple yes/no questions; speaking practice.
- Access Chapter Guide & Flash Cards in Resources.
- Print Chapter 2 flash cards listed above.
- Cut into individual cards.
- Model activity for students; ask yes/no questions using 2 flash cards.
  Examples:
  - Show walking flash card. Say “Is he walking? Yes, he’s walking.”
  - Show walking flash card. Say “Is he reading? No, he’s walking.”
- Practice with students.
- Have students take turns asking and answering questions.
Library 2, Chapter 5:

**Pair, Group, or Class Activity** (show flash cards of Benjamin Franklin, Betsy Ross). See Appendix for flash cards.
- Purpose: Practice describing people.
- Access Chapter Guide & Flash Cards in Resources.
- Print 2 flash cards: Benjamin Franklin & Betsy Ross.
- Make copies and pass out to students.
- Model activity for students; ask how Benjamin Franklin & Betsy Ross are different.
  - One is a man, and one is a woman.
  - One has white hair, the other does not.
- Have students take turns.
Appendix
### English in a Flash Library 2

English in a Flash Library 2 helps students comprehend and begin to use a broad range of oral vocabulary for both social and academic purposes. English in a Flash also presents sight vocabulary for reading and familiarizes students with high-frequency grammatical structures used in common communicative tasks.

Each chapter has five lessons. Vocabulary from Lessons 1–3 is summarized and listed below. Following the information on vocabulary are examples of grammatical structures, idioms and expressions, oral communication tasks, and phonemic awareness material from Lessons 4 and 5.

### Lessons 1–3 Vocabulary Categories and Word List

<table>
<thead>
<tr>
<th>Activities, games, and toys</th>
<th>Computers and electronics</th>
<th>Movements and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet and writing</td>
<td>Environment</td>
<td>Music</td>
</tr>
<tr>
<td>Animals, plants, and other</td>
<td>Famous names, events, and</td>
<td>Occupations</td>
</tr>
<tr>
<td>creatures</td>
<td>places</td>
<td>Relationships</td>
</tr>
<tr>
<td>Body</td>
<td>Food and drink</td>
<td>Sports and sports</td>
</tr>
<tr>
<td>Buildings and locations</td>
<td>Geography</td>
<td>equipment</td>
</tr>
<tr>
<td>Clothing</td>
<td>Household and daily</td>
<td>Tools and equipment</td>
</tr>
<tr>
<td>Communications</td>
<td>activities</td>
<td>Transportation and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>travel</td>
</tr>
</tbody>
</table>

| 1. an angler | 19. a cradle | 38. getting the bill |
| 2. a baseball bat | 20. a crate | 39. a girlfriend |
| 3. a beak | 21. a crosswalk | 40. a golf bag |
| 4. bending over | 22. deliver a package | 41. a golf cart |
| 5. Benjamin Franklin | 23. a dirt bike | 42. a golf course |
| 6. Betsy Ross | 24. a diving board | 43. half past two |
| 7. a bill | 25. doing a handstand | 44. a hand mixer |
| 8. a bite | 26. doing yoga | 45. human beings |
| 9. a boyfriend | 27. a dollhouse | 46. an ironing board |
| 10. a bull | 28. an electric burner | 47. a jail |
| 11. a candlestick | 29. an electric scooter | 48. jewelry |
| 12. a cartwheel | 30. an end table | 49. a jewelry box |
| 13. casual clothes | 31. an escalator | 50. a jukebox |
| 14. a catcher | 32. an eyedropper | 51. jumping on the bed |
| 15. cattle | 33. eyeglasses | 52. Martin Luther King |
| 16. a column | 34. a fire hose | 53. a mermaid |
| 17. a corkscrew | 35. a fire hydrant | 54. mixing eggs |
| 18. a couple | 36. a flock of sheep | 55. motor oil |
|              | 37. formal clothes | 56. a motorboat |

| 74. a school principal | 75. sitting around the campfire |
| 76. sitting on a porch | 77. sitting on a stool |
| 78. skipping | 79. spinach |
| 80. a splash | 81. starting a campfire |
| 82. the Statue of Liberty | 83. a stick of gum |
| 84. a stream | 85. sunburned skin |
| 86. a surgeon | 87. taking a nap |
| 88. three o'clock | 89. a towel rack |
| 90. wearing a gown |
Lessons 4–5 Grammar and Communication

Grammatical Structures

**Parts of Speech**
- Adjectives: big, blue, brown, new
- Adverbs: then, very
- Articles: a, an, the
- Conjunctions: and, as, neither...nor, or, since, when
- Nouns: a crosswalk, an escalator, Martin Luther King, overalls
- Prepositions: beside, down, for, in, on, per, since
- Pronouns: he, I, it, me, she, they, them, we

**Phrases, clauses, and sentences**
- Basic sentence types: commands, questions, statements
- Basic word order: an electric burner, doing yoga
- Clauses: The angler stood in the stream as the fish began to bite.
- - Adverb: best, most
- Comparatives and superlatives: a flock of sheep, a pack of gum, a stick of gum
- Quantifiers: how many, how much, how often, what, what time, where
- WH-questions: can, could, must, would

**Verb forms and tenses: Active Voice**
- Be going to: He must not be going to the dance.
- There + be: How many syllables are there in "escalator"?
- Gerunds (Verb + ing): hanging, taching
- Infinitives: to follow, to open
- Linking verbs: It sounds cute.
- Modal auxiliaries: can, could, must, would
- Present tense: Those cattle are grazing on the grass.
- - Progressive: The building has two columns in the front.
- - Simple: He was swinging at the piñata when it broke open.
- Past tense: - Progressive: Someone delivered a package and left it on the porch.
- - Simple: I won’t be able to come to your party.
- Future tenses: Perfect tenses: They have had this motorboat since last summer.
- - Simple: She’s been doing yoga for many years.

**Verb forms and tenses: Passive voice**
- Present forms: is made of
a coat
a coconut
coffee
a coffee pot
a coffee table
a coffeemaker
coins
cold
a collar
a coloring book
colors
a comb
combing his hair
a compass
a computer
a cone
consonants
a cook
a cookie
cooking
a cooler
a cork
corn
a corner
coughing
a country
a country band
a cow
a cowboy
cowboy boots
a crayon
cream
a credit card
a crib
a cross
a crowd
a crown
criing
a cube
a cucumber
a cuff
a cup
a curl
cursive writing
curtains
a cushion
a cut
a cutting board
cutting paper

D
dairy products
a daisy
Dallas
dancing
dark
a daughter
day
dead
December
da deck of cards
degrees
da dentist
da desert
da desk
da diamond
da diamond ring
da diaper
dice
dicing a carrot
da dictionary
digging a hole
da dime
da dining room
dinner
a dinosaur
a diploma
dirt
dirty
a disc jockey
dishes
dishwashing liquid
diving
a doctor
a dog
a doll
dollar bills
a dolphin
a door
a doorbell
doughnuts
a dozen
a drawer
drawing
a dress
a drill
drinking
drinks
driving
a drum
dry
a dryer
drying her hair
a duck
dusting
a dustpan

E
an eagle
an ear
earrings
the earth
east
Easter
an Easter basket
an Easter bunny
eating
an egg
an eggplant
an elbow
an electrician
an elephant
empty
a coach
da coach
a coast
da coast
a cobra
da cobra
a cockpit
da cockpit
a coffee shop
da coffee shop
a coin purse
da coin purse
collecting eggs
collecting eggs
collecting evidence
collecting evidence
collecting stamps
collecting stamps
a collie
da collie
Colorado
a Colorado
coloring a picture
coloring a picture
a colt
a colt
a column
a column
a comedian
a comedian
a comet
a comet
compass points
compass points
a computer disk
a computer disk
a conductor
a conductor
confetti
confetti
a connection
a connection
construction workers
construction workers
contact lenses
contact lenses
containers
containers
continents
continents
a convertible
a convertible
cooking oil
cooking oil
a coonskin cap
a coonskin cap
a copilot
a copilot
a copy machine
a copy machine
a cordless phone
a cordless phone
a corkscrew
a corkscrew
corn on the cob
corn on the cob
cotton candy
cotton candy
counting on his fingers
counting on his fingers
a couple
a couple
a covered wagon
a covered wagon
covering her eyes
covering her eyes
a cowgirl
a cowgirl
a coyote
a coyote
a crack
a crack
a cradle
a cradle
a crane
a crane
a crate
a crate
cross-country skiing
cross-country skiing
a crossing guard
a crossing guard
crossing his legs
crossing his legs
a crosswalk
a crosswalk
crutches
crutches
a cuckoo clock
a cuckoo clock
a curb
a curb
a curling iron
a curling iron
curly hair
curly hair
a curve
a curve
a customer
a customer
cutting up food
cutting up food
cycling
cycling

D
da daffodil
da daffodil
a dalmatian
a dalmatian
a dam
a dam
dance partners
dance partners
a dartboard
a dartboard
darts
darts
a date
a date
Davy Crockett
Davy Crockett
def
def
dealing the cards
dealing the cards
the Declaration of
the Declaration of
Independence
Independence
decorating a tree
decorating a tree
a deep hole
a deep hole
a deer
a deer
delivering a package
delivering a package
a delivery person
a delivery person
dental floss
dental floss
a deputy
a deputy
designing a dress
designing a dress
desserts
desserts
a detective
a detective
a diagram
a diagram
dialing a phone
dialing a phone
da dim light
nda dim light
a diner
nda diner
a director
nda director
a director’s chair
nda director’s chair
a dirt bike
nda dirt bike
a disco
nda disco
a discus thrower
nda discus thrower
a dish towel
nda dish towel
a dishwasher
nda dishwasher
a ditch
nda ditch
a diving board
nda diving board
division
nda division
a division sign
nda division sign
doing a handstand
nda doing a handstand
doing artwork
nda doing artwork
doing crafts
nda doing crafts
doing homework
nda doing homework
doing yoga
nda doing yoga
a doll collection
nda doll collection
a dollhouse
nda dollhouse
a donkey
nda donkey
da door knob
da door knob
downhill skiing
da downhill skiing
a dragon
nda dragon
a dragonfly
nda dragonfly
draperies
nda draperies
a dream
nda dream
a dress shop
nda dress shop
dressing himself
nda dressing himself
da dressing room
nda dressing room
a drinking fountain
nda drinking fountain
a driver’s license
nda driver’s license
a drive-through window
nda drive-through window
a driveway
nda driveway
dropped a book
nda dropped a book
drugs
nda drugs
a drum set
nda drum set
the dry cleaners
nda the dry cleaners
drying the dishes
da drying the dishes
a dull knife
nda dull knife
a chess match
da chestnut
da chicken breast
da chicken coop
da chiming clock
da chisel
cutting down a tree
chopsticks
da chrysanthemum
da chute
circling a word
da circuit breaker
da circular saw
da circulation desk
discriminate
discriminating circumference
citrus trees
discussing the Civil War
da clam
Clara Barton
da clarinet
cleats
Cleopatra
da clicking pen
da cliff
da cliff dwelling
da clip-on earring
da clock radio
da clove of garlic
da cloverleaf
da clown fish
da clucking chicken
clumps of dirt
da clunking noise
da clutch
da cluttered desk
coals
da cockroach
da cocoon
da coffeehouse
da coiled hose
da colander
da cold water faucet
colliding with the catcher
da colonial-style house
discussing the Colosseum
Columbus
da combination lock
discussing combining ingredients
da comic book
da command module
da commercial
da commuter train
da compress
da concert
da conch
a Confederate soldier
da confusser
da coniferous trees
Connecticut
da constellation
da construction site
discussing the Continental Divide
a control tower
da convey
a cookbook
da cooked food
da cooking utensils
da coordinates
Copenhagen
da coral
da coral snake
da corn husk
da corona
da correct answer
da corsage
da cot
da cotton balls
da couch
da court reporter
da courtroom
da crab
da crackling sound
da crater
da crayfish
da creaking noise
da crease
da creeping
da cricket
da Crock-Pot
da crocodile
da crocus
da crossing out a word
da crow
da crown molding
da crumpled paper
da crushing a soda can
da crust
a crystal
Cuba
da cubicle
da cuff links
da cupboard
da cupcakes
da currency
da curtain rod
da custodian
da cylinder
da cymbals
da cypress tree

D
Daniel Boone
da dark red
da dark-haired
da dashboard
da dawn
da deciduous trees
da decimal
Delaware
da delicatessen
da dental assistant
Denver
Mastery Certificate

Presented to: _______________________________________________

We hereby present this award in recognition of your hard work for completing _______________________________________________

______________________________
Date

______________________________
Classroom Teacher

______________________________
Principal

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## Status of the Class Record Sheet

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</table>

**A = Absent  I = Intervention  — = OK**

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# Student Reading Log

**Student Name** _______________________________________________________________________

**Class** __________________________________________________________________________

**Reading Goal** ____________________________________________________________________

<table>
<thead>
<tr>
<th>Title</th>
<th>Library/Chapter</th>
<th>Word Count</th>
<th>F/NF</th>
<th>Date</th>
<th>Pages Read</th>
<th>Teacher’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Begin-End</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If you are using AR with your EIAF student, please use the AR reading log.*
Student Progress Chart

Student ___________________________________________________________       Date Started ___________________

Library ___________________________________________________________    Time Goal ______________     Date Completed ______________ _

*If you are using AR with your EIAF student, please use the AR reading log.

© 2013 Renaissance Learning Inc., Reproducible form
Dear Parent or Guardian of Juan Santos:

Your child is using English in a Flash software to learn English. This chart shows how your child is doing. It shows how many words your child understands from the program.

Estimados padres: Su hijol está utilizando el software English in a Flash para aprender inglés. Esta gráfica describe el progreso hecho por su hijol. La gráfica muestra la cantidad de palabras que su hijol ya entiende a través del programa.

Library 1:

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>200</td>
</tr>
<tr>
<td>3</td>
<td>300</td>
</tr>
<tr>
<td>4</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>500</td>
</tr>
<tr>
<td>6</td>
<td>600</td>
</tr>
<tr>
<td>7</td>
<td>700</td>
</tr>
<tr>
<td>8</td>
<td>800</td>
</tr>
</tbody>
</table>

Chapters completed: 8
Words correct: 528

Teacher Signature: ____________________________ Date: ____________________________

Parent Signature: ____________________________ Date: ____________________________

Comments:
## Class Status Report

School: Mill Valley School  
Report Options:  
Reporting Parameter Group: All Demographics [Default]  
Group by: Class  

### Class: English 1-A  
Teacher: Fox, Susan  

#### Library 1  

<table>
<thead>
<tr>
<th>Student</th>
<th>Words Correct</th>
<th>% My Practice</th>
<th>Phrases/Sentences</th>
<th>Sentences/Dialogues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Chapter</td>
<td>Pretest</td>
<td>Quiz 1</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Gutiérrez, Camila</td>
<td>9</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Ho, Tai</td>
<td>1</td>
<td>61</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Lopez, José Luis</td>
<td>3</td>
<td>11</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>Kim, Kyung Hee</td>
<td>9</td>
<td>88</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Martinez, Andrea</td>
<td>7</td>
<td>10</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Privic, Milan</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Santos, Juan</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Teijeiro, Claudia</td>
<td>9</td>
<td>16</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Toyama, Masahiko</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>16</td>
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<td>Zawicki, Danila</td>
<td>10</td>
<td>21</td>
<td>18</td>
<td>25</td>
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<tr>
<td>Zepeda, Diego</td>
<td>9</td>
<td>13</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Zhang, Shuyong</td>
<td>9</td>
<td>41</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Average</td>
<td>8</td>
<td>26</td>
<td>16</td>
<td>19</td>
</tr>
</tbody>
</table>

- Lesson and quiz skipped  
- Chapter in which student is currently working  
- Shows the total number correct  
- Includes review scores  
- The percent of total items currently selected/number of sessions completed by the student
# Class Progress Report

**School:** Mill Valley School  
**Reporting Period:** 9/5/2010 - 10/15/2010 (MP2)

**Class:** English 1-A  
**Teacher:** Fox, Susan

**Library:** 1

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Words</th>
<th>Phrases / Sentences</th>
<th>Sentences/ Dialogues</th>
<th>Last Login Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete</td>
<td>Avg. Days To Complete</td>
<td>Avg. % Correct Pre-test</td>
<td>Avg. % Correct Total</td>
</tr>
<tr>
<td>Chen, Yi</td>
<td>12</td>
<td>11</td>
<td>18</td>
<td>92</td>
</tr>
<tr>
<td>Guilárez, Camila</td>
<td>4</td>
<td>3</td>
<td>89</td>
<td>100</td>
</tr>
<tr>
<td>Lopez, José Luis</td>
<td>8</td>
<td>7</td>
<td>10</td>
<td>94</td>
</tr>
<tr>
<td>Pedren, Olga</td>
<td>12</td>
<td>11</td>
<td>95</td>
<td>88</td>
</tr>
<tr>
<td>Piza, Joel</td>
<td>6</td>
<td>5</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td>Santos, Juan</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>72</td>
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<tr>
<td>Tejero, Claudia</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>72</td>
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<tr>
<td>Toyama, Mashiko</td>
<td>14</td>
<td>13</td>
<td>83</td>
<td>96</td>
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<tr>
<td>Tran, Hanh</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>84</td>
</tr>
<tr>
<td>Zhang, Shuyong</td>
<td>2</td>
<td>1</td>
<td>17</td>
<td>96</td>
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<tr>
<td>Average</td>
<td>8</td>
<td>7</td>
<td>38</td>
<td>89</td>
</tr>
</tbody>
</table>

**Summary**

- 70% of students averaged 85% or above correct on vocabulary
- 80% of students used English in a Flash for an average of 3 or more days a week

---

*Includes pretest and review scores  
*Includes review scores  
*Average days to complete is 3-8
Notice how many words he has added to his vocabulary!

See how many new words Juan has learned by chapter.
# Word Grouping Report

## Library: 1
Chapter: 7  
Number of Students: 9 / 12

<table>
<thead>
<tr>
<th>Words Understood by at Least Two-thirds of Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>fireworks</td>
</tr>
<tr>
<td>an American flag</td>
<td>flying</td>
</tr>
<tr>
<td>a birthday cake</td>
<td>the Fourth of July</td>
</tr>
<tr>
<td>a birthday party</td>
<td>full</td>
</tr>
<tr>
<td>carrying gifts</td>
<td>grilling chicken</td>
</tr>
<tr>
<td>Christmas</td>
<td>jumping</td>
</tr>
<tr>
<td>a Christmas tree</td>
<td>open</td>
</tr>
<tr>
<td>climbing</td>
<td>a pail</td>
</tr>
<tr>
<td>a coloring book</td>
<td>a present</td>
</tr>
<tr>
<td>dancing</td>
<td>stairs</td>
</tr>
<tr>
<td>driving</td>
<td>a straw</td>
</tr>
<tr>
<td>Easter</td>
<td>a suitcase</td>
</tr>
<tr>
<td>an Easter basket</td>
<td>taking a bath</td>
</tr>
<tr>
<td>an Easter bunny</td>
<td>taking a shower</td>
</tr>
<tr>
<td>empty</td>
<td>a wagon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words Not Understood by Two-thirds of Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>the South Pole</td>
</tr>
<tr>
<td>Arizona</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>an arrow</td>
<td>a video camera</td>
</tr>
<tr>
<td>binoculars</td>
<td></td>
</tr>
<tr>
<td>Canadian</td>
<td></td>
</tr>
<tr>
<td>A chain</td>
<td></td>
</tr>
<tr>
<td>closed</td>
<td></td>
</tr>
<tr>
<td>a country</td>
<td></td>
</tr>
<tr>
<td>a diploma</td>
<td></td>
</tr>
<tr>
<td>fall</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td></td>
</tr>
<tr>
<td>Halloween</td>
<td></td>
</tr>
<tr>
<td>Hanukkah</td>
<td></td>
</tr>
<tr>
<td>New Year’s Eve</td>
<td></td>
</tr>
<tr>
<td>the North Pole</td>
<td></td>
</tr>
</tbody>
</table>

See the Chapter Guide for a complete list of words in this Chapter.
# Words Correct Report
for Juan Santos
Printed Monday, October 16, 2006 5:01 PM

School: Mill Valley School  
Class: English 1-A  
Teacher: Fox, Susan

## Library: 1
Chapter: 4  
Words Correct: 58

<table>
<thead>
<tr>
<th>an apron</th>
<th>fifty dollars</th>
<th>a quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>an avocado</td>
<td>five dollars</td>
<td>radishes</td>
</tr>
<tr>
<td>bacon</td>
<td>garlic</td>
<td>a roll of paper towel</td>
</tr>
<tr>
<td>bottles</td>
<td>hum</td>
<td>a scale</td>
</tr>
<tr>
<td>a bowl of soup</td>
<td>a hammock</td>
<td>a shopping cart</td>
</tr>
<tr>
<td>a can</td>
<td>honey</td>
<td>a slice of pizza</td>
</tr>
<tr>
<td>a cantaloupe</td>
<td>a hose</td>
<td>seventy-one</td>
</tr>
<tr>
<td>a carrot</td>
<td>a jar</td>
<td>seventy-two</td>
</tr>
<tr>
<td>a cashier</td>
<td>a lawn mower</td>
<td>seventy-three</td>
</tr>
<tr>
<td>a cash register</td>
<td>milk</td>
<td>seventy-four</td>
</tr>
<tr>
<td>cauliflower</td>
<td>a nickel</td>
<td>seventy-five</td>
</tr>
<tr>
<td>celery</td>
<td>an olive</td>
<td>seventy-six</td>
</tr>
<tr>
<td>a check</td>
<td>one dollar</td>
<td>seventy-seven</td>
</tr>
<tr>
<td>coins</td>
<td>an orange</td>
<td>seventy-eight</td>
</tr>
<tr>
<td>corn</td>
<td>pancakes</td>
<td>seventy-nine</td>
</tr>
<tr>
<td>a credit card</td>
<td>a paper bag</td>
<td>a spatula</td>
</tr>
<tr>
<td>a cucumber</td>
<td>peas</td>
<td>a spray can</td>
</tr>
<tr>
<td>a deck of cards</td>
<td>a penny</td>
<td>a watermelon</td>
</tr>
<tr>
<td>dollar bills</td>
<td>a pickle</td>
<td></td>
</tr>
<tr>
<td>an eagle</td>
<td>a plastic bag</td>
<td></td>
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</table>

## Summary: All Chapters

<table>
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<tr>
<th>Chapters Completed:</th>
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<tr>
<td>Words Correct:</td>
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## Library: 1

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
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</thead>
<tbody>
<tr>
<td>a cat</td>
<td><img src="a_cat.png" alt="Picture" /></td>
</tr>
<tr>
<td>socks</td>
<td><img src="socks.png" alt="Picture" /></td>
</tr>
<tr>
<td>a baseball</td>
<td><img src="baseball.png" alt="Picture" /></td>
</tr>
<tr>
<td>a dog</td>
<td><img src="dog.png" alt="Picture" /></td>
</tr>
<tr>
<td>shoes</td>
<td><img src="shoes.png" alt="Picture" /></td>
</tr>
<tr>
<td>a basketball</td>
<td><img src="basketball.png" alt="Picture" /></td>
</tr>
<tr>
<td>an egg</td>
<td><img src="egg.png" alt="Picture" /></td>
</tr>
<tr>
<td>an apple</td>
<td><img src="apple.png" alt="Picture" /></td>
</tr>
<tr>
<td>a hamburger</td>
<td><img src="hamburger.png" alt="Picture" /></td>
</tr>
<tr>
<td>a book</td>
<td><img src="book.png" alt="Picture" /></td>
</tr>
<tr>
<td>a pillow</td>
<td><img src="pillow.png" alt="Picture" /></td>
</tr>
<tr>
<td>a motorcycle</td>
<td><img src="motorcycle.png" alt="Picture" /></td>
</tr>
<tr>
<td>a bird</td>
<td><img src="bird.png" alt="Picture" /></td>
</tr>
<tr>
<td>a rabbit</td>
<td><img src="rabbit.png" alt="Picture" /></td>
</tr>
<tr>
<td>a lamp</td>
<td><img src="lamp.png" alt="Picture" /></td>
</tr>
<tr>
<td>a jacket</td>
<td><img src="jacket.png" alt="Picture" /></td>
</tr>
<tr>
<td>a skirt</td>
<td><img src="skirt.png" alt="Picture" /></td>
</tr>
<tr>
<td>a school bus</td>
<td><img src="school_bus.png" alt="Picture" /></td>
</tr>
<tr>
<td>a chair</td>
<td><img src="chair.png" alt="Picture" /></td>
</tr>
<tr>
<td>a fire truck</td>
<td><img src="fire_truck.png" alt="Picture" /></td>
</tr>
<tr>
<td>a truck</td>
<td><img src="truck.png" alt="Picture" /></td>
</tr>
<tr>
<td>running</td>
<td><img src="running.png" alt="Picture" /></td>
</tr>
<tr>
<td>a snake</td>
<td><img src="snake.png" alt="Picture" /></td>
</tr>
<tr>
<td>a bicycle</td>
<td><img src="bicycle.png" alt="Picture" /></td>
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</tbody>
</table>
Library 1 Chapter 1:
Library 1 Chapter 1 & 2:

Library 2 Chapter 5:
# ENGLISH IN A FLASH CHAPTER SEQUENCE

<table>
<thead>
<tr>
<th>STEP</th>
<th>EACH STEP TAKES 15-20 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter Pretest</strong></td>
<td>Pretest results are the first step in individualization.</td>
</tr>
<tr>
<td></td>
<td>Each chapter begins with a vocabulary test which determines whether the student should remain in the chapter or be taken to the next chapter. Students hear a word and see three graphics.</td>
</tr>
<tr>
<td></td>
<td>Using the mouse, they highlight the word that matches the audio they hear. Any choice moves the program forward. If students do not make a choice within 10 seconds, the program continues to the next item. Encourage students to do their best and to complete every item.</td>
</tr>
<tr>
<td></td>
<td>If the student misses six or less items on the pretest, the program automatically moves on to the pretest for the next chapter.</td>
</tr>
<tr>
<td></td>
<td>If the student misses seven to thirteen items, the program moves on to Lesson 3.</td>
</tr>
<tr>
<td></td>
<td>The pretest stops if a student misses fourteen items, and the program automatically moves to Lesson 1.</td>
</tr>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Lesson 1 is approximately 10–12 minutes of practice with 90 basic vocabulary words. Students listen to words as the graphics are presented on the screen. During this segment, students should watch and listen. They can repeat words aloud if they want to, but they do not need to do anything else. Encourage students to relax and absorb the language.</td>
</tr>
<tr>
<td><strong>Quiz 1</strong></td>
<td>Quiz 1 immediately follows Lesson 1. This quiz begins with words that students missed on the pretest, and continues with words the student hasn’t tested on yet. The quiz stops if the student misses three items.</td>
</tr>
<tr>
<td></td>
<td>If students have a total of 88 or more correct at this point, they skip Lesson 2 and move forward to Lesson 3.</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>After Lesson 2, students take another quiz, which is a continuation of the Pretest and Quiz 1.</td>
</tr>
<tr>
<td><strong>Quiz 2</strong></td>
<td>Quiz 2 begins with words a student has already missed, and it continues with words the student hasn’t tested on yet. The quiz stops if a student misses three items. If the student gets 88 or more correct on the quiz, he will skip Lesson 3 and advance to Lesson 4.</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>Lesson 3 gives more practice with the same set of vocabulary words. Like in Lesson 2, written words appear on the screen.</td>
</tr>
<tr>
<td><strong>Quiz 3</strong></td>
<td>After Lesson 3, students take another quiz. This is a continuation of the Pretest, Quiz 1, and Quiz 2. It, too, contains items the student hasn’t seen or has missed previously. It does not include items the student has already answered correctly. Quiz 3 stops if the student misses three items.</td>
</tr>
<tr>
<td><strong>Focused Review Lesson 3 Quiz 3</strong></td>
<td>This session begins with an individualized review of the words the student missed in Quiz 3. Called “Focused Review” (FR) it contains vocabulary words missed in Lessons 1–3 before moving on to Lesson 4.</td>
</tr>
<tr>
<td>STEP</td>
<td>EACH STEP TAKES 15-20 MINUTES</td>
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<tr>
<td>Lesson 4</td>
<td>Lesson 4 places vocabulary words in context. It combines words practiced in Lessons 1–3 into longer chunks of language. Students see and hear multiple repetitions of 40 different phrases and short sentences.</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>After Lesson 4, students take a quiz on language covered in this lesson. If six items are missed on Quiz 4, the quiz stops and an on-screen feedback page is shown. The next time the student logs in, the Focused Review for Lesson 4 will be presented.</td>
</tr>
<tr>
<td>Focused Review Lesson 4</td>
<td>Students complete Focused Review of items missed in Lesson 4 before starting Lesson 5.</td>
</tr>
<tr>
<td>Quiz 4</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Lesson 5 includes longer sentences, short monologues, and dialogues. It combines words practiced in Lessons 1–3 and phrases practiced in Lesson 4 into communicative exchanges. Students see and hear multiple repetitions of 50 different monologues and dialogues spoken by five native speakers.</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>After Lesson 5, students take a quiz on language covered in this lesson. If six items are missed on Quiz 5, the quiz stops and an on-screen feedback page is shown.</td>
</tr>
<tr>
<td>Focused Review Lesson 5</td>
<td>Any phrases and short sentences not mastered by the end of Quiz 5 are presented in a Focused Review (individualized) Lesson and Quiz when the student logs in for next chapter. Upon completion, student is encouraged to log back in and take next chapter Pre-test.</td>
</tr>
<tr>
<td>Focused Review Quiz 5</td>
<td></td>
</tr>
<tr>
<td>Pretest, etc.</td>
<td></td>
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</tbody>
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References


Dictionary, T. F.


Index

Accelerated Reader, 1, 6, 50, 53
AR BookFinder, 6, 45, 47, 48
assessments, 18, 19, 39, 50, 51
basal reader, 14
basic everyday communication skills, 13
bilingual, 6, 23
cognitive academic language proficiency, 13
critical thinking, 54
Dolch, 14
ESL pullout, 6
feedback, 18, 26, 71
fluency, 9
foundation, 5, 8, 10, 16, 32, 41
front-loading, 15
Fry, 14
grammar, 8, 9, 10, 39
grammatical structures, 5, 7, 9, 12, 40, 52
headphones, 23, 24, 29
immersion, 6
lexicon, 9
listening, 1, 5, 6, 8, 10, 17, 19, 23, 25, 26, 32, 33, 39, 40, 41
My Practice, 18, 37

proficiency, 1, 5, 9, 10, 13, 17, 23, 25, 32, 33, 37, 46, 48, 51
pronunciation, 8, 36
reading comprehension, 1, 5, 8, 40, 45, 51, 53
Recommended Reading Lists, 6, 40, 45, 46, 47, 48, 49, 53
reports, 7, 24, 28, 29, 33, 35, 36
reproducible forms, 33
resources, 1, 7, 29, 35, 40, 41, 45, 54, 55, 56
response to intervention, 33
software tasks, 1
spacing effect, 32
spelling, 8, 36, 39, 52
STAR Early Literacy, 50
STAR Reading, 50, 51
tutorial, 15, 28
vocabulary, 1, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 26, 29, 32, 36, 37, 39, 40, 41, 46, 49, 50, 51, 52, 54, 55, 56
What Kids are Reading, 46, 53
Zone of Proximal Development, 51
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