**ENL App**

**Subject Area:** English New Learners

**App Title**: Adventures for Kids: English

**App Price**: 3.99

**Languages:** English

**Rationale:** "Adventures for Kids" uses the power of the computer and attraction of a video game to open your children’s minds to basic English words, all while having fun. Children will tag along with Lucy and Max on their fun adventures through space, the zoo, the farm, the city, and much more. This interactive game will make a child feel like they are taking part in the adventure, ultimately making learning fun while increasing retention. Children will learn as words and objects are associated by sound, vision, and touch through the interactive "hear and find image" mode. This makes "Adventures for Kids" an effective learning tool for English and non-English-speaking learners.

**Standards**

**ISTE Standards for Students**

* 6.b **Technology operations and concepts**. Select and use applications effectively and productively

**ISTE Standards for Teacher**

* 3.b **Model digital age work and learning.** Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

**New York State P-12 Common Core Standards**

* **Standard Strand**: Reading Standards for Literature K–5
	+ **Grade**: 1
	+ **Topic**: Craft and Structure
	+ **Item number and statement**: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
* **Standard Strand**: Reading Standards for Literature K–5
	+ **Grade**: 1
	+ **Topic:** Integration of Knowledge and Ideas
	+ **Item number and statement**: Use illustrations and details in a story to describe its characters, setting, or events.
* **Standard Strand**: Reading Standards for Literature K–5
	+ **Grade**: 1
	+ **Topic**: Responding to Literature
	+ **Item number and statement**: 11. Make connections between self, text, and the world around them (text, media, social interaction).

**Ontario Curriculum Expectations**

* **Standard Strand**: Oral Communication
	+ **Grade**: 1
	+ **Topic**: Listening to Understand
	+ **Item number and statement**: 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g., use time-order words, such as first, then, next, finally, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details)
* **Standard Strand**: Reading: Understanding Form and Style
	+ **Grade**: 1
	+ **Topic**: Reading Unfamiliar words
	+ **Item number and statement**: 3.2 predict the meaning of and solve unfamiliar words using different types of cues, including: • semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language) ; • syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation); • graphophonic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words)
* **Standard Strand**: Media Literacy: Understanding Media Forms, Conventions, and Techniques
	+ **Grade**: 1
	+ **Topic**: Producing Media Texts
	+ **Item number and statement**: produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., • a tape-recorded soundtrack for a story • a sequence of pictures and/or photographs that tells a story • a sign or poster for their classroom or the school • a selection of images downloaded from the Internet to accompany a science project • a collage of items a story character might enjoy or own • an enactment of a scene about a character from a favorite movie)