



PRIME V2TM

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION





Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.

Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

| Standards Framework Elements Included in the PRIME Inventory |
|--|
| 1. Asset-based Philosophy |
| A. Representation of Student Assets and Contributions |
| 2. Academic Language |
| A. Discourse Dimension |
| B. Sentence Dimension |
| C. Word/Phrase Dimension |
| 3. Performance Definitions |
| A. Representations of Levels of Language Proficiency |
| B. Representations of Language Domains |
| 4. Strands of Model Performance Indicators and the Standards Matrices |
| A. Connection to State Content Standards and WIDA Language Development Standards |
| B. Cognitive Challenge for All Learners at All Levels of Language Proficiency |
| C. Supports for Various Levels of Language Proficiency |
| D. Accessibility to Grade Level Content |
| E. Strands of Model Performance Indicators |

PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s):

Imagine Reading

Publisher:

Imagine Learning

Materials/Program to be Reviewed:

Imagine Reading (3rd-8th grade supplemental reading program)

Tools of Instruction included in this review:

Imagine Reading Units of Study, Power Sentence Lesson, Classroom Discussion Protocols, Independent Close Reading Texts, Imagine Instructional Videos, and Audio Playback.

Intended Teacher Audiences:

Curriculum Administrators, Educators Grades 3-8

Intended Student Audiences:

Tier 1 ESL students receiving ELD/supported language and literacy instruction in the mainstream classroom, small supported group settings, or remote learning.

Language domains addressed in material:

Reading, Writing, Listening and Speaking

Check which set of standards will be used in this correlation:

- WIDA Spanish Language Development Standards
- WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics).

Although the WIDA ELD Standards are not explicitly identified in the materials there is evidence the program addresses Standard 1, Social and Instructional Language; Standard 2, Language of Language Arts; Standard 4, Language of Science; Standard 5, Language of Social Studies

WIDA Language Proficiency Levels included:

Although the WIDA Language Proficiency Levels are not explicitly identified in the materials, *Imagine Reading* identifies levels similar to WIDA Proficiency Level 3 to Developing to Level 5, Bridging.

Most Recently Published Edition or Website:

Imagine Reading <https://www.imaginelearning.com/literacy/reading>

In the space below explain the focus or intended use of the materials:

Imagine Reading Grades 3-8 is a research-based, supplemental reading program that helps students in grades 3-8 become strong readers, critical thinkers, and confident communicators. The Imagine Reading program follows a blended learning model with components that include teacher-led instruction, supported online student practice, supported classroom discussion and group projects. Imagine Reading is designed to accelerate grade-level reading comprehension, academic language development, and discourse. The discourse-focused instructional design of Imagine Reading provides students many opportunities to listen to, read, speak, and write about the instructional texts. Imagine Reading supports multilingual students by accelerating reading comprehension and discourse skills to meet grade-level academic standards.

PRIME Part 2: Correlate Your Materials

1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

- | | | |
|--|------------|----|
| 1) Are the student assets and contributions considered in the materials? | Yes | No |
| 2) Are the student assets and contributions systematically considered throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) *Imagine Reading* offers consistent considerations for student’s linguistic assets in both a digital platform and teacher guided classroom support materials. The resources, instructional tools, and guided independent practice provide a myriad of opportunities for students to achieve both social and academic English. The *Imagine Reading* curriculum is specifically created with resources designed for a variety of possible implementations including whole-group, teacher guided instruction, small-group supported instruction, and guided and independent practice.

Imagine Reading is designed to support multilingual learners in becoming *strong readers, critical thinkers, and confident communicators*:

Imagine Reading is a research-based, supplemental solution that helps students in grades 3-8 become strong readers, critical thinkers, and confident communicators.

Strong Readers:

Students practice interactive close reading of both fiction and nonfiction texts, while multimedia scaffolding and embedded instruction in comprehension strategies help them access grade-level text complexity.

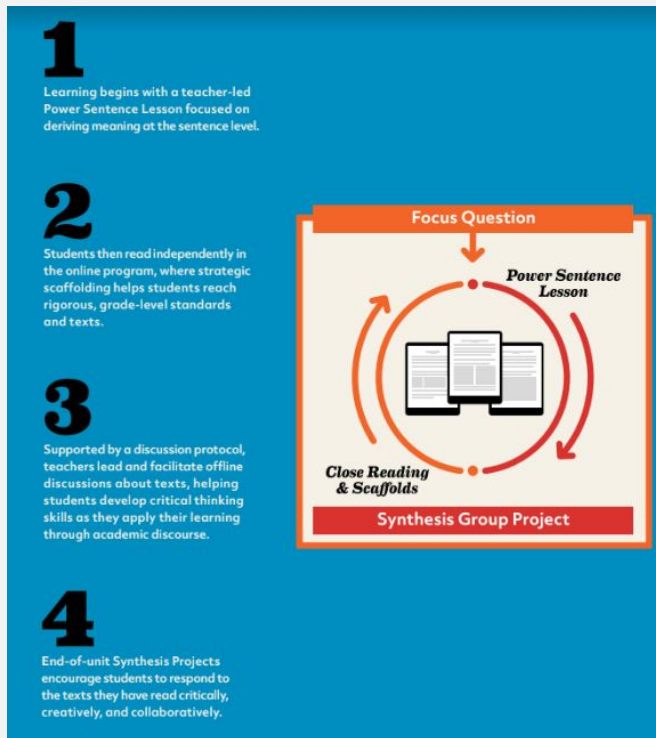
Critical Thinkers:

Thought-provoking Focus Questions inspire students to engage critically with text. During their reading, students can highlight and annotate text as preparation for citing text evidence. After reading all the passages in a unit, students work collaboratively to create a Synthesis Project that answers the Focus Question.

Confident Communicators:

With instruction centered around academic discourse, students learn to effectively communicate their thoughts through speaking and writing. Teacher-facilitated discussions and project-based learning provide ample opportunity for students to talk about texts and practice the conventions of discourse.

Highlighted below the Imagine Reading blended learning model with teacher-led instruction, online student practice, facilitated classroom discussion and extension group projects:



Highlighted below *Imagine Reading* scaffolding to support literacy and language development in grades 3-8:

Scaffold Up to Rigorous Text

With explicit instruction in comprehension strategies, support for academic language development, and multimedia scaffolding, *Imagine Reading* amplifies student confidence for reading challenging texts independently.

Embedded instructional videos model comprehension strategies at the beginning of each text.

Students can use the **audio playback** feature to hear the text read aloud, which models fluent reading and supports reading comprehension.

Students practice organizing ideas for written responses by **highlighting and annotating** texts.

Vocabulary support includes student-friendly definitions and an embedded dictionary.

Texts are organized into chunks with questions interspersed to help students build reading stamina and self-monitoring skills.

A special mesh screen collects water from the air.

Multimedia scaffolds, including maps, videos, audio clips, photos, and graphics, provide background knowledge to support comprehension.

2) Student assets and contributions are systematically considered throughout *Imagine Reading*. The students explore cross-curricular units; grammar and vocabulary development ensures the students make personal connections with the content, new unit vocabulary, and thematic concepts. Highlighted below are the resources provided to support a blended model for deep reading and scaffolding high-interest text for the individual student. *Imagine Reading* provides instructional videos at the beginning of each passage to model new reading comprehension strategies. All *Imagine Reading* passages are organized into palatable components with frequent comprehension checks to help multilingual students build stamina and self-monitoring strategies:

Scaffolding up to complex text

The image shows seven examples of scaffolding strategies used in the Imagine Reading program:

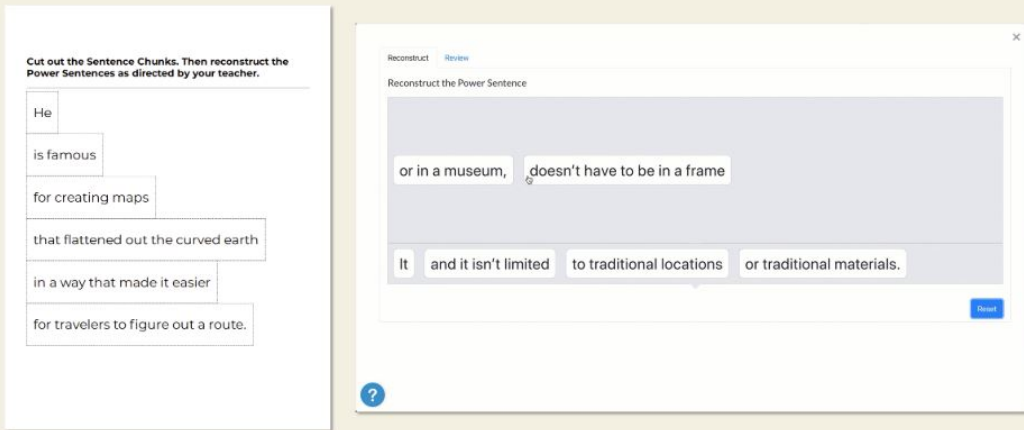
- Instructional videos:** A video showing two students discussing a text.
- Text chunking:** A screenshot of a text passage with a highlighted section.
- Comprehension checks:** A screenshot of a comprehension question.
- Audio playback:** A screenshot of an audio player interface.
- Vocabulary support:** A screenshot of a text passage with a highlighted word and its definition.
- Multimedia scaffolds:** A map of Africa with highlighted regions.
- Highlight and annotate:** A screenshot of a text passage with highlighted text and a note.

The highlighted example illustrates the cross curricular units for grades 3-8:

| | Cross-curricular units | | | | | | | | | | | | | | Classic Literature | | Poetry |
|---------|-------------------------------------|-------------------------------------|---------------------------------------|--------------------------------|---|---------------------------------|---------------------------------------|------------------------------|-------------|--|--|--|--|--|--------------------|--|--------|
| Grade 3 | Defining Art | Following Around the World | Rivers and Streams | Language and Writing Systems | What Is a Commentary? | Ice Antarctica | Impressive Architecture | The Wizard of Oz | Imagery | | | | | | | | |
| Grade 4 | All the World's a Stage | Human Influences on the Environment | Ecosystems: A Balancing Act | Maps and Navigation | The Secret World of Insects | East Asia | The Need for Speed | Arise of Great Civilizations | Imagination | | | | | | | | |
| Grade 5 | Perspective | The Fight for Civil Rights | The Human Body | Survival | American Revolutionaries | South Asia | Space: Exploring Beyond the Horizon | Dear Quizzes | Hope | | | | | | | | |
| Grade 6 | Dance: A Cultural Tradition | The Stories That We Tell | Extreme Environments and Wild Weather | Money and the Change It's Made | Transportation | Africa | Renewable Energy: Power to the Future | Teen Stories | Connection | | | | | | | | |
| Grade 7 | Architecture: A Window to Our Lives | Invents Who Changed the World | Using Our Brains | Tree Care | Major Cities of the World | Australia and the South Pacific | Fun with Physics! | The Call of the Wild | Emotion | | | | | | | | |
| Grade 8 | Making Music | Game Changers | The Mighty, Fragile Ocean | The DNA Question | Deserts: It's Not Just for Qualitative Assessment | Life in Latin America | The Living World of Plants | Sherlock Holmes | Self | | | | | | | | |

The highlighted example illustrates an image from the Teacher dashboard supporting individualization in which student assets and contributions are systematically considered:

Tools for teacher-led instruction



2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

- | | |
|--|-----------|
| 1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | Yes No |
| 2) Are the language features at the discourse dimension addressed systematically throughout the materials? | Yes No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) The materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. *Imagine Reading* offers consistent considerations for student’s linguistic assets in both a digital platform and teacher guided classroom support materials at the discourse dimension. The resources, instructional tools, and guided independent practice provide a myriad

of opportunities for students to achieve both social and academic English at the discourse dimension. *Imagine Reading* curriculum is specifically created with resources designed for a variety of possible implementations including whole-group, teacher guided instruction, small-group supported instruction, guided independent practice and home-learning extensions. Each implementation is focused on creating opportunities for students to discuss literature at the discourse dimension.

Imagine Reading is a research-based, supplemental support for language learners in grades 3-8 become *strong readers, critical thinkers, and confident communicators* at the discourse dimension:

Imagine Reading is a research-based, supplemental solution that helps students in grades 3-8 become strong readers, critical thinkers, and confident communicators.

Strong Readers:

Students practice interactive close reading of both fiction and nonfiction texts, while multimedia scaffolding and embedded instruction in comprehension strategies help them access grade-level text complexity.

Critical Thinkers:

Thought-provoking Focus Questions inspire students to engage critically with text. During their reading, students can highlight and annotate text as preparation for citing text evidence. After reading all the passages in a unit, students work collaboratively to create a Synthesis Project that answers the Focus Question.

Confident Communicators:

With instruction centered around academic discourse, students learn to effectively communicate their thoughts through speaking and writing. Teacher-facilitated discussions and project-based learning provide ample opportunity for students to talk about texts and practice the conventions of discourse.

Highlighted below the Imagine Reading blended learning model with teacher-led instruction, online student practice, facilitated classroom discussion and extension group projects:

1
Learning begins with a teacher-led Power Sentence Lesson focused on deriving meaning at the sentence level.

2
Students then read independently in the online program, where strategic scaffolding helps students reach rigorous, grade-level standards and texts.

3
Supported by a discussion protocol, teachers lead and facilitate offline discussions about texts, helping students develop critical thinking skills as they apply their learning through academic discourse.

4
End-of-unit Synthesis Projects encourage students to respond to the texts they have read critically, creatively, and collaboratively.

The diagram is a circular flow with four main components: 'Focus Question' at the top, 'Power Sentence Lesson' on the right, 'Close Reading & Scaffolds' at the bottom, and 'Synthesis Group Project' at the bottom. Arrows indicate a clockwise cycle between these components, with a central icon of an open book.

Highlighted below *Imagine Reading* scaffolding to support literacy and language development in grades 3-8:

Scaffold Up to Rigorous Text

With explicit instruction in comprehension strategies, support for academic language development, and multimedia scaffolding, *Imagine Reading* amplifies student confidence for reading challenging texts independently.

Embedded instructional videos model comprehension strategies at the beginning of each text.

Students can use the **audio playback** feature to hear the text read aloud, which models fluent reading and supports reading comprehension.

Students practice organizing ideas for written responses by **highlighting and annotating** texts.

Vocabulary support includes student-friendly definitions and an embedded dictionary.

Texts are organized into chunks with questions interspersed to help students build reading stamina and self-monitoring skills.

A special mesh screen collects notes from the site.

Multimedia scaffolds, including maps, videos, audio clips, photos, and graphics, provide background knowledge to support comprehension.

The screenshot shows a digital reading interface with a central text passage. On the left, there are icons for embedded videos and audio playback. On the right, there are icons for vocabulary support and multimedia scaffolds. The interface is designed to be user-friendly and supportive of independent reading.

Highlighted below *Imagine Reading* scaffolding to support discourse dimension through a student synthesis and discussion protocol:

Student Synthesis Discussion & Project Checklist

Group leaders should use this checklist to guide their group through the discussion and planning steps of the Synthesis Project. Write down any notes that will help your group remember important ideas and help your teacher see your work. Attach any group project plans and notes to this checklist.

Unit: _____
 Focus Question: _____
 Group Leader: _____
 Group Members: _____

| Step | | ✓ |
|--|--|---|
| 1 Share and Clarify Individual Responses to the Focus Question | | |
| Has everyone shared their individual answer to the Focus Question? Do we all understand each others' individual answers to the Focus Question? | | |
| 2 Collaborate and Negotiate a Group Response to the Focus Question | | |
| What do our individual answers to the Focus Question have in common? How can we create a group answer around what we have in common? | | |
| What is our group answer to the Focus Question? | | |
| 3 Plan the Synthesis Project | | |
| What talents or interests do we have among our group members? How can these talents and interests help us with our project? | | |
| What is our plan to complete the project? Can we do this project in the allotted time? | | |
| 4 Develop the Synthesis Project | | |
| Will our project provide an opportunity for everyone in the group to contribute? What will each person do? | | |
| What will we create to communicate our group answer to the Focus Question? What can we do to convey our response in a way that will be convincing to others? | | |
| What will our final presentation look like? What will each person contribute to the presentation? | | |
| Are there any errors with our presentation? If so, how can we fix them? | | |

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- 2) The language features at the discourse dimension are addressed systematically throughout the materials. The learning materials offered in *Imagine Reading* provide opportunities for students to engage with core content at the discourse dimension. Cross-curricular units, grammar, and vocabulary development ensure the students make personal connections with the content, new unit vocabulary, and thematic concepts. Highlighted below are the resources provided to support a blended model for deep reading and scaffolding high-interest text. *Imagine Reading* provides instructional videos at the beginning of each passage to model new reading comprehension strategies. All *Imagine Reading* passages are organized into palatable components with frequent comprehension checks to help multilingual students build stamina and self-monitoring strategies.

Imagine Reading Grade 3 Unit Example, *Introduction to Defining Art* (Focus Question, Example Framing Statement, and Example discourse-level discussion questions):

Unit Library / Defining Art
IR Intermediate Elementary Class ▾

DEFINING ART

Unit Overview

STEP 1: FOCUS QUESTION

Introduction to Defining Art ▾

Overview

Video

Grading

STEP 2: DEEP READING CYCLE

Is That Really Art? >

Unexpected Art: Thinking outside the Frame ▾

Overview

Power Sentence Lesson

Passage

Grading

Aelita Andre: Painting Prodigy >

Art or Advertising? Fearless Girl >

Faces Charging Bull >

Introduction to Defining Art

LENGTH
1:53

DISCUSSION SCAFFOLDS

FOCUS QUESTION
What is art?

EXAMPLE FRAMING STATEMENT
Our understanding of what art is changes all the time. Artists keep pushing the boundaries of creativity coming up with new styles and new techniques to try. This makes it difficult to define what art really is and to figure out if there actually are rules that need to be followed to make something count as art. If a baby splatters paint on some paper on the floor is it considered art? If an artist decides to put a chair upside down in a museum, what makes that art? There are a lot of questions to think about when it comes to art, but that just might be part of what makes it interesting!

EXAMPLE DISCUSSION QUESTIONS

How is art defined?

How can we identify art?

Are there rules for creating art? Should there be rules for art?

What are the main art forms?

Defining Art

Discussion Questions

FOCUS QUESTION
What is art?

Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the [Synthesis Discussion & Project Protocol](#) for details about setting expectations for discussions.

Activate Background Knowledge and Expand Students' Thinking

At the beginning of a unit or throughout a unit, explore with your students their background knowledge relating to the Focus Question and expand their thinking beyond their immediate answers. Remember that the student's background knowledge is an asset that they bring to the discussion.

First frame the discussion with statements like these: **Our understanding of what art is changes all the time. Artists keep pushing the boundaries of creativity coming up with new styles and new techniques to try. This makes it difficult to define what art really is and to figure out if there actually are rules that need to be followed to make something count as art. If a baby splatters paint on some paper on the floor is it considered art? If an artist decides to put a chair upside down in a museum, what makes that art? There are a lot of questions to think about when it comes to art, but that just might be part of what makes it interesting!** Then ask questions like these:

- How is art defined?
- How can we identify art?
- Are there rules for creating art? Should there be rules for art?
- What are the main art forms?
- How has art evolved over time?
- What are some more modern forms of art?
- Where does creativity come from?
- What are the purposes of art?
- Where does artistic ability come from? Are people born with the talent or can people learn and develop the skill?

Defining Art

Discussion Questions

Connect Ideas between the Passage and Focus Question

After studying each Passage or before students begin the Synthesis Discussion & Project, use these questions to facilitate passage-specific conversations relating to the Focus Question. Encourage students to use examples from the Passage, either remembered examples or specific details, to support their answers.

Is That Really Art?

- What are the seven elements of art that help artists communicate their ideas? Do you think artists need to be able to explain their techniques? Do they need to be able to explain the ideas or emotions they are trying to express in their work? Why or why not?
- There is a saying, "Learn the rules like a pro, so you can break them like an artist." Do you agree that artists need to know the rules of art to be able to be creative? Why or why not?

Unexpected Art: Thinking outside the Frame

- Can you find or think of other examples of installation art, land art, or anamorphic art than the ones mentioned in the passage?
- What other unique art forms are there today? Have you seen art created with a unique material like food, bottle caps, toothpicks, plastic bags, or even the tape in cassette tapes? How about using a common art material in a new way like carving a sculpture into the lead of a pencil or creating a sculpture out of crayons?
- Would you like to create art that doesn't fit in a frame or doesn't go in a museum? Why or why not? How would you feel about people walking on your art or the rain ruining it after you just finished it?

Aelita Andre: Painting Prodigy

- What determines the value of an artwork? What do you think Aelita's paintings are worth? Would you pay money to have one hanging in your home? Why or why not?

B. Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels? Yes No

2) Are the language features at the sentence dimension appropriate for the identified proficiency levels? **Yes** No

3) Are the language features at the sentence dimension addressed systematically throughout the materials? **Yes** No

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1) *Imagine Reading* addresses language features at the sentence dimension in a consistent manner for all of the identified proficiency levels. *Imagine Reading* provides differentiation within each targeted cross-curricular thematic unit of study and each lesson addresses student language needs across all four language domains. Within each of the *Imagine Reading* resources: (*instructional videos, text chunking and reading comprehension modeled strategies, online comprehension checks, the audio playback feature, strategic vocabulary supports, embedded multimedia scaffolds, and highlighting and annotation*) language features are addressed at the sentence dimension.

Imagine Reading Power Sentence Lesson Protocol helps to facilitate instructional conversation around academic language:

Purpose

As students read increasingly complex texts, they encounter academic discourse and need explicit instruction to help them access elaborate language. Because each instance of academic language is unique, teachers can best help their students acquire academic language by exploring the complexities of multiple samples of rich writing. Inspired by the work of Lily Wong Fillmore¹ and Maryann Cucchiara², the Power Sentence Lesson Protocol provides a structured method for teachers to help their students:

- unpack the meaning of academic language and
- explore the author's craft.

The Power Sentence Lesson is interactive, whole-class instruction centered around class discussion. Each Power Sentence Lesson identifies a single sentence from a passage of authentic text as a sample of academic language. This sentence, the Power Sentence, is an informationally-dense sentence with significant meaning. Facilitated by teachers, students deconstruct the Power Sentence into its different parts, or Sentence Chunks, uncovering the layers of meaning and structural subtleties within the Power Sentence. For each Sentence Chunk, students parse out the meaning by discussing the structures, conventions, vocabulary, and punctuation. Students also explore the author's craft by reconstructing the Power Sentence and discussing how the meaning changes as they reconstruct it in different ways. Throughout the lesson, students apply their understanding of the Power Sentence to the broader context of the Focus Question.

The Power Sentence Lesson allows students to discover for themselves the intricacies of academic language and the reasons that authors use complex sentences to express their ideas. The targeted language instruction in each Power Sentence Lesson benefits your students in multiple ways:

- It provides a model that students, especially long-term English learners, can apply when they encounter complex academic discourse on their own.
- It strengthens students' ability to communicate, in speaking or writing, elaborate and abstract concepts on their own.
- It builds your students' foundation for understanding academic language, enabling them to approach their close reading with confidence.

Differentiation

You can adapt the Power Sentence Lesson to your judgment, your instructional environment, and your students' needs and skills. The following are some differentiation ideas that you could apply:

- As your class becomes more familiar with this protocol, you can follow a gradual release model and have specific students lead out more in class discussions.
- Implement breakout groups to increase opportunities for students to engage in the task.
- Scaffold students with direct instruction, modeling, or sentence frames.

Imagine Reading Power Sentence Lesson Protocol Example Lesson Plan:

Power Sentence Lesson Protocol
Facilitating Instructional Conversations around Academic Language

Lesson Plan

1 Establish Context for the Power Sentence

Prepare students to apply the Power Sentence to the context of the Focus Question. Review the Focus Question with the class and explain that the class will explore a sentence from a passage that can help them answer the Focus Question. Distribute the Passage. Display the Power Sentence and explain that the Power Sentence is a complex sentence from the Passage. Invite students to locate the Power Sentence within the Passage.

2 Deconstruct the Power Sentence and Unpack its Meaning

Help students deconstruct the Power Sentence into chunks and discover what each chunk means. Explain to students that they will break down the rich, academic language of the Power Sentence into smaller Sentence Chunks. Use the Deconstruction Table to help students break apart the Power Sentence and unpack the meaning of each Sentence Chunk.

Display the first Sentence Prompt to the class. Ask the Guiding Question in the Deconstruction Table and encourage students to discuss which chunk of the sentence answers the Guiding Question and matches the Sentence Prompt. Students can discuss structures, conventions, vocabulary, and punctuation as they determine the appropriate Sentence Chunk.

Throughout the discussion, help students focus on the meaning of the sentence and ignore wording or punctuation that makes the Sentence Prompt and Chunk ungrammatical. Help students to ultimately identify the Sentence Chunk listed in the Deconstruction Table.

Once students have identified the correct Sentence Chunk, invite them to tear it from the Power Sentence and move it next to the Sentence Prompt. The Sentence Prompt and Chunk, together, should form a short sentence.

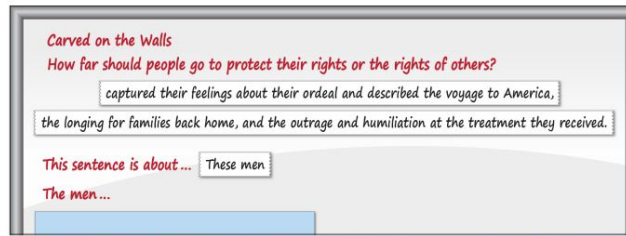
Help students understand the meaning of the individual Sentence Chunk. Ask the Example Deconstruction Questions in the Deconstruction Table and any additional questions that generate class discussion around these ideas:

Discussion Strategies

Encourage students to respectfully share new ideas and challenge others' ideas. Create a safe learning environment where students can explore multiple ideas, use language to justify their ideas, and make discoveries on their own. As needed, scaffold students with direct instruction, modeling, or sentence frames like these:

- *I think we should break the sentence here because . . .*
- *I noticed that these words are talking about . . .*
- *This chunk is describing or explaining . . .*
- *I don't understand why you want to do that. Can you help me understand why . . .*
- *I understand why you want to do that, but I think this could work better . . .*

Power Sentence Lesson Protocol
Facilitating Instructional Conversations around Academic Language



Example In-Progress Lesson. Students have identified the first Sentence Chunk and moved it next to the Sentence Prompt. The next Sentence Prompt has been uncovered to help students identify the next Sentence Chunk.

After students have deconstructed the Power Sentence, read the short sentences that the class formed by matching the Sentence Prompts and Sentence Chunks. Point out difficult parts of the Power Sentence that are clarified in the shorter, simpler sentences. Then explain that using a complex sentence enables the author to express relationships between the ideas that are represented as complex clauses in the Power Sentence.

Imagine Reading Power Sentence Lesson Deconstruction Table Example:

DECONSTRUCTION TABLE

| Sentence Prompt | Guiding Question | Sentence Chunk | Example Deconstruction Questions |
|--|---|--|--|
| This sentence is about . . . | Who or what is this sentence about? | These men | Why does the author use the word "these" to describe the men? (because the sentence is about a particular group of men and not men in general) |
| The men . . . | What did the men do? | captured their feelings about their ordeal | Why did the author choose the word "ordeal?" Why not "problem?" (because an ordeal is more serious than a problem, and the men experienced something much more serious than just a problem) |
| The men captured their feelings about their ordeal . . . | What else did they do in addition to capturing their feelings? | and described their voyage to America, | Why is there a comma after America? (because the author is starting a list of things they described) |

Power Sentence Lesson Protocol
Facilitating Instructional Conversations around Academic Language

| Sentence Prompt | Guiding Question | Sentence Chunk | Example Deconstruction Questions |
|--|--|---|---|
| They also described . . . | And what's a second thing they described? | their longing for family back home, | Why is there a comma after "back home?" (Again, the author is separating things into a list.) |
| They described their longings for family . . . | And what's a third thing they described? | and their outrage and humiliation at the treatment they received. | Why does the author use these specific nouns—"outrage" and "humiliation?" (The author wants to emphasize the suffering the men experienced.) |

- 2) The language features at the sentence dimension are appropriate for the identified proficiency levels in the *Imagine Reading* materials. The multilingual learner is supported with a variety of language and literacy-based activities focused on grammatical support activities embedded into each cross-curricular thematic unit of study.

The following 3rd Grade Example, *Folktales around the World* is guided by the following focus question: *What can our stories tell us about our values?* Each unit of study is introduced with a short-student friendly video sequence and opportunity for students to address the focus question:



The focus question for this unit is: What can our stories tell us about our values?
 What do you think? Write 2–3 sentences to answer.
 0 Word(s)

The following 3rd Grade Example, *Folktales around the World, Baba Yaga* is guided by the following power sentence and deconstruction chart:

POWER SENTENCE
 But he remembered Vasilisa's kindness and wished her luck instead.

| Sentence Prompt | Guiding Question | Sentence Chunk | Example Discussion Questions |
|--|--|------------------------------|---|
| The sentence is about ... | Who or what is the sentence about? | he | Who does the word "he" refer to? Check the text for the sentence before the Power Sentence. (<i>the dog</i>) |
| The dog ... | What did the dog do? | remembered | Does the action described in this sentence happen in the past, present, or future? (<i>past</i>) How do you know? (<i>The verb ends in "-ed."</i>) |
| The dog remembered ... | What did the dog remember? | Vasilisa's kindness | What does the "-s" at the end of the name "Vasilisa" do? (<i>It makes "Vasilisa" a possessive noun.</i>) What does Vasilisa possess/have? (<i>kindness</i>) A suffix is a group of letters added to the end of a word which change the word's meaning. What suffix do you see at the end of the word "kindness"? (<i>"-ness"</i>) What word is left if you remove this suffix? (<i>kind</i>) How does the suffix "-ness" change the word "kind"? (<i>"Kind" is an adjective; "kindness" is a noun.</i>) What other words can you think of that are changed from an adjective to a noun when the suffix "-ness" is added? (<i>happiness, greatness, friendliness, etc.</i>) |
| The dog remembered Vasilisa's kindness ... | The dog remembered Vasilisa's kindness and did what instead? | and wished her luck instead. | What does the word "instead" mean? (<i>It is used to say that one thing is done when another is not done.</i>) What does it refer to here? Check the text for the sentence before the power sentence. (<i>It refers to the dog wishing her luck and not attacking her.</i>) |

3) The language features at the sentence dimension are addressed systematically throughout the *Imagine Reading* materials. The grades 3-8 blended model is sequenced around cross-curricular units of study with opportunities across all four language domains: Listening, Reading, Writing and Speaking within the sentence dimension. *Imagine Reading* provides additional sentence-dimension scaffolded support; see highlighted teacher resources connecting the central unit ideas between the power sentence protocol and focus question:

3 Connect Ideas Between the Power Sentence and Focus Question

Re-read the Power Sentence and the Focus Question. Use the Connecting Ideas Question and additional questions to generate deeper class discussion about how the Power Sentence relates to the Focus Question.

Example Connecting Ideas Question

What does the Power Sentence tell us about Vasilisa's values? What does a story which rewards Vasilisa's values say about our own values?

4 Reconstruct the Power Sentence

Distribute the Power Sentence Printout. Ask Reconstruction Questions to help students reconstruct the Power Sentence into different sentence structures and explore how the meaning of the sentence changes. Discuss why the author made the choices they did and how students can transfer those reasons to their own writing. Reconstruct the Power Sentence in its original form and explain how it relates to the Focus Question.

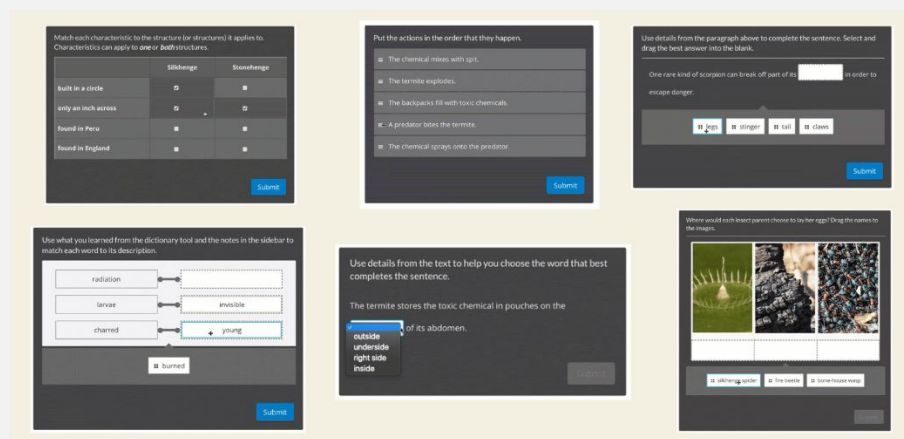
Example Reconstruction Question

How does the sentence change if you remove the chunk that says, "and wished her luck instead."? (*The new sentence still explains that the dog remembered Vasilisa's kindness. However, it no longer says what the dog did as a result. Without this information, there is no clear reason for the sentence to start with the word "but," since "but" tells the reader that the sentence will contrast in some way with the previous sentence.*)

5 Transition to Close Reading

Have your students read the Passage online for close reading. If you aren't ready to begin close reading yet, have your students write down or share a question that they have about the Passage.

The examples below illustrate *Imagine Reading* Teacher technology-enhanced on-screen support scaffolds at the sentence level:



C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language¹)

- | | | |
|---|------------|----|
| 1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | Yes | No |
| 2) Are words, expressions, and phrases represented in context? | Yes | No |
| 3) Is the general, specific, and technical language appropriate for the targeted proficiency levels? | Yes | No |
| 4) Is the general, specific, and technical² language systematically presented throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.


- 1)** Language features at the word/phrase dimension are addressed in a consistent manner for all identified proficiency levels. Each language and literacy cross-curricular thematic unit of study identifies tiered academic vocabulary at a Tier 1 (the most common basic words used in everyday language), Tier 2 (high-frequency words and multiple-meaning words across the content areas), and Tier 3 (low-frequency words that are used in specific content area or domains) as aligned to the level of complexity. Academic tiered vocabulary is addressed to provide students both content and cross-curricular contexts, defining words based on the root word, identifying and demonstrating word relationships, contextualized by unit concepts, through the *Power Sentence* protocol.

²General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).

Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).

Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

The following Example highlight a Grade 8 Unit of Study, *The Living World of Plants*. Students are provided an engaging introductory video sequence and embedded word-level scaffolds throughout the shared text:

| | | |
|--|---|---|
| <p>The Living World of Plants Print</p> <p><i>How do certain characteristics of plants help people and help the plants survive?</i></p> <hr/> <p>40 Carl Linnaeus: The Roots of Ethnobotany</p> <p>40 <i>Written by Dr. Paul Alan Cox</i></p>  | <p>40 To solve a problem, a solid approach is to consider it from all angles and to gather as much information as is available. Scientists called ethnobotanists use this investigative approach to seek breakthroughs regarding new medicines. Ethnobotanists study plant lore and the agricultural culture of peoples. They travel the world, often going to remote areas of Central America, South America, Africa, Asia, and elsewhere, to learn from and study with indigenous healers. This approach to drug discovery might seem novel, but it has been used for centuries: up to one-fourth of all prescription drugs issued in the United States contains compounds from, or are modeled after, natural molecules found in plants and used in traditional medicine. Rain forests, rich in biodiversity—a single square kilometer of rain forest can contain more plant species than an entire American state the size of Vermont—are often the focus of current research. However, the historical roots of ethnobotanical research are found</p> | <p>Indigenous: living or related to a particular region or environment</p> <p>biodiversity: the existence of many kinds of plants and animals in an environment</p> |
|--|---|---|

What is *ethnobotany*?

- traveling to remote areas to meet indigenous healers
- researching medicinal plants
- studying plants in a rain forest
- learning about plants from the people who use them

2) Words, expressions, and phrases are represented in context. Each cross-curricular unit provides educators with targeted vocabulary in which there is the contextualized introduction to terms within the guided reading, guided practice, independent practice opportunities and check for understanding embedded throughout the unit. Students engage with unit vocabulary across all four language domains: Listening to unit vocabulary, reading new vocabulary in guided unit passages, practicing and discussing new vocabulary with peers, and writing new terms in the final *synthesis discussion and project protocol*.

The *Imagine Reading* example below highlights how scaffolded supports are provided for key terms, collocations, idiomatic expressions and phrases with annotation to support comprehension at the word-level:

40 Because Chavez was aware of the peaceful teachings of India's **Mahatma Gandhi** and America's **Dr. Martin Luther King, Jr.**, he believed that change could be achieved through nonviolence. So in 1959, with thousands of marchers, he staged a sit-in at a ranch that hired braceros. The negative publicity from the television coverage forced the farmer to stop employing them. Chavez then decided to commit all of his time to organizing a union of farmworkers, despite the fact that others before him had tried to do the same and failed.

40 Chavez, Dolores Huerta, and others who believed in *La Causa* ("The Cause"), as his movement was called, traveled from farm to farm. They talked to workers about health and safety issues, wages, and the need to form a union. It was difficult because the laborers often moved from job to job. But Chavez was patient. He said, "When you organize, you must do it bit by bit, very deliberately and carefully. It's like digging a ditch. You take one shovelful at a time."

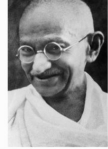
Why was it difficult for La Causa to organize the farm workers?

- They had to find and talk to workers who often moved from farm to farm.
- Mexican American workers' jobs were put at risk by bad publicity.
- They were trying to make changes through nonviolence.
- They could not afford to travel the great distances between farms to talk to the workers.

Submit

Mahatma Gandhi: When Great Britain still ruled India as a colony, Gandhi led the movement for Indian independence. His followers never used violence...

Show more



Dr. Martin Luther King, Jr.: possibly the most important leader of the civil rights movement. Dr. King was a preacher who taught his followers to...

Show more



3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Academic language is addressed within each cross-curricular unit of study providing students multiple exposures and opportunities to learn the vocabulary in a variety of contexts. *Imagine Reading* provides students with scaffolded supports throughout each unit text with both visual and audio supports, annotation, and highlighting tools.

Imagine Reading supports general, specific, and technical language development:

4) The general, specific, and technical language is systematically presented throughout *Imagine Reading*. The collection of resources provides grade-level differentiation (Grades 3-8) and leveling to specifically address the unique language and literacy levels in a classroom. In each cross-curricular unit of study, students focus on contextualized word work, grammar and English conventions and writing using newly acquired unit vocabulary.

Highlighted below Grade 4, *All the World's a Stage*. This example illustrates general, specific, and technical language systematically presented throughout *Imagine Reading*:



Introduction to All the World's a Stage

LENGTH
1:26

DISCUSSION SCAFFOLDS

FOCUS QUESTION

How does theater help us all share our stories?

EXAMPLE FRAMING STATEMENT

In Act Two of William Shakespeare's play *As You Like It*, there is a line that says, "All the world's a stage, and all the men and women merely players." Shakespeare compared the world to the thing he loved most—the theater—and compared all the people in the world to actors on a stage, telling the stories of their lives. In communities and cultures around the world, the theater gives people the perfect setting to come together for a time and tell stories. These stories might be real or make-believe; they could be beautiful, funny, exciting, or even difficult to watch. Some stories can be told on a bare stage; others might need sets, music, lights, costumes, and special effects. But whenever a story is told well, the audience is drawn in and becomes a part of the story.

All the World's a Stage

Print

How does theater help us all share our stories?



The focus question for this unit is: How does theater help us all share our stories?

Reconstruct Review

Reconstruct the Power Sentence

with unforgettable performances.

have given audiences a reason to laugh, cry, and celebrate

actors all over the world Since the time of Thespis,

Reconstruct Review

Review the Power Sentence Chunks

with unforgettable performances.

have given audiences a reason to laugh, cry, and celebrate

actors all over the world Since the time of Thespis,

The sentence is about ...

Highlighted below Grade 6, *Africa*. This example illustrates illustrating general, specific, and technical language systematically presented throughout *Imagine Reading*:



Introduction to Africa

LENGTH
0:57

DISCUSSION SCAFFOLDS

FOCUS QUESTION

How does where we live affect our lifestyle?

EXAMPLE FRAMING STATEMENT

Africa is full of people with diverse cultures, languages, and traditions. This continent is much more than the stereotypes people often picture. We can find people who are similar to us.

EXAMPLE DISCUSSION QUESTIONS

How is life the same no matter where you live on our planet?

How are all people similar?

What do you think life is like in Africa?

How does where we live influence our homes, transportation, education, jobs, hobbies, traditions, and problems?

Africa

Discussion Questions

FOCUS QUESTION

How does where we live affect our lifestyle?

Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the [Justifying Discussion & Project Checklist](#) for details about setting expectations for discussions.

Activate Background Knowledge and Expand Students' Thinking

At the beginning of a unit or throughout a unit, explore with your students their background knowledge relating to the Focus Question and expand their thinking beyond their immediate answers. Remember that the student's background knowledge is an asset that they bring to the discussion.

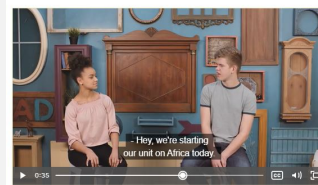
First frame the discussion with statements like these: **Africa is full of people with diverse cultures, languages, and traditions. This continent is much more than the stereotypes people often picture. We can find people who are similar to us.** Then ask questions like these:

- How is life the same no matter where you live on our planet?
- How are all people similar?
- What do you think life is like in Africa?
- How does where we live influence our homes, transportation, education, jobs, hobbies, traditions, and problems?

Africa

Print

How does where we live affect our lifestyle?



The focus question for this unit is: How does where we live affect our lifestyle?

Imagine living in a home deep underground. The walls, ceilings, and floors of your house are all made of rock. A group of **Berbers** known as the Matmata [mat-MOT-ah] lives in homes like these. Sometimes known as troglodytes, or cave dwellers, they live in a town in **Tunisia** that is also called Matmata. Although rare, underground towns like Matmata may be found in other North African countries, including Libya and Morocco.

Matmata is located about 30 miles (48 kilometers) south of the coastal city of Gabes. The Berbers have excavated caves in Matmata for centuries. Today about 3,500 people live there. Most homes are aboveground, but around 100 underground homes remain. They attract tourists from around the world.

Berbers: an ethnic group that has lived in North Africa for centuries

Map of Africa showing Tunisia



Matmata is a small town in Tunisia.

3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

- | | |
|---|---------------|
| 1) Do the materials differentiate between the language proficiency levels? | Yes No |
| 2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | Yes No |
| 3) Is differentiation of language systematically addressed throughout the materials? | Yes No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1)** *Imagine Reading* does not differentiate between all WIDA language proficiency levels. *Imagine Reading* is designed to support Grades 3-8 and English Language Proficiency Levels 3-5. The program follows a blended learning model with support structures for teacher-led instruction, online student practice, facilitated classroom discussion resources, and end-of-unit group projects. These supports, including teacher-selected and student-selected scaffolds for every passage, allow maximum flexibility in addressing the reality that students’ background knowledge

and vocabulary vary according to topic and, therefore, the level of scaffolding varies accordingly. *Imagine Reading* can fit flexibly alongside existing curriculum as it provides students with multidisciplinary content organized into thematic text sets to make complex, language-rich content both meaningful and relevant.

2) The differentiation of language proficiency is developmentally and linguistically appropriate for the designated proficiency levels. *Imagine Reading* does not differentiate between all WIDA language proficiency levels.

The example below in *Imagine Reading* illustrates how the differentiation of language proficiency is developmentally and linguistically appropriate for the identified ELP Levels 3-5:

Scaffolding up to complex text

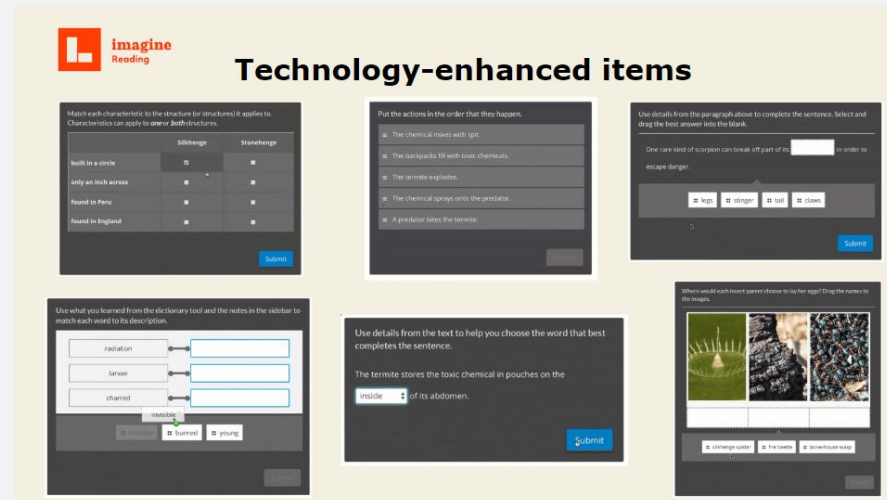
The image displays seven scaffolding tools arranged in two rows. The top row includes: 'Instructional videos' (a video of two people talking), 'Text chunking' (a screenshot of a text document with highlighted sections), 'Comprehension checks' (a screenshot of a quiz or assessment), and 'Audio playback' (a screenshot of an audio player interface). The bottom row includes: 'Vocabulary support' (a screenshot of a text document with highlighted words and definitions), 'Multimedia scaffolds' (a map of the world with regions highlighted in different colors), and 'Highlight and annotate' (a screenshot of a text document with highlighted text and a note).

Self-selected and teacher-selected scaffolds allow maximum flexibility in differentiation.

Tools for teacher-led instruction

The image shows two screenshots of the Imagine Reading interface. The left screenshot is titled 'Cut out the Sentence Chunks. Then reconstruct the Power Sentences as directed by your teacher.' It displays a list of sentence chunks: 'He', 'is famous', 'for creating maps', 'that flattened out the curved earth', 'in a way that made it easier', and 'for travelers to figure out a route.' The right screenshot is titled 'Reconstruct the Power Sentence' and shows a text box with the sentence: 'It and it isn't limited to traditional locations or traditional materials.' There is a 'Test' button at the bottom right of the text box.

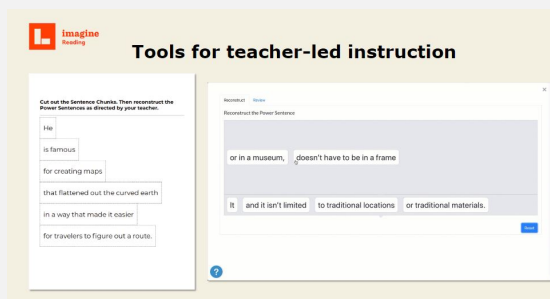
The program supports teachers in providing individualized support according to students' English language proficiency levels, accommodating students' prior knowledge on a given topic.



Technology-enhanced items offer connected visuals and multi-modal approaches so students can demonstrate their learning.

3) The differentiation of language is systematically addressed throughout the materials. The educator dashboard provides access to lesson protocols, discussion questions and completed student assignments. Educators can modify lesson protocols for whole group instruction or supported language and literacy-tiered instructional groups.

Highlighted below are features of the *Imagine Reading* educator dashboard that support language differentiation:



B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

- | | | |
|---|------------|----|
| 1) Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | Yes | No |
| 2) Are the targeted language domains presented within the context of language proficiency levels? | Yes | No |
| 3) Are the targeted language domains systematically integrated throughout the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) *Imagine Reading* provides explicit practice in all four language domains: Listening, Speaking, Reading, and Writing.

The examples highlighted below illustrate explicit practice in all four language domains:

The screenshot displays a digital learning interface for a lesson titled "Animal Adaptations". At the top left, there is a small image of a herd of animals in a field. To the right of the image, the title "Animal Adaptations" is displayed in blue, with "LEXILE LEVEL 960L" and "WORD COUNT 998" listed below it. A "Preview Passage" button is located in the top right corner.

The interface is divided into several sections:

- POWER SENTENCE LESSON:** This section contains a "POWER SENTENCE" box with the text: "Many herbivores have adapted to have eyes on the sides of their heads, which allows them to spot predators coming from either direction so they can run away." Below this text are two buttons: "Power Sentence Lesson Plan" and "View Lesson".
- DISCUSSION QUESTIONS:** This section contains two questions: "What did you learn about animal adaptations? Which adaptations were surprising or the most interesting to you?" and "How do the different adaptations help animals survive?". Below the questions is a "Discussion Questions" button.
- CLASS PROGRESS:** This section shows a progress bar and three status indicators: "0 students are finished" (blue square), "0 students are in progress" (grey square), and "12 students have not started" (light grey square).
- WRITING QUESTIONS:** This section shows a progress bar and three status indicators: "0 responses have been graded" (green square), "0 responses need to be graded" (orange square), and "24 questions haven't been answered" (grey square). A "Go to Grading" button is located at the bottom of this section.
- SCORES:** This section shows a "Class Average" of 0% and a list of student names with their scores: "Booke, Rita" (0%), "Bord, Bill" (0%), "Dactile, Terry" (0%), and "DeMann, Hugh" (0%).

ENGAGEMENT CHECK ✕

Incorrect (0 points)
Not answered, off-topic or inappropriate answer

Acceptable (1 point)
On-topic answer that demonstrates comprehension

Question 2

What do dolphins use sponges

to cushion their beaks

to trick fish that they hunt

to dig holes in sand ✕


to hide their faces ✕

Question 3 Written Response

What is something that you learned to do by following the example of someone older like a parent, sibling, teacher, or coach? Write at least 1-2 sentences to answer.

🔊 **Animal Adaptations**

🔊 *Written by Jim Whiting*




🔊 Quickly scan the text, looking at headings and images. What is the main topic of this article?

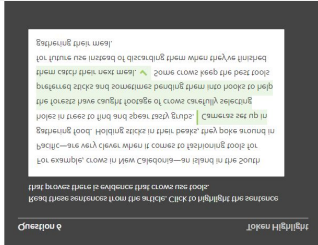
- adaptations for eating
- animals that adapt for protection

🔊 **The Right Tools for the Job**

🔊 *Written by Elizabeth Massie*



Listening and Reading Comprehension supported through each cross-curricular unit cycle with embedded videos, close captions, and roll-over technology capabilities.



Questions 7 and 8 are designed to help students understand the text and its main ideas. Question 7 is a multiple-choice question and Question 8 is a written response question.

Question 7 Association

Match the animal's tool to what it is used as.

| | |
|-----------|---|
| a cushion | 1 |
| a horn | 2 |
| a spear | 3 |
| a weapon | 4 |
| an anchor | 5 |

elephant's branch otter's kelp
orangutan's bundled leaves dolphin's sponge
crow's stick

Question 8 Written Response

Use the information you've highlighted and the answers to the questions to help you write a paragraph explaining what you learned about how animals use tools. Be sure to support your answer with at least three examples.

On and Off-line writing experiences support student's language and literacy development.

Defining Art Discussion Questions

Connect Ideas between the Passage and Focus Question

After studying each Passage or before students begin the Synthesis Discussion & Project, use these questions to facilitate passage-specific conversations relating to the Focus Question. Encourage students to use examples from the Passage, when remembered examples or specific details, to support their answers.

Is That Really Art?

- What are the seven elements of art that help artists communicate their ideas? Do you think artists need to be able to explain their techniques? Do they need to be able to explain the ideas or emotions they are trying to express in their work? Why or why not?
- There is a saying, "Learn the rules like a pro, so you can break them like an artist." Do you agree that artists need to know the rules of art to be able to be creative? Why or why not?

Unexpected Art: Thinking outside the Frame

- Can you find or think of other examples of installation art, land art, or anamorphic art than the ones mentioned in the passage?
- What other unique art forms are there today? Have you seen art created with a unique material like food, bottle caps, toothpicks, plastic bags, or even the tape in cassette tapes? How about using a common art material in a new way, like carving a sculpture into the head of a pencil or creating a sculpture out of crayons?
- Would you like to create art that doesn't fit in a frame or doesn't go in a museum? Why or why not? How would you feel about people walking on your art or the rain running it after you just finished it?

Aeilta Andre: Painting Prodigy

- What determines the value of an artwork? What do you think Aeilta's paintings are worth? Would you pay money to have one hanging in your home? Why or why not?

Student Synthesis Discussion & Project Checklist

Group leaders should use this checklist to guide their group through the discussion and planning steps of the Synthesis Project. Write down any notes that will help your group remember important ideas and help your teacher see your work. Attach any group project plans and notes to this checklist.

Unit: _____
Focus Question: _____
Group Leader: _____
Group Member: _____

| Step | ✓ |
|---|---|
| 1 Share and Clarify Individual Responses to the Focus Question | |
| Has everyone shared their individual answer to the Focus Question? Do we all understand each others' Group Responses to the Focus Question? | |
| 2 Collaborate and Negotiate a Group Response to the Focus Question | |
| What do our individual answers to the Focus Question have in common? How can we create a group answer around what we have in common? What is our group answer to the Focus Question? | |
| 3 Plan the Synthesis Project | |
| What talents or interests do we have among our group members? How can those talents and interests help us with our project? What is our plan to complete the project? Can we do this project in the allotted time? | |
| 4 Develop the Synthesis Project | |
| Will our project provide an opportunity for everyone in the group to contribute? What will each person do? What will we create to communicate our group answer to the Focus Question? What can we do to convey our response in a way that will be convincing to others? What will our final presentation look like? What will each person contribute to the presentation? Are there any errors with our presentation? If so, how can we fix them? | |

Synthesis Discussion & Project Protocol Applying Learning through Academic Discourse and Creative Projects

Purpose

The Synthesis Discussion & Project is the culmination of each unit where students deepen their learning through academic discussions and a differentiated group project. The objectives of the Synthesis Discussion & Project are for students to:

- Individually articulate and defend a response to the Focus Question for the unit.
- As a group, use academic discourse to collaboratively discuss and negotiate a shared response to the Focus Question for the unit.
- As a group, plan, develop, and present a project to communicate a shared response to the Focus Question for the unit.

Synthesis Discussion

The purpose of the Synthesis Discussion is to provide opportunities for students to practice engaging in academic discourse. Research shows that students do not engage in academic discourse without instruction on how to do so. Students need to learn the techniques for academic communication, such as clarifying, elaborating, identifying common ground, and responding to differences of opinion. Students who practice sharing and supporting their ideas in a safe, structured environment can then transfer these strategies to independent conversations with peers or small groups.

Help your students learn specific academic discourse routines. Followed by a model, relate to independence with your continued monitoring, help your students develop the ability to explain what others' background experiences, and bring them the best possible to make their particular point of view. Not all students are comfortable sharing their ideas and opinions, so be aware of and sensitive to students' comfort levels, personality types, and cultural backgrounds. Encourage and support students, and use scaffolding to provide a safe entry point into the group conversation. Develop confidence by helping students that evidence for their opinions before explaining or defending them to their peers. Encourage students to follow discussion rules and create a supportive learning environment free of antagonism where students can think critically and argue effectively and respectfully.

Some key elements of effective discussions are:

- Disagreeing and challenging
- Respecting justification
- Building off another's point
- Conceding a point
- Synthesizing and problem-solving

Synthesis Project

The purpose of the Synthesis Project is to provide an opportunity for students to plan, develop, and present a project that effectively communicates the group's shared response to the Focus Question. This type of project allows students to creatively apply the knowledge that they have learned to a real-world application. Synthesis projects should include adequate explanation, evidence, or evidence to support their group's shared response.

Imagine Reading Synthesis and Discussion and Project supporting oracy development by applying learning through academic discourse.

2) The targeted language domains are presented within the context of the language proficiency levels (Levels 3-5) throughout the *Imagine Reading* materials. The instructional tips and resources support scaffolded instruction across all four language domains and with specific consideration for the targeted language proficiency level.

The example below highlights the *Imagine Reading* power sentence protocol building both academic language and literacy skills across each of the targeted language

domains:

| DECONSTRUCTION TABLE | | | |
|--|--|--|---|
| Sentence Prompt | Guiding Question | Sentence Chunk | Example Deconstruction Questions |
| This sentence is about ... | Who or what is this sentence about? | These men | Why does the author use the word "these" to describe the men? (because the sentence is about a particular group of men and not men in general) |
| The men ... | What did the men do? | captured their feelings about their ordeal | Why did the author choose the word "ordeal"? Why not "problem"? (because an ordeal is more serious than a problem, and the men experienced something much more serious than just a problem) |
| The men captured their feelings about their ordeal ... | What else did they do in addition to capturing their feelings? | and described their voyage to America. | Why is there a comma after America? (because the author is starting a list of things they described) |

Power Sentence Lesson Protocol Facilitating Instructional Conversations around Academic Language

| Sentence Prompt | Guiding Question | Sentence Chunk | Example Deconstruction Questions |
|--|---|---|--|
| They also described ... | And what's a second thing they described? | their longing for family back home, | Why is there a comma after "back home"? (Again, the author is separating things into a list.) |
| They described their longings for family ... | And what's a third thing they described? | and their outrage and humiliation at the treatment they received. | Why does the author use these specific nouns—"outrage" and "humiliation"? (The author wants to emphasize the suffering the men experienced.) |

Differentiation

You can adapt the Power Sentence Lesson to your judgment, your instructional environment, and your students' needs and skills. The following are some differentiation ideas that you could apply:

- As your class becomes more familiar with this protocol, you can follow a gradual release model and have specific students lead out more in class discussions.
- Implement breakout groups to increase opportunities for students to engage in the task.
- Scaffold students with direct instruction, modeling, or sentence frames.

Power Sentence Lesson Protocol Facilitating Instructional Conversations around Academic Language

Power Sentence Lesson Protocol
Facilitating Instructional Conversations around Academic Language

Lesson Plan

1 Establish Context for the Power Sentence
Prepare students to apply the Power Sentence to the context of the Focus Question. Review the Focus Question with the class and explain that the class will explore a sentence from a passage that can help them answer the Focus Question. Distribute the Passage. Display the Power Sentence and explain that the Power Sentence is a complex sentence from the Passage. Invite students to locate the Power Sentence within the Passage.

2 Deconstruct the Power Sentence and Unpack Its Meaning
Help students deconstruct the Power Sentence into chunks and discover what each chunk means. Explain to students that they will break down the rich, academic language of the Power Sentence into smaller Sentence Chunks. Use the Deconstruction Table to help students break apart the Power Sentence and unpack the meaning of each Sentence Chunk.

Display the first Sentence Prompt to the class. Ask the Guiding Question in the Deconstruction Table and encourage students to discuss which chunk of the sentence answers the Guiding Question and matches the Sentence Prompt. Students can discuss structures, conventions, vocabulary, and punctuation as they determine the appropriate Sentence Chunk.

Throughout the discussion, help students focus on the meaning of the sentence and ignore wording or punctuation that makes the Sentence Prompt and Chunk ungrammatical. Help students to ultimately identify the Sentence Chunk listed in the Deconstruction Table.

Once students have identified the correct Sentence Chunk, invite them to tear it from the Power Sentence and move it next to the Sentence Prompt. The Sentence Prompt and Chunk, together, should form a short sentence.

Help students understand the meaning of the individual Sentence Chunk. Ask the Example Deconstruction Questions in the Deconstruction Table and any additional questions that generate class discussion around these ideas:

Discussion Strategies

Encourage students to respectfully share new ideas and challenge others' ideas. Create a safe learning environment where students can explore multiple ideas; use language to justify their ideas, and make discoveries on their own. As needed, scaffold students with direct instruction, modeling, or sentence frames like these:

- I think we should break the sentence here because ...
- I noticed that these words are talking about ...
- This chunk is describing or explaining ...
- I don't understand why you want to do that. Can you help me understand why ...
- I understand why you want to do that, but I think this could work better ...

Carved on the Walls
How far should people go to protect their rights or the rights of others?

captured their feelings about their ordeal and described the voyage to America,

the longing for families back home, and the outrage and humiliation at the treatment they received.

This sentence is about ... These men

The men ...

Example In-Progress Lesson. Students have identified the first Sentence Chunk and moved it next to the Sentence Prompt. The next Sentence Prompt has been uncovered to help students identify the next Sentence Chunk.

After students have deconstructed the Power Sentence, read the short sentences that the class formed by matching the Sentence Prompts and Sentence Chunks. Point out difficult parts of the Power Sentence that are clarified in the shorter, simpler sentences. Then explain that using a complex sentence enables the author to express relationships between the ideas that are represented as complex clauses in the Power Sentence.

3) The targeted domains are systematically integrated throughout *Imagine Reading*. Each integrated unit of study has embedded practice with Listening comprehension, Reading, Speaking and Writing.

The following sequence highlights an integrated sequence of activities provided in *Imagine Reading* to support language and content learning across all four language domains:

DON QUIJOTE DE LA MANCHA

Unit Overview

STEP 1: FOCUS QUESTION

Introduction to Don Quijote de la Mancha >

STEP 2: DEEP READING CYCLE

Episode 1: The Gentleman >

Episode 2: The First Sally >

Episode 3: The Knighthood >

Episode 4: The Windmills >

Episode 5: The Battle >

Episode 6: The Lions >

STEP 3: SYNTHESIS PROJECT

Discussion Questions

Synthesis Discussion & Project Protocol

Student Synthesis Discussion & Project Checklist

Don Quijote de la Mancha
Focus Question: *What makes a story funny?*

STEP 1: FOCUS QUESTION

Introduction to Don Quijote de la Mancha
LENGTH: 1:54 CLASS PROGRESS

STEP 2: DEEP READING CYCLE

Episode 1: The Gentleman
LEXILE LEVEL: 1100L WORD COUNT: 996 CLASS PROGRESS

Episode 2: The First Sally
LEXILE LEVEL: 1250L WORD COUNT: 968 CLASS PROGRESS

Episode 3: The Knighthood
LEXILE LEVEL: 1230L WORD COUNT: 1136 CLASS PROGRESS

Don Quijote de la Mancha Print

What makes a story funny?

0:14

The focus question for this unit is: *What makes a story funny?*

What do you think? Write 2–3 sentences to answer.

0 Word(s)

Submit

Episode 1

WHICH TELLS OF THE CHARACTER AND PURSUITS OF THE FAMOUS GENTLEMAN, DON QUIJOTE DE LA MANCHA

Somewhere in **la Mancha**, in a place whose name I have no desire to remember, there lived, not long ago, a gentleman—the kind that has a **lance** and ancient shield on a shelf and keeps a skinny old horse. He was almost fifty years old; hardy, lean, and thin-faced; an early riser, and very fond of hunting. Some historians say his name was *Quijada*, or *Quesada*; but we can conclude that it was **Quejana**.

Who is telling the story?

- the gentleman
- la Mancha
- the horse
- a narrator

La Mancha is a dry plateau in Central Spain, south of Madrid. The word "Mancha" in Spanish means spot or stain.



lance: a weapon, made with a long

Whenever our gentleman had nothing to do (which was almost all the year round) he passed his time reading **books on chivalry**. He read with so much eagerness and delight that he forgot all about his love of hunting and ignored the care of his estate and property. He grew so strangely fond of reading stories of brave knights in search of adventure that he sold many acres of his land to purchase more books and brought home as many of them as he could get.

Use the text and notes in the margin from the above paragraphs to help you answer.

Choose whether each description *does* or *does not* describe the main character.

| | describes the main character | does not describe the main character |
|----------------|------------------------------|--------------------------------------|
| lives in Spain | <input type="radio"/> | <input type="radio"/> |
| loves to read | <input type="radio"/> | <input type="radio"/> |
| is very young | <input type="radio"/> | <input type="radio"/> |
| is poor | <input type="radio"/> | <input type="radio"/> |

Submit

Don Quijote de la Mancha

Discussion Questions

FOCUS QUESTION

What makes a story funny?

Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the [Synthesis Discussion & Project Protocol](#) for details about setting expectations for discussions.

Activate Background Knowledge and Expand Students' Thinking

At the beginning of a unit or throughout a unit, explore with your students their background knowledge relating to the Focus Question and expand their thinking beyond their immediate answers. Remember that the student's background knowledge is an asset that they bring to the discussion.

First frame the discussion with statements like these: **In the preface to Don Quijote de la Mancha, the author, Cervantes, says he hopes that the story will "make sad people laugh and make happy people even happier." Much of the humor in the story comes from the fact that Don Quijote sees himself as something he is not. And in his mind, he transforms the people and things around him to fit into his fantasy. With this false sense of reality, he goes on a series of entertaining adventures. The story is a mixture of intelligence, foolishness, fantasy, and honesty. It is full of humorous dialogue, entertaining plot lines and silly scenes. The characters are both funny and likeable.** Then ask questions like these:

- Think of a celebrity or someone you know who is funny. What does this person do that makes them funny? What techniques or literary elements can you think of that authors use to create humor in a story?
- What makes using humor a great way to bring a story to life? What might make using it a difficult way to tell a story?

4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom’s taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

A. Connection to State Content Standards and WIDA Language Development Standards

- | | | |
|---|------------|----|
| 1) Do the materials connect the language development standards to the state academic content standards? | Yes | No |
| 2) Are the academic content standards systematically represented throughout the materials? | Yes | No |
| 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | Yes | No |

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) The materials connect the language development standards to the state academic content standards. The Teacher Resources section of the *Imagine Reading* Teacher dashboard provides educators with the alignment documentation to Common Core Standards, selected state standards, and Text Lexile® information. *Imagine Reading* provides educators with cross curricular instructional videos at the

beginning of each text passage to model comprehension strategies, thematically-organized texts that are introduced in *manageable chunks* with interspersed comprehension checks to build both stamina and self-monitoring skills, audio-playback features to model both language and fluency.

Highlighted below are *Imagine Reading* alignment examples from each grade level including the unit description, focus question, focus skill, passage, and standard:

Grade 3

Incredible Creatures
UNIT DESCRIPTION
 This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit discusses some of the world's smallest animals and the abilities they've developed to protect themselves.
FOCUS QUESTION
 What big measures will small creatures take in order to survive?

| Passage | Focus Skill | Standard |
|--------------------------------------|----------------------------------|----------------------------|
| Tiny but Tough | Reading for details and evidence | CCSS.ELA-Literacy.CCRA.R.1 |
| Fearless, Fantastic, and Frightening | Identify/use text features | CCSS.ELA-Literacy.CCRA.R.5 |

Language and Writing Systems
UNIT DESCRIPTION
 This unit discusses some of the ways humans communicate, from ancient writing systems and totem poles to codes and ciphers.
FOCUS QUESTION
 What counts as a way of communicating?

| Passage | Focus Skill | Standard |
|--|---|----------------------------|
| Wood, Stones, Wax and Bones: That's What People Wrote On | Preview text | CCSS.ELA-Literacy.RI.3.10 |
| Totem Poles: An Ancient Art | Use illustrations to help determine meaning of text | CCSS.ELA-Literacy.RI.3.7 |
| Wampanoag Spoken Here | Text summary | CCSS.ELA-Literacy.CCRA.R.2 |
| Johannes Finds a Way | Identify key/supporting details/ideas | CCSS.ELA-Literacy.RI.3.2 |
| Louis Braille: Opening the Doors of Knowledge | Identify how character actions contribute to sequence of events | CCSS.ELA-Literacy.RL.3.3 |
| PV/KRMT HVXIVGH (KEEPING SECRETS) | Compare individuals/events/ideas | CCSS.ELA-Literacy.RI.3.3 |

Grade 4

Incredible Creatures
UNIT DESCRIPTION
 This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit discusses some of the world's smallest animals and the abilities they've developed to protect themselves.
FOCUS QUESTION
 What big measures will small creatures take in order to survive?

| Passage | Focus Skill | Standard |
|--------------------------------------|---------------------------|----------------------------|
| Tiny but Tough | Reading for understanding | CCSS.ELA-Literacy.CCRA.R.1 |
| Fearless, Fantastic, and Frightening | Text features | CCSS.ELA-Literacy.CCRA.R.5 |

The Secret World of Movies
UNIT DESCRIPTION
 This unit explores the world of movie-making, including the inventions and careers that create the spectacular films of today.
FOCUS QUESTION
 What makes movies magical?

| Passage | Focus Skill | Standard |
|---|--|---------------------------|
| The Evolution of the Movies | Preview text | CCSS.ELA-Literacy.RI.4.10 |
| William Dickson: Movie Pioneer | Make inferences | CCSS.ELA-Literacy.RI.4.1 |
| The First Movie on the Moon | Compare individuals/events/ideas | CCSS.ELA-Literacy.RI.4.3 |
| CGI Pro and Con | Identify reasons/evidence to support points/claims | CCSS.ELA-Literacy.RI.4.8 |
| How Did They Do That? (Hint: It's Magic!) | Summarize text/part of text | CCSS.ELA-Literacy.RI.4.2 |
| Movie Jobs You Never Knew You Could Have | Identify/describe/analyze text structure/organizational patterns | CCSS.ELA-Literacy.RI.4.5 |

Grade 5

Environmental Ingenuity
UNIT DESCRIPTION
 This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit examines creative solutions to some of the earth's biggest environmental problems.
FOCUS QUESTION
 Which is more important: imagination or knowledge?

| Passage | Focus Skill | Standard |
|-------------------------------|----------------------------------|----------------------------|
| What Will They Think of Next? | Identify/use text features | CCSS.ELA-Literacy.CCRA.R.5 |
| The Rooks of Puy du Fou | Reading for details and evidence | CCSS.ELA-Literacy.CCRA.R.1 |

American Revolutionaries
UNIT DESCRIPTION
 This unit explores the impact of the American Revolution on the everyday people who lived through it, including some of the lesser-known contributors to the founding of the United States.
FOCUS QUESTION
 What did the American Revolution mean to the people who lived through it?

| Passage | Focus Skill | Standard |
|--|---|----------------------------|
| A Massacre in March | Determine/describe characters' traits/motivations/feelings/thoughts | CCSS.ELA-Literacy.CCRA.R.5 |
| A Spectacular Ride | Compare the structure of two or more texts | CCSS.ELA-Literacy.CCRA.R.9 |
| The List Continues | Identify/describe/analyze text structure/organizational patterns | CCSS.ELA-Literacy.RI.5.5 |
| From Secret Agents to Soldiers: Women Who Helped Win the American Revolution | Author's/narrator's point of view | CCSS.ELA-Literacy.CCRA.6 |
| The Fake General Who Helped Free America | Summarize text/part of text | CCSS.ELA-Literacy.RI.5.2 |
| A Difficult Decade | Question the text | CCSS.ELA-Literacy.RI.5.10 |

Grade 6

Environmental Ingenuity
UNIT DESCRIPTION
 This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit examines creative solutions to some of the earth's biggest environmental problems.
FOCUS QUESTION
 Which is more important: imagination or knowledge?

| Passage | Focus Skill | Standard |
|-------------------------------|---------------------------|----------------------------|
| What Will They Think of Next? | Text features | CCSS.ELA-Literacy.CCRA.R.5 |
| The Rooks of Puy du Fou | Reading for understanding | CCSS.ELA-Literacy.CCRA.R.1 |

Africa
UNIT DESCRIPTION
 This unit explores how the geography and cultures of Africa shape the lives of its diverse peoples.
FOCUS QUESTION
 How does where we live affect our lifestyle?

| Passage | Focus Skill | Standard |
|---|---------------------------------------|---------------------------|
| So You Think You Know Africa | Connect text to self | CCSS.ELA-Literacy.RI.6.10 |
| The Niger River: One of Africa's Main Roads | Identify central/main idea | CCSS.ELA-Literacy.RI.6.2 |
| Matmata: A Town Underground | Question the text | CCSS.ELA-Literacy.RI.6.10 |
| The Herdboys of Lesotho | Identify/determine author's purpose | CCSS.ELA-Literacy.RI.6.6 |
| Listen to the Story of the Drum | Summarize text/part of text | CCSS.ELA-Literacy.RI.6.2 |
| Rescuing Orphan Elephants | Identify key/supporting details/ideas | CCSS.ELA-Literacy.RI.6.2 |

| Grade 7 | | |
|--|--|----------------------------|
| Artificial Intelligence | | |
| UNIT DESCRIPTION This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit explores our attitudes toward robots and artificial intelligence. | | |
| FOCUS QUESTION Why do we love robots and fear them at the same time? | | |
| Passage | Focus Skill | Standard |
| Deep in the Uncanny Valley | Reading for details and evidence | CCSS.ELA-Literacy.CCRA.R.1 |
| Is It Possible to Avoid a Robot Rebellion? | Identify/use text features | CCSS.ELA-Literacy.CCRA.R.5 |
| Architecture: A Window to Our Lives | | |
| UNIT DESCRIPTION This unit focuses on innovative architecture and how geography, purpose, and culture influence it. | | |
| FOCUS QUESTION What do our homes and architecture say about our lifestyle and what we value? | | |
| Passage | Focus Skill | Standard |
| Designing Structures with Shapes | Identify central/main idea | CCSS.ELA-Literacy.RI.7.2 |
| Home, Sweet Movable Home | Analyze how text parts contribute to the whole | CCSS.ELA-Literacy.RI.7.5 |
| A Garden for a Roof | Cite text evidence to support analysis | CCSS.ELA-Literacy.RI.7.1 |
| An Icy Adventure | Analyze interactions between individuals/events/ideas (problem and solution) | CCSS.ELA-Literacy.RI.7.3 |
| Whole-Tree Architecture | Apply background knowledge | CCSS.ELA-Literacy.RI.7.10 |
| Homes of Hidden Treasures | Identify key/supporting details/ideas | CCSS.ELA-Literacy.RI.7.2 |

| Grade 8 | | |
|--|---|----------------------------|
| Artificial Intelligence | | |
| UNIT DESCRIPTION This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit explores our attitudes toward robots and artificial intelligence. | | |
| FOCUS QUESTION Why do we love robots and fear them at the same time? | | |
| Passage | Focus Skill | Standard |
| Deep in the Uncanny Valley | Reading for understanding | CCSS.ELA-Literacy.CCRA.R.1 |
| Is It Possible to Avoid a Robot Rebellion? | Text features | CCSS.ELA-Literacy.CCRA.R.5 |
| The DNA Question | | |
| UNIT DESCRIPTION This unit explores our growing understanding of DNA, including the power and ethical dilemmas that understanding presents. | | |
| FOCUS QUESTION Will increasing our understanding of DNA and genetics lead to dangerous, unethical science or miraculous leaps forward in medicine? | | |
| Passage | Focus Skill | Standard |
| The Probability of Purple Peas | Provide an objective summary | CCSS.ELA-Literacy.RI.8.2 |
| Rosalind Franklin: The Woman Who Should Have Won the Nobel Prize | Evaluate argument | CCSS.ELA-Literacy.RI.8.8 |
| Living Machines: Some Assembly Required | Analyze paragraph structure | CCSS.ELA-Literacy.RI.8.5 |
| Anita Madrigal: Student Cancer Researcher Wins 54th Intel Competition | Cite text evidence to support analysis | CCSS.ELA-Literacy.RI.8.1 |
| The Stolen Legacy of Henrietta Lacks | Analyze how authors distinguish their point of view | CCSS.ELA-Literacy.RI.8.6 |
| GMO: Friend or Foe? | Analyze connections/distinctions between individuals/events/ideas | CCSS.ELA-Literacy.RI.8.3 |

2) The academic content standards are systematically represented throughout the materials. *Imagine Reading* is specifically created with resources designed for a variety of possible implementations including whole-group teacher guided instruction, small-group supported instruction, guided independent practice and home-learning extensions.

Although the WIDA ELD Standards are not explicitly identified in the materials there is evidence the program addresses the Language of Language Arts, The Language of Science, The Language of Social Science and The Language of Math:

| | Cross-curricular units | | | | | | | | | | Classic Literature | Poetry |
|---------|------------------------|--|--|--|--|--|--|--|--|--|--------------------|--------|
| Grade 3 | | | | | | | | | | | | |
| Grade 4 | | | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | |
| Grade 7 | | | | | | | | | | | | |
| Grade 8 | | | | | | | | | | | | |

3) Although the WIDA ELD Standards are not explicitly identified in the materials, there is evidence the program addresses the following WIDA Standards are present in *Imagine Reading*. Standard 1, Social Instructional Language, Standard 2, The Language of Language Arts, Standard 4, The language of Science and Standard 5, The Language of Social Studies. *Imagine Reading* provides exposure to

grade-level language and literacy content (Grade 3-8). Within each integrated unit of study, there are a variety of lessons with specific targeted academic vocabulary, a standard focus, and a language focus.

Imagine Reading intentional instructional sequence is designed to accelerate language and literacy development for the multilingual learner:

DON QUIJOTE DE LA MANCHA

Unit Overview

STEP 1: FOCUS QUESTION

Introduction to Don Quijote de la Mancha >

STEP 2: DEEP READING CYCLE

Episode 1: The Gentleman >

Episode 2: The First Sally >

Episode 3: The Knighthood >

Episode 4: The Windmills >

Episode 5: The Battle >

Episode 6: The Lions >


STEP 3: SYNTHESIS PROJECT

- Discussion Questions
- Synthesis Discussion & Project Protocol
- Student Synthesis Discussion & Project Checklist


Don Quijote de la Mancha


Focus Question: What makes a story funny?


STEP 1: FOCUS QUESTION

| | |
|---|---|
|  | Introduction to Don Quijote de la Mancha |
| LENGTH | CLASS PROGRESS |
| 1:54 | <div style="width: 100%;"></div> |

STEP 2: DEEP READING CYCLE

| | | |
|---|---------------------------------|----------------------------------|
|  | Episode 1: The Gentleman | |
| LEADLE LEVEL | WORD COUNT | CLASS PROGRESS |
| L18QL | 996 | <div style="width: 100%;"></div> |

| | | |
|---|-----------------------------------|----------------------------------|
|  | Episode 2: The First Sally | |
| LEADLE LEVEL | WORD COUNT | CLASS PROGRESS |
| L25QL | 968 | <div style="width: 100%;"></div> |

| | | |
|---|----------------------------------|----------------------------------|
|  | Episode 3: The Knighthood | |
| LEADLE LEVEL | WORD COUNT | CLASS PROGRESS |
| L23QL | 1136 | <div style="width: 100%;"></div> |

Don Quijote de la Mancha Print

What makes a story funny?

0:14

The focus question for this unit is: What makes a story funny?

What do you think? Write 2-3 sentences to answer.

0 Word(s)

Submit

Whenever our gentleman had nothing to do (which was almost all the year round) he passed his time reading **books on chivalry**. He read with so much eagerness and delight that he forgot all about his love of hunting and ignored the care of his estate and property. He grew so strangely fond of reading stories of brave knights in search of adventure that he sold many acres of his land to purchase more books and brought home as many of them as he could get.

Use the text and notes in the margin from the above paragraphs to help you answer.

Choose whether each description *does* or *does not* describe the main character.

| | describes the main character | does not describe the main character |
|----------------|------------------------------|--------------------------------------|
| lives in Spain | <input type="radio"/> | <input type="radio"/> |
| loves to read | <input type="radio"/> | <input type="radio"/> |
| is very young | <input type="radio"/> | <input type="radio"/> |
| is poor | <input type="radio"/> | <input type="radio"/> |

Submit

Don Quijote de la Mancha

Discussion Questions

FOCUS QUESTION

What makes a story funny?

Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the [Synthesis Discussion & Project Protocol](#) for details about setting expectations for discussions.

Activate Background Knowledge and Expand Students' Thinking

At the beginning of a unit or throughout a unit, explore with your students their background knowledge relating to the Focus Question and expand their thinking beyond their immediate answers. Remember that the student's background knowledge is an asset that they bring to the discussion.

First frame the discussion with statements like these: **In the preface to Don Quijote de la Mancha, the author, Cervantes, says he hopes that the story will "make sad people laugh and make happy people even happier."** Much of the humor in the story comes from the fact that Don Quijote sees himself as something he is not. **And in his mind, he transforms the people and things around him to fit into his fantasy. With this false sense of reality, he goes on a series of entertaining adventures. The story is a mixture of intelligence, foolishness, fantasy, and honesty. It is full of humorous dialogue, entertaining plot lines and silly scenes. The characters are both funny and likeable.** Then ask questions like these:

- Think of a celebrity or someone you know who is funny. What does this person do that makes them funny? What techniques or literary elements can you think of that authors use to create humor in a story?
- What makes using humor a great way to bring a story to life? What might make using it a difficult way to tell a story?

B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

- 1) **Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level?** Yes No

- 2) **Are opportunities for engaging in higher order thinking systematically addressed in the materials?** Yes No

Justification: Provide examples from materials as evidence to support each "yes"

response for this section. Provide descriptions, not just page numbers.

1) The materials present an opportunity for language learners to engage in various cognitive functions as appropriate for the targeted audience. *Imagine Reading* content is designed with embedded scaffolding to differentiate language and literacy instruction. Throughout each cross-curricular unit, students are exposed to depth of knowledge questions within the following sequence of lesson activities; building background understanding, in-depth small group or whole class introductory discussions, listening comprehension sequence with new unit vocabulary, shared writing and *power sentence sequence*, targeted genre reading and comprehension questions, reflections and writing activities and a culminating synthesis discussion and project.

The following *Imagine Reading Synthesis Discussion and Project Protocol* presents an opportunity for language learners to engage in various cognitive functions as appropriate for the indicated target audience:

Synthesis Discussion & Project Protocol

Applying Learning through Academic Discourse and Creative Projects

Purpose

The Synthesis Discussion & Project is the culmination of each unit where students discuss their learning through academic discourse. Research shows that students do not engage in academic discourse without instruction on how to do so. Students need to learn the techniques for academic conversation, such as identifying, identifying common ground, and respecting differences of opinion. Students who practice sharing and supporting their ideas in a low stakes environment can then transfer these strategies to nonclassroom conversations with peers or small groups.

Synthesis Discussion

The purpose of the Synthesis Discussion is to provide opportunities for students to practice engaging in academic discourse. Research shows that students do not engage in academic discourse without instruction on how to do so. Students need to learn the techniques for academic conversation, such as identifying, identifying common ground, and respecting differences of opinion. Students who practice sharing and supporting their ideas in a low stakes environment can then transfer these strategies to nonclassroom conversations with peers or small groups.

Project Ideas

| | |
|----------------------------|---|
| Poster presentation | Written dramatic script |
| Digital slide presentation | Written narrative |
| Video commercial | Written report |
| Video narrative | Creative expression; song or rap |
| Voip-style video | Creative expression; visual art |
| Audio podcast | Creative expression; instrumental music |
| Written poetry | Creative expression; instrumental music |

Differentiation

You can adapt the Synthesis Discussion & Project to your judgment, your instructional environment, or your students' needs and skills. Provide materials, resources, or scaffolding to help students from a variety of backgrounds actively participate in the project. Set expectations for the scope of the project within the students' zone of proximal development to provide opportunities for growth.

Through each Synthesis Project is focused on the same Focus Question and Passages, the project is a naturally differentiated task. Students may have natural affluence for one type of project, and the teacher can build on that natural point of differentiation with students to bring a variety of assets to their group. You can also use the Synthesis Project to encourage students to explore new areas. Allowing students to choose the kind of project they want to do is a key aspect of differentiation.

Materials

- Copies of the Student Synthesis Discussion & Project Checklist, for group leaders to guide their groups through the discussion, planning, project, and presentation steps.
- Copy of the Discussion Questions (optional), for teachers to discuss each Passage before students begin the Synthesis Discussion & Project.

Group Discussion Rules

Show others that you are listening to them.

Give everyone a turn to talk.

You are allowed to have your own opinion, but you have to explain and defend it.

As your students become familiar with this protocol, you can review or skip this step.

Share and Clarify Individual Responses to the Focus Question

Help students share, clarify, and understand each member's individual responses to the Focus Question. Before the Focus Question for the unit, as a class, then divide students into groups of 4-6 and choose a group leader for each group. Distribute the Student Synthesis Discussion & Project Checklist to group leaders so they can help their groups through the discussion, planning, project, and presentation steps.

Help group leaders initiate and facilitate a discussion where each member shares their individual answers to the Focus Question. As each student shares their thoughts, other members of the group should prompt the student to clarify, elaborate, and justify their position using phrases and questions like:

- "I think that you're saying... is that right?"
- "Could you explain to me why you think that?"
- "Have a question about what you're saying..."
- "Can you think of something you need that supports your idea?"

As each group discusses their answers to the Focus Question, point out when students use academic discourse appropriately and help facilitate good discussion behaviors. For example:

- "I like the way that Stewart asked for clarification. He was very respectful, but he asked Eric to provide evidence."
- "Lashona said that she thinks that technology does more harm than good. We want Lashona to know that her opinion is valid, so how can we ask her to explain and defend her opinion in a positive way?"

Help students understand that critical thinking involves seeking to understand your own position, as well as others' opinions. Create a safe environment where students can share ideas and explain them in a constructive way. Help students focus on developing the ability to explain how their opinions and background, combined with evidence from the text, make up their individual point of view.

Collaborate and Negotiate a Shared Response to the Focus Question

Help students in the group negotiate their individual answers to the Focus Question into a shared response. Once students have shared their individual answers to the Focus Question, the group leader helps the group synthesize their answers into a shared response to the Focus Question.

Teacher Preparation

1. Review the Focus Question for the unit.
2. Review or post the Group Discussion Rules where you and students can refer to them.
3. Review and discuss the Discussion Questions with your class. You can discuss these questions after you read each Passage individually or collectively before you begin the Synthesis Discussion & Project.
4. Choose or consider group leaders for each student group.

Each student group will have a group leader for the duration of the Synthesis Discussion and Project. You may want to choose a more developed leader for the first few units, but with preparation, most students can become effective group leaders. For students who are reluctant to lead a group, talk to them privately about how they feel. Review the responsibilities of a group leader with them and ask them to observe what their group leader does. Help them set a goal for when they might be ready to be a group leader. Provide opportunities for students to challenge themselves, but be respectful of students' individual needs and limits.

A group leader should:

- Make sure that the group follows the Group Discussion Rules and is respectful to each members' ideas and comments.
- Make sure that each group member has an opportunity to share their ideas.
- Direct the group through each step of the Student Synthesis Discussion & Project Checklist to discuss, plan, and develop the Synthesis Project. Make sure that the group completes all the steps on the checklist.
- Monitor group participation and involve every group member.
- Lead the group in presenting the Synthesis Project to the class.

Lesson Plan

Set Expectations for Group Discussion

Introduce the Synthesis Discussion & Project to your students. Explain that students will work in small groups to discuss their individual answers to the Focus Question and then synthesize those answers into a project that communicates the group's shared understanding. Explain the purpose of the group leader and review their responsibilities. By setting expectations with all your students about the role and responsibilities of the group leader, you can help students grow in their leadership understanding and abilities.

Prepare students for the Synthesis Discussion by showing or explaining the Group Discussion Rules. Ask students how these rules can help each group have fair and academic discussions. You may want to post the Group Discussion Rules in your classroom for students to reference during their student discussions.

Monitor students as they work to ensure participation and cooperative behavior. Ask questions about how each group's project connects to the Focus Question and how they are integrating specific examples, symbols, or references to the Passages in the unit. Help students translate their appropriate complex shared responses to the Focus Question into an appropriately complex group project that communicates their shared responses.

Focus Question: What counts as communication?

| | |
|------------------------------|---|
| Simple Group Answer | Talking |
| Simple Group Project | A demonstration of students talking. |
| Complex Group Answer | Anything that people do to share an idea is communicating. |
| Complex Group Project | A video where multiple forms of communication are depicted with a narrator explaining that idea as shared through talking, texting, drawings or other art forms, and in many languages. |
| Complex Group Answer | While language is an important part of communication, non-verbal communication is just as powerful—sometimes more so. |
| Complex Group Project | A dance where each student demonstrates a different emotion through their movements and then the students conclude together with movement showing excitement. |

Present the Synthesis Project

Have each group take turns presenting their Synthesis Project. If a group has created a non-verbal project (instrumental music, dance, visual art, etc.), invite them to share a brief overview explaining the connection between their Synthesis Project, Passages, and the Focus Question before they present their project. Providing a brief overview helps students make explicit connections between their Synthesis Project, Passages, and the Focus Question, and gives you insight into their thinking and rationale.

Example Synthesis Project

A small group addresses the Focus Question: What is art? Their group answer to the question is that art is a skillful piece of work that connects people to ideas and feelings. Because two of the three group members have creative talents in music, the group decides to demonstrate music as art. They plan to show and explain how a skilled performance connects to the audience's ideas and feelings better than an unskilled performance. The group decides that Lashona, the group leader, agrees to introduce their project and the team members will each take on specific parts of the project that support their project. All group members contribute to identifying supporting parts of the Passages even though Lashona will present the points they decide are most relevant to share. Arie likes rap music and volunteers to create an example of an unskilled performance. She plays a short recording of a professional rap piece. The group agrees to perform the original rap piece, play the recording, and then explain how the skillful composition makes a better connection to the audience.


Evaluation

After all the student groups have presented their Synthesis Projects, use this rubric (online or offline) to evaluate each group's project. This rubric evaluates:

- **Participation:** How much each student participated in the group discussion and project development.
- **Planning & Execution:** How well the group planned and executed their project.
- **Focus:** How well the group project answered the Focus Question.
- **Synthesis:** How well the group synthesized the ideas in the Passages into a cohesive answer to the Focus Question, and how well the project represents the shared response to the Focus Question.
- **Scope:** How well-developed the project was, given the amount of time the group had to work and the number of students in the group.
- **Attention to Detail:** How complete the project was and how many errors there were.

2) The opportunities for engaging in higher order thinking are systematically addressed in *Imagine Reading*. Each of the cross curricular units provide an instructional focus with clear language and literacy objectives, opportunities for cross-curricular language development across all four language domains.

The *Imagine Reading* unit plan highlighting opportunities for engaging in higher order thinking:

| | | |
|--|---|---|
|  <p>Introduction to East Asia LENGTH 0:56</p> <p>DISCUSSION SCAFFOLDS</p> <p>FOCUS QUESTION How has technology influenced life and culture in Asia?</p> <p>EXAMPLE FRAMING STATEMENT Technological innovation is an important part of East Asia's history—as well as its present and future. There are centuries-old inventions from this part of the world that are still used today. East Asia has developed other technology-based solutions that may end up changing our day-to-day lives.</p> <p>EXAMPLE DISCUSSION QUESTIONS Where is East Asia? What are some of the countries in East Asia? Why do some countries focus on developing new technology? Should there be limits on what can be done with technology? What innovations in technology do you look forward to?</p> <p>Discussion Questions</p> | <p>East Asia</p> <p>Discussion Questions</p> <p>FOCUS QUESTION <i>How has technology influenced life and culture in Asia?</i></p> <p>Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the Synthesis Discussion & Project Protocol for details about setting expectations for discussions.</p> <p>Activate Background Knowledge and Expand Students' Thinking</p> <p>At the beginning of a unit or throughout a unit, explore with your students their background knowledge relating to the Focus Question and expand their thinking beyond their immediate answers. Remember that at the student's background knowledge is an asset that they bring to the discussion.</p> <p>First frame the discussion with statements like these: Technological innovation is an important part of East Asia's history—as well as its present and future. There are centuries-old inventions from this part of the world that are still used today. East Asia has developed other technology-based solutions that may end up changing our day-to-day lives. Then ask questions like these:</p> <ul style="list-style-type: none"> • Where is East Asia? What are some of the countries in East Asia? • Why do some countries focus on developing new technology? • Should there be limits on what can be done with technology? • What innovations in technology do you look forward to? <p>Connect Ideas between the Passage and Focus Question</p> <p>After studying each Passage or before students begin the Synthesis Discussion & Project, use these questions to facilitate passage-specific conversations relating to the Focus Question. Encourage students to use examples from the Passage, either remembered examples or specific details, to support their answers.</p> | <p>East Asia</p> <p>Discussion Questions</p> <ul style="list-style-type: none"> • Which of the ancient inventions in the passage (paper, movable type, compass, silk, fireworks) do you think still has the biggest influence on life and culture in East Asia? Which has the most impact on the world today? Explain your answer. • Paper is a very old invention, and we use it less and less as our communication and information-sharing become more digital. What are the advantages of becoming a paperless society? What are some disadvantages? <p>Fascinating Facts about Bicycles in Asia</p> <ul style="list-style-type: none"> • Why do you think bicycles are so much more popular in some Asian countries than they are in the United States? • Should people in the United States be encouraged to travel by bicycle? If no, why not? If yes, what can be done to promote bicycle travel? <p>Delicious Delivery in South Korea</p> <ul style="list-style-type: none"> • If you could have any food delivered to your house, what would you choose? • The passage says that engineers are still trying to solve the problem of how the robots will keep the food safe. Find the right address, and get through busy streets and sidewalks. What other challenges might the robots have in making deliveries? <p>Will Pandas Thrive in the Wild?</p> <ul style="list-style-type: none"> • Pandas are losing their natural habitat and will have to face many more challenges before becoming truly wild again. Do you think they'll ever be able to live on their own in the wild? Why or why not? • Why do you think people have contributed so much effort and money toward helping pandas? Is the investment worth it? <p>"Good Morning," Mongolia!</p> <ul style="list-style-type: none"> • If you had a 10-minute morning radio show for students in your school, what would you want to talk about? • Zula's radio show is an example of technology helping people connect. How do you think life in Mongolia might change as technology makes it easier for rural |
|--|---|---|

C. Supports for Various Levels of Language Proficiency


- | | | |
|---|-----|----|
| 1) Do the materials provide scaffolding supports for students to advance within a proficiency level? | Yes | No |
| 2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | Yes | No |

3) Are scaffolding supports presented systematically throughout the materials? Yes No

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

1) The materials provide scaffolding supports for students to advance within an English Language Proficiency Level. *Imagine Reading* supports include a cross curricular instructional focus, a language objective, a vocabulary focus, resources to build background and context for the multilingual learner, paired, guided and independent practice with strategic remediation. *Imagine Reading* highlights a strategic language function with strategic practice across all four language domains.

Highlighted below the *Imagine Reading* teacher resource to support students' advancement within an English Language Proficiency Level: *Amazing Inventions of Ancient China, Lexile 970*



Introduction to East Asia
LENGTH 056

East Asia

Discussion Questions

FOCUS QUESTION
How has technology influenced life and culture in Asia?

Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the [Synthesis Discussion & Project Protocol](#) for details about setting expectations for discussions.

Activate Background Knowledge and Expand Students' Thinking

At the beginning of a unit or throughout a unit, explore with your students their background knowledge relating to the Focus Question and expand their thinking beyond their immediate answers. Remember that the student's background knowledge is an asset that they bring to the discussion.

First frame the discussion with statements like these: **Technological innovation is an important part of East Asia's history—as well as its present and future. There are centuries-old inventions from this part of the world that are still used today. East Asia has developed other technology-based solutions that may end up changing our day-to-day lives.**

- Where is East Asia? What are some of the countries in East Asia?
- Why do some countries focus on developing new technology?
- Should there be limits on what can be done with technology?
- What innovations in technology do you look forward to?

Connect Ideas between the Passage and Focus Question

After studying each Passage or before students begin the Synthesis Discussion & Project, use these questions to facilitate passage-specific conversations relating to the Focus Question. Encourage students to use examples from the Passage, either remembered examples or specific details, to support their answers.

DISCUSSION SCAFFOLDS

FOCUS QUESTION
How has technology influenced life and culture in Asia?

EXAMPLE FRAMING STATEMENT
Technological innovation is an important part of East Asia's history—as well as its present and future. There are centuries-old inventions from this part of the world that are still used today. East Asia has developed other technology-based solutions that may end up changing our day-to-day lives.

EXAMPLE DISCUSSION QUESTIONS
Where is East Asia? What are some of the countries in East Asia?
Why do some countries focus on developing new technology?
Should there be limits on what can be done with technology?
What innovations in technology do you look forward to?

[Discussion Questions](#)

East Asia

Discussion Questions

- Which of the ancient inventions in the passage (paper, movable type, compass, silk, fireworks) do you think still has the biggest influence on life and culture in East Asia? Which has the most impact on the world today? Explain your answer.
- Paper is a very old invention, and we use it less and less as our communication and information-sharing become more digital. What are the advantages of becoming a paperless society? What are some disadvantages?

Fascinating Facts about Bicycles in Asia

- Why do you think bicycles are so much more popular in some Asian countries than they are in the United States?
- Should people in the United States be encouraged to travel by bicycle? If no, why not? If yes, what can be done to promote bicycle travel?

Delicious Delivery in South Korea

- If you could have any food delivered to your house, what would you choose?
- The passage says that engineers are still trying to solve the problem of how the robots will keep the food safe. Find the right address, and get through busy streets and sidewalks. What other challenges might the robots have in making deliveries?

Will Pandas Thrive in the Wild?

- Pandas are losing their natural habitat and will have to face many more challenges before becoming truly wild again. Do you think they'll ever be able to live on their own in the wild? Why or why not?
- Why do you think people have contributed so much effort and money toward helping pandas? Is the investment worth it?

"Good Morning," Mongolia!

- If you had a 10-minute morning radio show for students in your school, what would you want to talk about?
- Zulaa's radio show is an example of technology helping people connect. How do you think life in Mongolia might change as technology makes it easier for rural

Amazing Inventions of Ancient China

Power Sentence Lesson - East Asia

FOCUS QUESTION
How has technology influenced life and culture in Asia?

OBJECTIVE
Explain the Power Sentence in your own words and connect the Power Sentence to the Focus Question.

STANDARDS
CCSS.ELA.LITERACY.LA.1A.1-3
TEKS.106.6.11D.11

Teacher Preparation
Read the [Power Sentence Lesson Protocol](#) for details on required materials, how to set up your workspace, differentiation ideas, and more in-depth information about each step in the lesson. Read the [Zigzag](#) and [Steps 1-5](#) in this lesson. Think of additional Discussion Questions, Connecting Ideas Questions, and Deconstruction Questions that would be meaningful for your students. Review the Focus Question and Power Sentence. Write the Power Sentence on long strips of paper. Write the Sentence Prompts on a whiteboard and cover them.

Power Sentence
Even in the age of GPS, they are used by hikers, sailors, pilots—anyone who needs to know how to get from point A to point B.

Lesson Plan

1. Establish Context for the Power Sentence
Prepare students to apply the Power Sentence to the context of the Focus Question. Review the Focus Question and distribute the Passage. Display the Power Sentence to the class and invite students to locate it within the Passage.

2. Deconstruct the Power Sentence and Unpack Its Meaning
Use the Deconstruction Table to help students break apart the Power Sentence and unpack the meaning of each Sentence Chunk. Ask the Guiding Question to help students discuss which Sentence Chunk best answers the Sentence Prompt. Ask the Discussion Questions and additional questions to help students unpack the meaning of each Sentence Chunk. Read the short sentences that students formed by matching the Sentence Prompts and Sentence Chunks. Show students how the author made specific choices to express the complete ideas in the Power Sentence.

Amazing Inventions of Ancient China

Power Sentence Lesson - East Asia

| Sentence Prompt | Guiding Question | Sentence Chunk | Example Deconstruction Questions |
|---|-------------------------------------|----------------------------|---|
| This sentence is about ... | Who or what is this sentence about? | they | What does "they" refer to? Check the sentence before the power sentence. (compasses) Have you ever seen a compass? What do they look like? (they are round, they have an arrow, they have a letter "N" at the top for the direction north, etc.) |
| Compasses ... | What is done with compasses? | are used | Why do you think the author says, "they [compasses] are used by hikers" instead of "hikers use them [compasses]"? (This phrasing—which is called the passive voice—puts the focus on the object of the action [compasses] instead of the subject [hikers, sailors, pilots] who does the action.) |
| Compasses are used ... | Who are compasses used by? | by hikers, sailors, pilots | What does the "s" at the end of "hikers," "sailors," and "pilots" tell you? (The author is talking about more than one of each of these kinds of people.) Why are there commas after "hikers" and "sailors"? (The author is listing things in a series.) |
| Compasses are used by hikers, sailors, pilots ... | Who else uses compasses? | —anyone who needs to know | Why does the author use a dash before this chunk? (to help the reader understand that the information that comes after the dash is a clarification of the information before it) Why does the author use the word "anyone" here? (The author wants the reader to understand that there is not one specific person or kind of person who needs this information. "Anyone" lets the author refer to all people who need to know this information.) |

Power Sentence Lesson - East Asia

| Sentence Prompt | Guiding Question | Sentence Chunk | Example Deconstruction Questions |
|--|--|-------------------------------------|--|
| Compasses are used by anyone who needs to know ... | Compasses are used by anyone who needs to know what? | how to get from point A to point B. | The word "get" can have many meanings. Looking at the word in the sentence, what do you think it means here? (to travel to, to find your way to) The word "point" can also have many meanings. What do you think the word's meaning is here? (a specific place) "Get from point A to point B" is an expression. What do you think the A and B stand for? (two different places) Knowing this, and the meaning of "get" and "point" in this sentence, what do you think the expression, "how to get from point A to point B" means? (how to travel or find your way from one place to another) |
| Compasses are used ... | When are compasses used? | Even in the age of GPS. | What is a simpler way of saying "Even in the age of GPS ..."? (Even today, when we have GPS...) What does GPS stand for? (global positioning system) What is a GPS and what does it do? (It's a device that tells you where you are in order to give you directions to other places.) Where do you see GPS devices? (my parents' car, my brother's phone, etc.) |

*Teacher dialogue is in bold type and student answers are in italics.

3. Connect Ideas Between the Power Sentence and Focus Question
Re-read the Power Sentence and the Focus Question. Use the Connecting Ideas Question and additional questions to generate deeper class discussion about how the Power Sentence relates to the Focus Question.

Example Connecting Ideas Question

2) The materials provide scaffolding supports for students to progress from one English language proficiency level to the next (ELP Level 3 to Level 4, ELP Level 4 to Level 5, and ELP Level 5 and beyond). *Imagine Reading* is designed with embedded scaffolding to differentiate language and literacy instruction.

The examples highlighted demonstrate immediate corrective feedback designed to accelerate language and literacy achievement for the multilingual learner:

Amazing Inventions of Ancient China

Written by Elizabeth Massie

Question 1 Multiple Choice

Quickly scan the text, looking at headings and images. What is the topic of this article?

- ancient inventions still used today ✓
- the process of making paper ✗
- how to read a compass ✗
- how ancient books were printed ✗

Question 2 Written Response

What is the author trying to teach you? Write one sentence in the box below.

Question 2 Written Response

What is the author trying to teach you? Write one sentence in the box below.

Question 3 Written Response

As you read, what question can you think about that will help you understand the article better? Write one question in the box below.

With these advances in mind, it's easy to assume that people who lived hundreds or thousands of years ago were not as smart as we are today. Those people didn't know how to build a car or an airplane. They didn't know how to harness electric power. They didn't know about radio waves or microwaves. But remember, knowledge builds on itself. Once you know about wheels, you can create things that move on wheels. Once you understand electricity, you can use it to power homes and businesses. Someone had to figure out the basics first. In ancient China, some very creative people came up with useful inventions that, with a few modifications, we still use today.

Question 4 Token Highlight

Read these sentences from the article. Click to highlight the two sentences that demonstrate how knowledge builds on itself.

Those people didn't know how to build a car or an airplane. They didn't know how to harness electric power. They didn't know about radio waves or microwaves. But remember, knowledge builds on itself. Once you know about wheels, you can create things that move on wheels. ✓ Once you understand electricity, you can use it to power homes and businesses. ✓ Someone had to figure out the basics first.

Question 5 Token Highlight

Read these sentences from the article. Click to highlight the sentence that suggests that the invention of paper improved communication.

Paper was invented in China somewhere between 207 BCE and 25 BCE—more than 2,000 years ago. The first paper was made of hemp. It was rough, uneven, and thick, but people could still write on it. Writing made it possible for people to share information with others across great distances, and even preserve that information over time. ✓ Around 104 CE, a man named Cai Lun came up with a new way to create paper.



Question 8 Association

Match each ancient Chinese invention to its characteristic.

| | | |
|-----------|---|--|
| silk | 1 | |
| paper | 2 | |
| fireworks | 3 | |
| compass | 4 | |


included saltpeter and sulfur made from worm cocoons
 involved iron and a lodestone
 made from mulberry tree and bamboo fiber

3) The scaffolding supports are presented systematically through *Imagine Reading*. The introduction to each cross curricular unit provides engaging video sequences to support context for the new learning, incorporates academic language and targets content-specific vocabulary. Each teacher-guided or student self-directed activity scaffolds context with assistance through visual supports, targeted direct-instruction and modeling, along with cultural contextual connections.

The example provided illustrates the scaffolded support presented throughout *Imagine Reading*:

4) Amazing Inventions of Ancient China

Written by Elizabeth Massie



Introduction to East Asia

LENGTH 0:25

DISCUSSION SCAFFOLDS

FOCUS QUESTION
How has technology influenced life and culture in Asia?

EXAMPLE FRAMING STATEMENT
Technological innovation is an important part of East Asia's history—as well as its present and future. There are centuries-old inventions from this part of the world that are still used today. East Asia has developed other technology-based solutions that may end up changing our day-to-day lives.

EXAMPLE DISCUSSION QUESTIONS
Where is East Asia? What are some of the countries in East Asia?
Why do some countries focus on developing new technology?
Should there be limits on what can be done with technology?
What innovations in technology do you look forward to?

Discussion Questions

4) With these **advances** in mind, it's easy to assume that people who lived hundreds or thousands of years ago were not as smart as we are today. Those people didn't know how to build a car or an airplane. They didn't know how to **harness** electric power. They didn't know about radio waves or microwaves. But remember, knowledge builds on itself. Once you know about wheels, you can create things that move on wheels. Once you understand electricity, you can use it to power homes and businesses. Someone had to figure out **the basics** first. In ancient China, some very creative people **came up with** useful inventions that, with a few modifications, we still use today.

advance: a change, discovery, or invention that brings progress

harness: to control and use the natural power of something

the basics: the simplest, most important elements of something; not complicated

came up with: to think of

4) With these **advances** in mind, it's easy to assume that people who lived hundreds or thousands of years ago were not as smart as we are today. Those people didn't know how to build a car or an airplane. They didn't know how to **harness** electric power. They didn't know about radio waves or microwaves. But remember, knowledge builds on itself. Once you know about wheels, you can create things that move on wheels. Once you understand electricity, you can use it to power homes and businesses. Someone had to figure out **the basics** first. In ancient China, some very creative people **came up with** useful inventions that, with a few modifications, we still use today.

advance: a change, discovery, or invention that brings progress

harness: to control and use the natural power of something

the basics: the simplest, most important elements of something; not complicated

came up with: to think of

D. Accessibility to Grade Level Content

- | | | |
|---|------------|----|
| 1) Is linguistically and developmentally appropriate grade-level content present in the materials? | Yes | No |
| 2) Is grade-level content accessible for the targeted levels of language proficiency? | Yes | No |

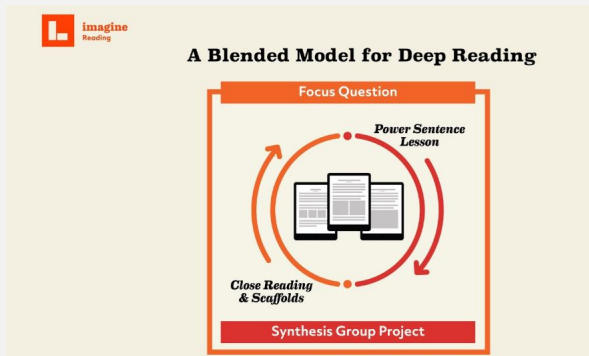
3) Is the grade-level content systematically presented throughout the materials?

Yes No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- 1) Linguistically and developmentally appropriate grade-level content is present in the *Imagine Reading* resources. Opportunities for thematic reading, listening comprehension components, grammar, and vocabulary development ensure the students make personal connections with the content, new academic vocabulary, and concepts.

The example below highlights the linguistically and developmentally appropriate grade-level content present in *Imagine Reading*:



Scaffolding up to complex text

This grid displays seven digital scaffolding tools:

- Instructional videos:** A video showing two people reading together.
- Text chunking:** A screenshot of text with a highlighted section.
- Comprehension checks:** A screenshot of a quiz or assessment.
- Audio playback:** A screenshot of an audio player with the text "Although we see to true in th".
- Vocabulary support:** A screenshot of a word definition for "perpendicular".
- Multimedia scaffolds:** A map of Africa with different regions highlighted in various colors.
- Highlight and annotate:** A screenshot of text with a highlighted sentence: "h wide open spaces and uns le don't take precautions. P do not make it out alive to".

Technology-enhanced items

This section shows several interactive digital activities:

- A matching activity with a table of items and categories.
- A sequence of actions activity with a list of steps.
- A project completion activity with a progress bar and buttons.
- A word choice activity with a text passage and a word bank.
- A word choice activity with a text passage and a word bank.
- A word choice activity with a text passage and a word bank.

Synthesis Discussion & Project Proposal

Student Synthesis Discussion & Project Proposal

Fun with Physical Discussion Questions

This section contains two documents:

- Synthesis Discussion & Project Proposal:** A document with sections for "Student Synthesis Discussion & Project Proposal" and "Synthesis Discussion & Project Proposal".
- Fun with Physical Discussion Questions:** A document with sections for "Fun with Physical Discussion Questions" and "Connect Ideas between the Passage and Focus Question".

| | Cross-curricular units | | | | | | | | Classic Literature | Poetry |
|---------|-------------------------------------|-------------------------------------|---------------------------------------|--------------------------------|---|---------------------------------|-------------------------------------|----------------------|--------------------|--------|
| Grade 3 | Defining Art | Folktales Around the World | Rivers and Streams | Language and Writing Systems | What is a Community? | Icy Antarctica | Impressive Animals | The Wizard of Oz | Imagery | |
| Grade 4 | All the World's a Stage | Human Influences on the Environment | Ecosystems: A Balancing Act | Maps and Navigation | The Secret World of Movies | East Asia | The Need for Speed | Anne of Green Gables | Imagination | |
| Grade 5 | Perspective | The Fight for Civil Rights | The Human Body | Survival | American Revolutionaries | South Asia | Space: Exploring Beyond the Horizon | Don Quixote | Hope | |
| Grade 6 | Dance: A Cultural Tradition | The Stories That We Tell | Extreme Environments and Wild Weather | Money and the Change It's Made | Transportation | Africa | Energy Buzz | Tom Sawyer | Connection | |
| Grade 7 | Architecture: A Window to Our Lives | Inventors Who Changed the World | Using Our Brains | True Grit | Major Cities of the World | Australia and the South Pacific | Fun with Physics! | The Call of the Wild | Emotion | |
| Grade 8 | Making Music | Game Changers | The Mighty, Fragile Ocean | The DNA Question | Dessert: It's Not Just for Breakfast Anymore! | Life in Latin America | The Living World of Plants | Sherlock Holmes | Self | |

Imagine Reading provides numerous opportunities for students to engage in all four language domains in English. The educator dashboard illustrates what instructional units are in progress, possible areas of additional support and remediation as well as the synthesis discussion and student project protocol rubrics:

Reading Teacher / IR Intermediate Elementary Class

IR Intermediate Elementary Class ▾

| GRADING TO BE DONE | |
|--|--------------------|
| Article | Ungraded Responses |
| Salem Witch Trials: Why Did It Happen? | 30 |
| The Birmingham Children's Crusade | 21 |
| Marching to Montgomery and Beyond | 19 |
| The Bandit Runner | 11 |
| Introduction to The Fight for Civil Rights | 8 |
| Canard on the Wall | 6 |

| UNITS IN PROGRESS | |
|-------------------|--|
| | <p>Jump Start: Environmental Ingenuity</p> <p>83% Complete ></p> <p>Focus Question</p> <p>Which is more important: imagination or knowledge?</p> |
| | <p>Space: Exploring beyond the Horizon</p> <p>8% Complete ></p> |

STEP 1: FOCUS QUESTION



Introduction to Jump Start: Environmental Ingenuity

LENGTH CLASS PROGRESS
2:43

STEP 2: DEEP READING CYCLE



What Will They Think of Next?

LEXILE LEVEL WORD COUNT CLASS PROGRESS
1060L 848



The Rooks of Puy du Fou 1 Ungraded Responses

LEXILE LEVEL WORD COUNT CLASS PROGRESS
860L 721

STEP 3: SYNTHESIS PROJECT

Discussion Questions
[Download](#)

Synthesis Discussion & Project Protocol
[Download](#)

Student Synthesis Discussion & Project Checklist
[Download](#)

Highlighted below are *Imagine Reading* alignment examples from each grade level including the unit description, focus question, focus skill, passage, and standard:

Grade 3



Incredible Creatures

UNIT DESCRIPTION
This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit discusses some of the world's smallest animals and the abilities they've developed to protect themselves.

FOCUS QUESTION
What big measures will small creatures take in order to survive?

| Passage | Focus Skill | Standard |
|--------------------------------------|----------------------------------|----------------------------|
| Tiny but Tough | Reading for details and evidence | CCSS.ELA-Literacy.CCRA.R.1 |
| Fearless, Fantastic, and Frightening | Identify/use text features | CCSS.ELA-Literacy.CCRA.R.5 |

Language and Writing Systems

UNIT DESCRIPTION
This unit discusses some of the ways humans communicate, from ancient writing systems and totem poles to codes and ciphers.

FOCUS QUESTION
What counts as a way of communicating?

| Passage | Focus Skill | Standard |
|--|---|----------------------------|
| Wood, Stones, Wax and Bones: That's What People Wrote On | Preview text | CCSS.ELA-Literacy.RI.3.10 |
| Totem Poles: An Ancient Art | Use illustrations to help determine meaning of text. | CCSS.ELA-Literacy.RI.3.7 |
| Wampanoag Spoken Here | Text summary | CCSS.ELA-Literacy.CCRA.R.2 |
| Johannes Finds a Way | Identify key/supporting details/ideas | CCSS.ELA-Literacy.RI.3.2 |
| Louis Braille: Opening the Doors of Knowledge | Identify how character actions contribute to sequence of events | CCSS.ELA-Literacy.RL.3.3 |
| PVVKRMT HYXVGH (KEEPING SECRETS) | Compare individuals/events/ideas | CCSS.ELA-Literacy.RI.3.3 |

Grade 4



Incredible Creatures

UNIT DESCRIPTION
This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit discusses some of the world's smallest animals and the abilities they've developed to protect themselves.

FOCUS QUESTION
What big measures will small creatures take in order to survive?

| Passage | Focus Skill | Standard |
|--------------------------------------|---------------------------|----------------------------|
| Tiny but Tough | Reading for understanding | CCSS.ELA-Literacy.CCRA.R.1 |
| Fearless, Fantastic, and Frightening | Text features | CCSS.ELA-Literacy.CCRA.R.5 |

The Secret World of Movies

UNIT DESCRIPTION
This unit explores the world of movie-making, including the inventions and careers that create the spectacular films of today.

FOCUS QUESTION
What makes movies magical?

| Passage | Focus Skill | Standard |
|---|--|---------------------------|
| The Evolution of the Movies | Preview text | CCSS.ELA-Literacy.RI.4.10 |
| William Dickson: Movie Pioneer | Make inferences | CCSS.ELA-Literacy.RI.4.1 |
| The First Movie on the Moon | Compare individuals/events/ideas | CCSS.ELA-Literacy.RI.4.3 |
| CGI Pro and Con | Identify reasons/evidence to support points/claims | CCSS.ELA-Literacy.RI.4.8 |
| How Did They Do That? (Hint: It's Magic!) | Summarize text/part of text | CCSS.ELA-Literacy.RI.4.2 |
| Movie Jobs You Never Knew You Could Have | Identify/describe/analyze text structure/organizational patterns | CCSS.ELA-Literacy.RI.4.5 |

Grade 5

Environmental Ingenuity

UNIT DESCRIPTION
This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit examines creative solutions to some of the earth's biggest environmental problems.

FOCUS QUESTION
Which is more important: imagination or knowledge?

| Passage | Focus Skill | Standard |
|-------------------------------|----------------------------------|----------------------------|
| What Will They Think of Next? | Identify/use text features | CCSS.ELA-Literacy.CCRA.R.5 |
| The Rooks of Puy du Fou | Reading for details and evidence | CCSS.ELA-Literacy.CCRA.R.1 |

American Revolutionaries

UNIT DESCRIPTION
This unit explores the impact of the American Revolution on the everyday people who lived through it, including some of the lesser-known contributors to the founding of the United States.

FOCUS QUESTION
What did the American Revolution mean to the people who lived through it?

| Passage | Focus Skill | Standard |
|--|---|----------------------------|
| A Massacre in March | Determine/describe characters' traits/motivations/feelings/thoughts | CCSS.ELA-Literacy.CCRA.R.5 |
| A Spectacular Ride | Compare the structure of two or more texts | CCSS.ELA-Literacy.CCRA.R.9 |
| The List Continues | Identify/describe/analyze text structure/organizational patterns | CCSS.ELA-Literacy.RI.5.5 |
| From Secret Agents to Soldiers: Women Who Helped Win the American Revolution | Author's/narrator's point of view | CCSS.ELA-Literacy.CCRA.6 |
| The Fake General Who Helped Free America | Summarize text/part of text | CCSS.ELA-Literacy.RI.5.2 |
| A Difficult Decade | Question the text | CCSS.ELA-Literacy.RI.5.10 |

Grade 6

Environmental Ingenuity

UNIT DESCRIPTION
This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit examines creative solutions to some of the earth's biggest environmental problems.

FOCUS QUESTION
Which is more important: imagination or knowledge?

| Passage | Focus Skill | Standard |
|-------------------------------|---------------------------|----------------------------|
| What Will They Think of Next? | Text features | CCSS.ELA-Literacy.CCRA.R.5 |
| The Rooks of Puy du Fou | Reading for understanding | CCSS.ELA-Literacy.CCRA.R.1 |

Africa

UNIT DESCRIPTION
This unit explores how the geography and cultures of Africa shape the lives of its diverse peoples.

FOCUS QUESTION
How does where we live affect our lifestyle?

| Passage | Focus Skill | Standard |
|---|---------------------------------------|---------------------------|
| So You Think You Know Africa | Connect text to self | CCSS.ELA-Literacy.RI.6.10 |
| The Niger River: One of Africa's Main Roads | Identify central/main idea | CCSS.ELA-Literacy.RI.6.2 |
| Matmata: A Town Underground | Question the text | CCSS.ELA-Literacy.RI.6.10 |
| The Herdboys of Lesotho | Identify/determine author's purpose | CCSS.ELA-Literacy.RI.6.6 |
| Listen to the Story of the Drum | Summarize text/part of text | CCSS.ELA-Literacy.RI.6.2 |
| Rescuing Orphan Elephants | Identify key/supporting details/ideas | CCSS.ELA-Literacy.RI.6.2 |

Grade 7

Artificial Intelligence

UNIT DESCRIPTION
This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit explores our attitudes toward robots and artificial intelligence.

FOCUS QUESTION
Why do we love robots and fear them at the same time?

| Passage | Focus Skill | Standard |
|--|----------------------------------|----------------------------|
| Deep in the Uncanny Valley | Reading for details and evidence | CCSS.ELA-Literacy.CCRA.R.1 |
| Is It Possible to Avoid a Robot Rebellion? | Identify/use text features | CCSS.ELA-Literacy.CCRA.R.5 |

Architecture: A Window to Our Lives

UNIT DESCRIPTION
This unit focuses on innovative architecture and how geography, purpose, and culture influence it.

FOCUS QUESTION
What do our homes and architecture say about our lifestyle and what we value?

| Passage | Focus Skill | Standard |
|----------------------------------|--|---------------------------|
| Designing Structures with Shapes | Identify central/main idea | CCSS.ELA-Literacy.RI.7.2 |
| Home, Sweet Movable Home | Analyze how text parts contribute to the whole | CCSS.ELA-Literacy.RI.7.5 |
| A Garden for a Roof | Cite text evidence to support analysis | CCSS.ELA-Literacy.RI.7.1 |
| An Icy Adventure | Analyze interactions between individuals/events/ideas (problem and solution) | CCSS.ELA-Literacy.RI.7.3 |
| Whole-Tree Architecture | Apply background knowledge | CCSS.ELA-Literacy.RI.7.10 |
| Homes of Hidden Treasures | Identify key/supporting details/ideas | CCSS.ELA-Literacy.RI.7.2 |

Grade 8

Artificial Intelligence

UNIT DESCRIPTION
This Jump Start unit orients students to Imagine Reading and how to use its features. This short unit explores our attitudes toward robots and artificial intelligence.

FOCUS QUESTION
Why do we love robots and fear them at the same time?

| Passage | Focus Skill | Standard |
|--|---------------------------|----------------------------|
| Deep in the Uncanny Valley | Reading for understanding | CCSS.ELA-Literacy.CCRA.R.1 |
| Is it Possible to Avoid a Robot Rebellion? | Text features | CCSS.ELA-Literacy.CCRA.R.5 |

The DNA Question

UNIT DESCRIPTION
This unit explores our growing understanding of DNA, including the power and ethical dilemmas that understanding presents.

FOCUS QUESTION
Will increasing our understanding of DNA and genetics lead to dangerous, unethical science or miraculous leaps forward in medicine?

| Passage | Focus Skill | Standard |
|---|---|--------------------------|
| The Probability of Purple Peas | Provide an objective summary | CCSS.ELA-Literacy.RI.8.2 |
| Rosalind Franklin: The Woman Who Should Have Won the Nobel Prize | Evaluate argument | CCSS.ELA-Literacy.RI.8.8 |
| Living Machines: Some Assembly Required | Analyze paragraph structure | CCSS.ELA-Literacy.RI.8.5 |
| Anila Madrijic: Student Cancer Researcher Wins 54th Intel Competition | Cite text evidence to support analysis | CCSS.ELA-Literacy.RI.8.1 |
| The Stolen Legacy of Henrietta Lacks | Analyze how authors distinguish their own point of view | CCSS.ELA-Literacy.RI.8.6 |
| GMO: Friend or Foe? | Analyze connections/distinctions between individuals/events/ideas | CCSS.ELA-Literacy.RI.8.3 |

2) The grade-level content in *Imagine Reading* is accessible for the targeted levels of language proficiency (ELP 3 to ELP 5). The grade level content is scaffolded with supports at each of the identified English Language Proficiency levels to help students build critical thinking skills as they learn to analyze and respond to arguments and identify evidence. The reporting features on the *Imagine Reading* educator dashboard illustrate whole-class and individual progress with target grade level language arts skills.

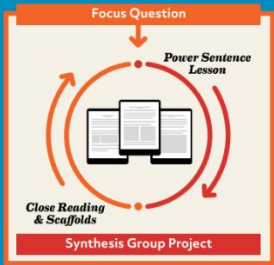
The example below highlights the linguistically and developmentally appropriate grade-level content present in *Imagine Reading* with the following scaffolded resources to support the multilingual learner (instructional videos, text chunking, comprehension checks, audio playback, vocabulary support, multimedia supports, and highlight annotate):

1
Learning begins with a teacher-led Power Sentence Lesson focused on deriving meaning at the sentence level.

2
Students then read independently in the online program, where strategic scaffolding helps students reach rigorous, grade-level standards and texts.

3
Supported by a discussion protocol, teachers lead and facilitate offline discussions about texts, helping students develop critical thinking skills as they apply their learning through academic discourse.

4
End-of-unit Synthesis Projects encourage students to respond to the texts they have read critically, creatively, and collaboratively.




Reading Teacher / IR Intermediate Elementary Class

IR Intermediate Elementary Class ▾

| GRADING TO BE DONE | |
|--|--------------------|
| Article | Ungraded Responses |
| Salem Witch Trials: Why Did It Happen? | 30 |
| The Birmingham Children's Crusade | 21 |
| Marching to Montgomery and Beyond | 19 |
| The Bandit Runner | 11 |
| Introduction to The Fight for Civil Rights | 8 |
| Carved on the Walls | 6 |


UNITS IN PROGRESS



Jump Start: Environmental Ingenuity

83% Complete >

Focus Question
Which is more important: imagination or knowledge?



Space: Exploring beyond the Horizon

8% Complete >

3) The grade-level content in *Imagine Reading* is presented systematically through the grade-level scope and sequence. *Imagine Reading* is specifically designed to provide research-based resources and teaching strategies to support the multilingual student achieve success with social and academic English. The resources appeal to a variety of learning styles, supporting students by providing engaging content, opportunities for student voice and choice through the end-of-unit discussion and project protocol.

The example below highlights the grade-level content resources present throughout *Imagine Reading*:



The focus question for this unit is: What can our stories tell us about our values?
 What do you think? Write 2-3 sentences to answer.
 0 Word(s)

Introduction to Folktales Around the World

LENGTH
1:45

DISCUSSION SCAFFOLDS

FOCUS QUESTION

What can our stories tell us about our values?

EXAMPLE FRAMING STATEMENT

Folktales are stories that grew out of the lives and imaginations of the people who first told them. Many folktales try to explain how something came to be or try to make sense of the world around us. These stories are passed from generation to generation through storytelling.

EXAMPLE DISCUSSION QUESTIONS

Do you know any folktales? Who did you hear them from?

What is special about folktales?

What elements do many folktales have in common?

How can a made-up story with imaginary characters teach important lessons about real life?

Why are folktales shared from generation to generation?

40 On the edge of a dark forest lived a girl named Vasilisa. She lived with her father and stepmother. When her father was not at home, her stepmother was very unkind to her.



POWER SENTENCE

But he remembered Vasilisa's kindness and wished her luck instead.

| Sentence Prompt | Guiding Question | Sentence Chunk | Example Discussion Questions |
|--------------------------|------------------------------------|---------------------|---|
| The sentence is about... | Who or what is the sentence about? | he | Who does the word "he" refer to? Check the text for the sentence before the Power Sentence. (<i>the dog</i>) |
| The dog... | What did the dog do? | remembered | Does the action described in this sentence happen in the past, present, or future? (<i>past</i>) How do you know? (<i>The verb ends in "-ed."</i>) |
| The dog remembered... | What did the dog remember? | Vasilisa's kindness | What does the "-s" at the end of the name "Vasilisa" do? (<i>It makes "Vasilisa" a possessive noun.</i>) What does Vasilisa possess/have? (<i>kindness</i>) A suffix is a group of letters added to the end of a word which change the word's meaning. What suffix do you see at the end of the word "kindness"? (<i>"-ness"</i>) What word is left if you remove this suffix? (<i>kind</i>) How does the suffix "-ness" change the word "kind"? (<i>"Kind" is an adjective; "kindness" is a noun.</i>) What other words can you think of that are changed from an adjective to a noun when the suffix "-ness" is added? (<i>happiness, greatness, friendliness, etc.</i>) |

E. Strands of Model Performance Indicators

- 1) Do materials include a range of language functions? Yes No
- 2) Are the language functions incorporated into a communicative goal or activity? Yes No
- 3) Do the language functions support the progression of language development? Yes No

Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.

- 1) *Imagine Reading* includes a range of language functions. *Imagine Reading* provides lesson plans with additional opportunities for differentiation. Each of the teacher resources provides a learning and language objective with online grading resources highlighting target skills to support the individual multilingual learner.

Examples of language functions found throughout the *Imagine Reading* include *list, identify, classify, state, restates, describe, explain, argue, and justify.*

See below the *Imagine Reading* high leverage language function examples within the unit discussion protocol:

Synthesis Discussion & Project Protocol
Applying Learning through Academic Discourse and Creative Projects

Purpose

The Synthesis Discussion & Project is the culmination of each unit where students deepen their learning through academic discussions and a differentiated group project. The objectives of the Synthesis Discussion & Project are for students to:

- Individually articulate and defend a response to the Focus Question for the unit.
- As a group, use academic discourse to collaboratively discuss and negotiate a shared response to the Focus Question for the unit.
- As a group, plan, develop, and present a project to communicate a shared response to the Focus Question for the unit.

Synthesis Discussion

The purpose of the Synthesis Discussion is to provide opportunities for students to practice engaging in academic discourse. Research shows that students do not engage in academic discourse without instruction on how to do so. Students need to learn the techniques for academic communication, such as clarifying, elaborating, identifying common ground, and respecting differences of opinion. Students who practice sharing and supporting their ideas in a low-stakes environment can then transfer these strategies to independent conversations with peers or small groups.

Help your students learn specific academic discourse routines, followed by a gradual release to independence with your continued monitoring. Help your students develop the ability to explain what opinions, background experiences, and evidence from the text combine to inform their particular point of view. Not all students are comfortable sharing their ideas and opinions, so be aware of and sensitive to students' comfort levels, personality types, and cultural backgrounds. Encourage and support students, and use scaffolding to provide a safe entry point into the group conversation. Promote confidence by helping students find evidence for their opinions before explaining or defending them to their peers. Encourage students to follow discussion rules and create a supportive learning environment free of antagonism where students can think critically and argue effectively and respectfully.

Some key elements of effective discussions are¹:

- Disagreeing and challenging
- Requesting justification
- Building off another's point
- Conceding a point
- Synthesizing and problem-solving

Synthesis Project

The purpose of the Synthesis Project is to provide an opportunity for students to plan, develop, and present a project that effectively communicates the group's shared response to the Focus Question. This type of project allows students to creatively apply the knowledge that they have learned to a real-world application. Synthesis projects should include adequate explanation, examples, or evidence to logically defend their group's shared response.

1 Jeff Zwiers, *Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5-12*. (San Francisco: Jossey-Bass, 2007), 259.
2 Zwiers, "Facilitating Whole-Class Discussions for Content and Language Development," chap. 5 in *Building Academic Language*.
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Synthesis Discussion & Project Protocol
Applying Learning through Academic Discourse and Creative Projects

Help students choose a project that conveys an appropriately complex group response to the Focus Question. The project scope should also be appropriate to the number of students in the group and the time allotted. A scope that is too ambitious will result in frustration; a scope that is too small will lead to shallow exploration of the topic and unequal participation. Be an active facilitator in helping students select an appropriate project type so that all students have a voice, but make sure that students feel ownership in their choice of project. If you want, you can limit the project types available until your students are familiar with the collaboration, discussion, planning, and development steps.

| Project Ideas | |
|----------------------------|---|
| Poster presentation | Written dramatic script |
| Digital slide presentation | Written narrative |
| Video: commercial | Written report |
| Video: narrative | Creative expression: song or rap |
| Vlog-style video | Creative expression: visual art |
| Audio podcast | Creative expression: expressive dance |
| Written poetry | Creative expression: instrumental music |

Differentiation

You can adapt the Synthesis Discussion & Project to your judgment, your instructional environment, or your students' needs and skills. Provide materials, resources, or scaffolding to help students from a variety of backgrounds actively participate in the project. Set expectations for the scope of the project within the students' zone of proximal development to provide opportunities for growth.

Though each Synthesis Project is focused on the same Focus Question and Passages, the project is a naturally differentiated task.³ Students may have natural affinities for one type of project communication over another; this natural point of differentiation lets students to bring a variety of assets to their group. You can also use the Synthesis Project to encourage students to explore new areas. Allowing students to choose the kind of project they want to do is a key aspect of differentiation.⁴

Materials

- Copies of the Student Synthesis Discussion & Project Checklist, for group leaders to guide their groups through the discussion, planning, project, and presentation steps.
- Copy of the Discussion Questions (optional), for teachers to discuss each Passage before students begin the Synthesis Discussion & Project.

3 Maryann Cucchiara, *ELL Learning, Language, and Literacy* (Washington, D.C.: Council of the Great City Schools, August 2018), <https://www.cgcsc.org/sites/default/files/ELL%20Learning%20Language%20and%20Literacy%20Booklet.pdf>
4 Carol A. Tomlinson, *How to Differentiate Instruction in Academically Diverse Classrooms*, 3rd ed. (Alexandria, VA: ASCD, 2017).

Teacher Preparation

1. Review the Focus Question for the unit.
2. Review or post the Group Discussion Rules where you and students can refer to them.
3. Review and discuss the Discussion Questions with your class. You can discuss these questions after you read each Passage individually or collectively before you begin the Synthesis Discussion & Project.
4. Choose or consider group leaders for each student group.

Each student group will have a group leader for the duration of the Synthesis Discussion and Project. You may want to choose a more developed leader for the first few units, but with preparation, most students can become effective group leaders. For students who are reluctant to lead a group, talk to them privately about how they feel. Review the responsibilities of a group leader with them and ask them to observe what their group leader does. Help them set a goal for when they might be ready to be a group leader. Provide opportunities for students to challenge themselves, but be respectful of students' individual needs and limits.

A group leader should:

- Make sure that the group follows the Group Discussion Rules and is respectful to each members' ideas and comments.
- Make sure that each group member has an opportunity to share their ideas.
- Direct the group through each step of the Student Synthesis Discussion & Project Checklist to discuss, plan, and develop the Synthesis Project. Make sure that the group completes all the steps on the checklist.
- Monitor group participation and involve every group member.
- Lead the group in presenting the Synthesis Project to the class.

Lesson Plan

1 Set Expectations for Group Discussion

Introduce the Synthesis Discussion & Project to your students. Explain that students will work in small groups to discuss their individual answers to the Focus Question and then synthesize those answers into a project that communicates the group's shared understanding. Explain the purpose of the group leader and review their responsibilities. By setting expectations with all your students about the role and responsibilities of the group leader, you can help students grow in their leadership understanding and abilities.

Prepare students for the Synthesis Discussion by showing or explaining the Group Discussion Rules. Ask students how these rules can help each group have fair and academic discussions. You may want to post the Group Discussion Rules in your classroom for students to reference during their group discussions.

Group Discussion Rules

Show others that you are listening to them.

Give everyone a turn to talk.

You are allowed to have your own opinion, but you have to explain and defend it.

As your students become familiar with this protocol, you can review or skip this step.

2 Share and Clarify Individual Responses to the Focus Question

Help students share, clarify, and understand each student's individual responses to the Focus Question. Review the Focus Question for the unit as a class, then divide students into groups of 3-4 and choose a group leader for each group. Distribute the Student Synthesis Discussion & Project Checklist to group leaders so they can help their group through the discussion, planning, project, and presentation steps.

Help group leaders initiate and facilitate a discussion where each member shares their individual answers to the Focus Question. As each student shares their thoughts, other members of the group should prompt the student to clarify, elaborate, and justify their position using phrases and questions like:

- *I think that you're saying... is that right?*
- *Could you explain to me why you think that?*
- *I have a question about what you're saying...*
- *Can you think of something you read that supports your idea?*

As each group discusses their answers to the Focus Question, point out when students use academic discourse appropriately and help facilitate good discussion behaviors. For example:

- *I like the way that Stewart asked for clarification. He was very respectful, but he asked Elle to provide evidence.*
- *Lakeisha said that she thinks that technology does more harm than good. We want Lakeisha to know that her opinion is valid, so how can we ask her to explain and defend her opinion in a positive way?*
- *Are you allowed to disagree with Megan's opinion? Is she allowed to disagree with you?*

Help students understand that critical thinking involves seeking to understand your own position, as well as others' opinions. Create a safe environment where students can share ideas and explain them in a constructive way. Help students focus on developing the ability to explain how their opinions and background, combined with evidence from the text, make up their individual point of view.

3 Collaborate and Negotiate a Shared Response to the Focus Question

Help students in the group negotiate their individual answers to the Focus Question into a shared response. Once students have shared their individual answers to the Focus Question, the group leader helps the group synthesize their answers into a shared response to the Focus Question.

Group leaders can encourage participation by asking questions like:

- *What do our answers to the Focus Question have in common? (I noticed that we all said something about...)*
- *What if we focus in this area?*
- *Do you feel that everyone's ideas are included?*
- *We can all have different opinions. Do we have something in common that we can agree on?*

As students collaborate, they don't need to change their individual answers to the Focus Question, but encourage them to look for shared elements to define their group answer.

Help students develop an appropriately complex group answer, based on the skill level of the students in the group.

Focus Question: What counts as communication?

| | |
|------------------------------|---|
| Simplest Group Answer | Talking |
| Appropriately Complex Answer | Anything that people do to share an idea is communicating. |
| Appropriately Complex Answer | While language is an important part of communication, non-verbal communication is just as powerful—sometimes more powerful. |

4 Plan and Develop a Synthesis Project

Help students choose, plan, and develop a group project that will communicate their group answer to the Focus Question. Make sure students are aware of project expectations by displaying the rubric or distributing a copy of the rubric to each group. The first time students create a project, spend a few minutes talking with the class about what each parameter of the rubric means.

Group leaders should use the Student Synthesis Discussion & Project Checklist to help their group through the discussion, planning, project, and presentation steps. If you want, you can ask students to turn in the checklist as an artifact to use for grading, or students can simply use it as a guide through the process of planning and developing their group project.

Group leaders can encourage participation by asking questions like:

- *What are your talents and interests?*
- *How can your talents and interests help us with your project?*
- *What will we create to communicate our group answer to the Focus Question?*
- *Will our project provide an opportunity for each person in the group to contribute? What will each person do?*
- *What is our plan to complete our project? Can we do this project in the allotted time?*
- *When we create our project, what part do you want to help with?*
- *What will our final presentation look like? What do you want to contribute?*
- *Is our project complete? Are there any errors? If so, how can we fix them?*
- *When we present our project, what will it look like? Who will speak first? What part do you want to do?*

Monitor students as they work to ensure participation and cooperative behavior. Ask questions about how each group's project connects to the Focus Question and how they are integrating specific examples, symbols, or references to the Passages in the unit. Help students translate their appropriately complex shared response to the Focus Question into an appropriately complex group project that communicates their shared response.

| Focus Question: What counts as communication? | |
|---|---|
| Simple Group Answer | Talking |
| Simple Group Project | A dramatization of students talking. |
| Complex Group Answer | Anything that people do to share an idea is communicating. |
| Complex Group Project | A video where multiple forms of communication are depicted with a narrator explaining that ideas are shared through talking, texting, drawings or other art forms, and in many languages. |
| Complex Group Answer | While language is an important part of communication, non-verbal communication is just as powerful—sometimes more powerful. |
| Complex Group Project | A dance where each student demonstrates a different emotion through their movements and then the students conclude together with movement showing excitement. |

5 Present the Synthesis Project

Have each group take turns presenting their Synthesis Project. If a group has created a non-verbal project (instrumental music, dance, visual art, etc.), invite them to share a brief overview explaining the connection between their Synthesis Project, Passages, and the Focus Question before they present their project. Providing a brief overview helps students make explicit connections between their Synthesis Project, Passages, and the Focus Question, and gives you insight into the students' thinking and rationale.

Example Synthesis Project

A small group addresses the Focus Question: What is art? Their group answer to the question is that art is a skillful piece of work that connects people to ideas and feelings.

Because two of the three group members have outside interests in music, the group decides to demonstrate music as art. They plan to show and explain how a skillful performance connects to the audience's ideas and feelings better than an unskillful performance.

Ava likes rap music and volunteers to create an example of an unskillful rap piece and then play a short recording of a professional rap piece. She agrees to perform the original rap piece, play the recording, and then explain how the skillful composition makes a better connection to the audience.

Liam plays piano and agrees to get permission to record himself playing a piece badly and playing a piece well in the school music room. He plans to introduce his pieces and describe the effect that a skillful performance has on an audience.

The group decides that Jayden, the group leader, will lead the presentation. Jayden agrees to introduce their project and the team members and point out specific parts of the Passages that support their project. All group members contribute to identifying supporting parts of the Passages even though Jayden will present the points they decide are most relevant to share.

2) Language functions are incorporated into a communicative goal throughout *Imagine Reading*. *Imagine Reading* materials provide students with project-based and hands-on opportunities to explore grade level concepts.

Highlighted below are the *Imagine Reading* discussion unit questions that help activate background and expand students' thinking:

True Grit

Focus Question: What causes a person to stick to their goals despite problems, setbacks, and failures?

STEP 1: FOCUS QUESTION

Introduction to True Grit

LENGTH: 1:39 CLASS PROGRESS

STEP 2: DEEP READING CYCLE

Ida Lewis, the Heroine of Lime Rock Lighthouse

LEXILE LEVEL: 1110L WORD COUNT: 1118 CLASS PROGRESS

Speaking Up

LEXILE LEVEL: 1050L WORD COUNT: 1355 CLASS PROGRESS

A Home in the Ground

LEXILE LEVEL: 1050L WORD COUNT: 1355 CLASS PROGRESS

Introduction to True Grit

LENGTH: 1:39

DISCUSSION SCAFFOLDS

FOCUS QUESTION
What causes a person to stick to their goals despite problems, setbacks, and failures?

EXAMPLE FRAMING STATEMENT
Fighting to do the right thing is never easy. And for some people, because of who they are or when or where they were born, the fight can be nearly impossible. When we read the stories of people who kept pushing forward, despite incredible odds, we can look at our own challenges and our own goals and ask ourselves a question: do we have what it takes?

EXAMPLE DISCUSSION QUESTIONS

What kinds of challenges can people encounter just because of who they are?

What kinds of challenges can people encounter because of when they were born?

What kinds of challenges can people encounter because of where they live?

What are some challenges you feel you face in everyday life?

What goals or causes do you believe are worth fighting for?

True Grit Discussion Questions

FOCUS QUESTION
What causes a person to stick to their goals despite problems, setbacks, and failures?

Throughout the unit, discuss the Focus Question with your students. Help them to synthesize how their personal experiences relate to the Focus Question and also how each Passage relates to the Focus Question. Read the [Synthesis Discussion & Project Rubric](#) for details about setting expectations for discussions.

Activate Background Knowledge and Expand Students' Thinking

At the beginning of a unit or throughout a unit, explore with your students their background knowledge relating to the Focus Question and expand their thinking beyond their immediate answers. Remember that the student's background knowledge is an asset that they bring to the discussion.

First frame the discussion with statements like these: Fighting to do the right thing is never easy. And for some people, because of who they are or when or where they were born, the fight can be nearly impossible. When we read the stories of people who kept pushing forward, despite incredible odds, we can look at our own challenges and our own goals and ask ourselves a question: do we have what it takes? Then ask questions like these:

- What kinds of challenges can people encounter just because of who they are?
- What kinds of challenges can people encounter because of when they were born?
- What kinds of challenges can people encounter because of where they live?
- What are some challenges you feel you face in everyday life?
- What goals or causes do you believe are worth fighting for?

Connect Ideas between the Passage and Focus Question

After studying each Passage or before students begin the Synthesis Discussion & Project, use these questions to facilitate passage-specific conversations relating to the Focus Question. Encourage students to use examples from the Passage, either remembered examples or specific details, to support their answers.

True Grit

Discussion Questions

Ida Lewis, the Heroine of Lime Rock Lighthouse

- What hardships and challenges did Ida Lewis need to overcome?
- When Ida rescued the soldiers James Adams and John McLaughlin, the text says, "The soldiers could not believe that a woman had saved them." Would Ida be as famous, and her story be considered so remarkable, if she were working to save lives today? Explain your answer.
- Ida's mother Zoradia also ran the lighthouse and gave aid to people in trouble in the harbor. Why do you think she doesn't get the same recognition that Ida has received?

Speaking Up

- Is there something that all the women featured in this passage had in common that enabled them to make the speeches they did? What could that be? Were these women special or were their situations special? Explain your answer.
- Women speak out against injustice in the United States far more often today than they have in the past. But do such women still face some of the same challenges as the women discussed in this passage faced? Explain your answer.

A Home in the Ground

- What challenges do Gustav and Maria Hoglund face in the early days of building their homestead?
- Why do you believe they choose to endure those challenges?
- In telling the Hoglund's story, what larger group of people is the author trying to represent, and why might she feel that their story is important enough to share?

Shining a Light on Invisible Issues

- What do you hope the students who hurt Izzy at the beginning of the passage would learn from Izzy's story?
- Do you think what Izzy is doing to combat bullying can be effective? What would you do if you were in Izzy's position?

True Grit

Discussion Questions

Leng Ouch Fights to Save Forests


- What challenges has Leng Ouch faced throughout his life?
- Attempting to protect forests in Cambodia is far riskier for Leng Ouch than if he was doing the same work in the United States. What factors might account for that difference?
- If you were in Leng Ouch's position in Cambodia, would you risk your life and the safety of your family to protect trees? Explain your reasoning.

Women on the Front Lines of Conservation

- The women of Akashinga face challenges both within their own communities and in their fight against poachers. What are those challenges?
- The passage states, "Akashinga recruits complete the same training as male rangers, and Mander has found that dropout rates among women are low. When Mander did a selection course for 189 men, 186 of them quit by the end of the first day. When he put 37 women through the same course, only three candidates had quit by the end of the entire course." What factors do you think led to a larger percentage of women completing the course?

3) The language functions support the progression of language development throughout *Imagine Reading*. The materials provide scaffolding supports for students to progress from one English language proficiency level to the next (ELP Level 3 to Level 4, ELP Level 4 to 5, and ELP Level 5 and beyond). *Imagine Reading* is designed with embedded scaffolding to support the progression of language development in Grades 3-8.

The examples highlighted below demonstrate the collection of assessment tools to support the progression of language development:



Ida Lewis, the Heroine of Lime Rock Lighthouse

LEXILE LEVEL: 1110L WORD COUNT: 1118

[Preview Passage](#)

POWER SENTENCE LESSON

POWER SENTENCE

Again and again, the waves forced the little boat back to shore, but Ida would not give up and finally pulled the oars hard enough to launch.

[Power Sentence Lesson Plan](#) [View Lesson](#)

DISCUSSION QUESTIONS

What hardships and challenges did Ida Lewis need to overcome?

When Ida rescued the soldiers James Adams and John McLaughlin, the text says, "The soldiers could not believe that a woman had saved them." Would Ida be as famous, and her story be considered so remarkable, if she were working to save lives today? Explain your answer.

Ida's mother Zoradia also ran the lighthouse and gave aid to people in trouble in the harbor. Why do you think she doesn't get the same recognition that Ida has received?

[Discussion Questions](#)

CLASS PROGRESS WRITING QUESTIONS SCORES

Power Sentence Lesson

Print [Presentation Mode](#)

Focus Question: What causes a person to stick to their goals despite problems, setbacks, and failures?

| Objective | Standards |
|--|--|
| Explain the power sentence in your own words and connect the power sentence to the focus question. | CCSS.ELA-LITERACY.RI.7.2 CCSS.ELA-LITERACY.RI.7.1 TEKS 110.23.b.2.B TEKS 110.23.b.9.A |

Teacher Preparation

Read the *Power Sentence Lesson Protocol* for details on required materials, how to set up your workspace, differentiation ideas, and more in-depth information about each step in the lesson. Read the *Passage* and Steps 1-5 in this lesson. Think of additional Discussion Questions, Connecting Ideas Questions, and Reconstruction Questions that would be meaningful for your students. Review the Focus Question and Power Sentence. Write the Power Sentence on long strips of paper. Write the Sentence Prompts on a whiteboard and cover them.

POWER SENTENCE

Again and again, the waves forced the little boat back to shore, but Ida would not give up and finally pulled the oars hard enough to launch.

3 Connect Ideas Between the Power Sentence and Focus Question

Re-read the Power Sentence and the Focus Question. Use the Connecting Ideas Question and additional questions to generate deeper class discussion about how the Power Sentence relates to the Focus Question.

Example Connecting Ideas Question

Using what you learned about the power sentence, what do you think causes Ida to stick to her goals despite the difficulty she faces in getting the boat out into the water?

4 Reconstruct the Power Sentence

Distribute the Power Sentence Printout. Ask Reconstruction Questions to help students reconstruct the Power Sentence into different sentence structures and explore how the meaning of the sentence changes. Discuss why the author made the choices they did and how students can transfer those reasons to their own writing. Reconstruct the Power Sentence in its original form and explain how it relates to the Focus Question.

Example Reconstruction Question

If you remove the chunk "Again and again," how does it affect the sentence? Why do you think the author includes this information in the power sentence? (The sentence still explains that the boat was forced back to the shore and that Ida was able to pull the oars hard enough to get the boat out into the water. However, the sentence no longer has the context of the boat being pushed back to shore over and over. The author likely includes this information because without it, it is not clear that Ida had to not only try once to get the boat out into the water, but she had to try many times.)

Match each incident with the author's intended message.

| | It's a dangerous situation. | Ida is heroic and determined. |
|--|-----------------------------|-------------------------------|
| "would not give up and finally pulled the oars hard enough to launch" | <input type="radio"/> | <input type="radio"/> |
| "he flopped on the floor of the boat, gasping for air" | <input type="radio"/> | <input type="radio"/> |
| "spotted an overturned boat with two men clinging to its slippery sides" | <input type="radio"/> | <input type="radio"/> |
| "watched choppy waves leap to meet sheets of rain" | <input type="radio"/> | <input type="radio"/> |
| "not even pausing to grab a coat or boots" | <input type="radio"/> | <input type="radio"/> |
| "extended a pole to one man and pulled him over the stern" | <input type="radio"/> | <input type="radio"/> |
| "the waves forced the little boat back to shore" | <input type="radio"/> | <input type="radio"/> |

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