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

<table>
<thead>
<tr>
<th>Standards Framework Elements Included in the PRIME Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asset-based Philosophy</td>
</tr>
<tr>
<td>A. Representation of Student Assets and Contributions</td>
</tr>
<tr>
<td>2. Academic Language</td>
</tr>
<tr>
<td>A. Discourse Dimension</td>
</tr>
<tr>
<td>B. Sentence Dimension</td>
</tr>
<tr>
<td>C. Word/Phrase Dimension</td>
</tr>
<tr>
<td>3. Performance Definitions</td>
</tr>
<tr>
<td>A. Representations of Levels of Language Proficiency</td>
</tr>
<tr>
<td>B. Representations of Language Domains</td>
</tr>
<tr>
<td>4. Strands of Model Performance Indicators and the Standards Matrices</td>
</tr>
<tr>
<td>A. Connection to State Content Standards and WIDA Language Development Standards</td>
</tr>
<tr>
<td>B. Cognitive Challenge for All Learners at All Levels of Language Proficiency</td>
</tr>
<tr>
<td>C. Supports for Various Levels of Language Proficiency</td>
</tr>
<tr>
<td>D. Accessibility to Grade Level Content</td>
</tr>
<tr>
<td>E. Strands of Model Performance Indicators</td>
</tr>
</tbody>
</table>
**PRIME Part 1: Provide Information about Materials**

Provide information about each title being correlated.

<table>
<thead>
<tr>
<th>Publication Title(s):</th>
<th>Imagine Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher:</td>
<td>Imagine Learning</td>
</tr>
<tr>
<td>Materials/Program to be Reviewed:</td>
<td>Imagine Reading (3rd-8th grade supplemental reading program)</td>
</tr>
<tr>
<td>Tools of Instruction included in this review:</td>
<td>Imagine Reading Units of Study, Power Sentence Lesson, Classroom Discussion Protocols, Independent Close Reading Texts, Imagine Instructional Videos, and Audio Playback.</td>
</tr>
<tr>
<td>Intended Teacher Audiences:</td>
<td>Curriculum Administrators, Educators Grades 3-8</td>
</tr>
<tr>
<td>Intended Student Audiences:</td>
<td>Tier 1 ESL students receiving ELD/supported language and literacy instruction in the mainstream classroom, small supported group settings, or remote learning.</td>
</tr>
<tr>
<td>Language domains addressed in material:</td>
<td>Reading, Writing, Listening and Speaking</td>
</tr>
</tbody>
</table>

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.*
Imagine Reading 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, with 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 to prepare 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 mini-lessons focused 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:**
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**

- Instructional videos
- Text chunking
- Comprehension checks
- Audio playback
- Vocabulary support
- Multimedia scaffolds
- Highlight and annotate

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

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

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:

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

**Imagine Reading Power Sentence Lesson Protocol Example Lesson Plan:**

**Purpose**
As students read increasingly complex texts, they encounter academic discourse and need explicit instruction to help them access academic language. Because each instance of academic language is unique, teachers can best help students acquire academic language by exploring the complexity of multiple samples of rich writing. Inspired by the work of Lyle V. Vinnick and Marjorie Cuyler*, the Power Sentence Lesson Protocol provides a structured method for teachers to help their students:

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

The Power Sentence Lesson is an interactive, whole-class instruction centered around idea 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 Clues, uncovering the layers of meaning and structural features within the Power Sentence. For each of these Sentence Clues, students probe into the meaning by discussing the sentence, looking for evidence, and justifying. Students are given the opportunity to connect the Power Sentence to themselves and to help them make meaning changes as they recontextualize it in different ways. Throughout the lesson, students apply their understanding of the Power Sentence in the broader context of the Focus Question.

The Power Sentence Lesson allows students to discover for themselves the intricacies of academic language and the means that authors use to communicate their ideas. The targeted language instruction in each Power Sentence Lesson helps your student 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 complex and abstract concepts on their own.
- It builds 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 talk.
- Scaffold students with direct instruction, modeling, or sentence frames.
Imagine Reading Power Sentence Lesson Deconstruction Table Example:

### DECONSTRUCTION TABLE

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

---

### Power Sentence Lesson Protocol

Facilitating Instructional Conversations around Academic Language

<table>
<thead>
<tr>
<th>Sentence Prompt</th>
<th>Guiding Question</th>
<th>Sentence Chunk</th>
<th>Example Deconstruction Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>They also described...</td>
<td>And what's a second thing they described?</td>
<td>their longing for family back home</td>
<td>Why is there a comma after &quot;back home&quot;? (Again, the author is separating things into a list)</td>
</tr>
<tr>
<td>They described their longings for family...</td>
<td>And what's a second thing they described?</td>
<td>and their outrage and humiliation at the treatment they received</td>
<td>Why does the author use these specific nouns—&quot;outrage&quot; and &quot;humiliation&quot;? (The author wants to emphasize the suffering the men experienced)</td>
</tr>
</tbody>
</table>
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 following 3rd Grade Example, *Folktales around the World, Baba Yaga* is guided by the following power sentence and deconstruction chart:
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 Vasiliya's values? What does a story which rewards Vasiliya'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 Vasiliya'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 are not 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 language)

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 technical 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.

2 General 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:

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

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

---

24 | Page
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:
Listening and Reading Comprehension supported through each cross-curricular unit cycle with embedded videos, close captions, and roll-over technology capabilities.
On and Off-line writing experiences support student’s language and literacy development.

Imagining 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
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

What makes a story funny?

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 a gentleman of noble birth. He was almost fifty years old, and very tall and thin, with a stoop and a hump. His cloak was very old, and his hat was very small. He carried a sword on his right arm and a small shield on his left. His name was Quijote, or Quixote, but none could say that it was his real name.

Quote:

"Where is the story?"

- La Mancha
- El Mourente
- Los Barrios
- Sepúlveda

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.

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 ask how each Passage relates to the Focus Question. Read the *Teaching Discussion & Project* for details about setting expectations for discussions.

**Activate Background Knowledge and Expand Students’ Thinking**

At the beginning of a unit or throughout a unit, work 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 base 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 make humor in a story?
- What makes using humor a good way to tell 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 will orient students to Imagine Reading and how to use its features. This short unit discusses what is essential to communicate and writing, and how to develop these skills.

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

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiny But Tough</td>
<td>Reading for details and evidence</td>
<td>CCSS.ELA-Literacy.CCRA.R.1</td>
</tr>
<tr>
<td>Fearless, Fantastical, and Fearless</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.CCRA.R.5</td>
</tr>
</tbody>
</table>

**Language and Writing Systems**

This unit discusses some of the ways languages communicate, from ancient writing systems to modern people to spoken languages.

**FOCUS QUESTION**
What sounds do you hear when communicating?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s Going On?</td>
<td>Predict text</td>
<td>CCSS.ELA-Literacy.R.3.3</td>
</tr>
<tr>
<td>There’s No Place Like Home</td>
<td>Understand the meaning of text</td>
<td>CCSS.ELA-Literacy.R.3.2</td>
</tr>
<tr>
<td>Identifying Sound Patterns</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.CCRA.R.5</td>
</tr>
<tr>
<td>Louis Braille: Opening the Doors to Knowledge</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.3.3</td>
</tr>
</tbody>
</table>

### Grade 4

**Incredible Creatures**

**UNIT DESCRIPTION**
This Jump Start will orient students to Imagine Reading and how to use its features. This short unit discusses some of the writing prompts and stories that help you develop these skills.

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

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiny But Tough</td>
<td>Reading for understanding</td>
<td>CCSS.ELA-Literacy.CCRA.R.1</td>
</tr>
<tr>
<td>Fearless, Fantastical, and Fearless</td>
<td>Summarize</td>
<td>CCSS.ELA-Literacy.CCRA.R.5</td>
</tr>
</tbody>
</table>

**The Secret World of Mice**

**UNIT DESCRIPTION**
This unit explores the world of mice, including the inventions and careers that create the environment. Focus questions:

**FOCUS QUESTION**
What makes mice magical?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Evolution of the Mice</td>
<td>Predict text</td>
<td>CCSS.ELA-Literacy.R.4.1</td>
</tr>
<tr>
<td>How Did You Know?</td>
<td>Identify important details</td>
<td>CCSS.ELA-Literacy.R.4.1</td>
</tr>
<tr>
<td>The First Mice on the Moon</td>
<td>Compare individuals/elements</td>
<td>CCSS.ELA-Literacy.R.4.3</td>
</tr>
<tr>
<td>C.S. and C.O.</td>
<td>Identify important details</td>
<td>CCSS.ELA-Literacy.R.4.1</td>
</tr>
<tr>
<td>How Do You Feel?</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.4.2</td>
</tr>
<tr>
<td>How Do You Feel?</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.CCRA.R.5</td>
</tr>
</tbody>
</table>

### Grade 5

**Environmental Ingenuity**

**UNIT DESCRIPTION**
This Jump Start will orient students to Imagine Reading and how to use its features. This short unit examines some of the world’s biggest environmental problems.

**FOCUS QUESTION**
What is more important: imagination or knowledge?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Is There?</td>
<td>Predict text</td>
<td>CCSS.ELA-Literacy.R.5.2</td>
</tr>
<tr>
<td>The Results of Pay de Pap</td>
<td>Reading for details and evidence</td>
<td>CCSS.ELA-Literacy.CCRA.R.1</td>
</tr>
</tbody>
</table>

**American Revolution**

**UNIT DESCRIPTION**
This Jump Start will orient students to Imagine Reading and how to use its features. This short unit examines some of the world’s biggest environmental problems.

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

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The War to Win</td>
<td>Predict text</td>
<td>CCSS.ELA-Literacy.R.5.3</td>
</tr>
<tr>
<td>A Spectacular Role</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.CCRA.R.5</td>
</tr>
<tr>
<td>The List Continues</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.5.3</td>
</tr>
<tr>
<td>Who Gave Life?</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.CCRA.R.5</td>
</tr>
<tr>
<td>Who Gave Life?</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.CCRA.R.5</td>
</tr>
<tr>
<td>The Fate of General Washington’s Army</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.5.2</td>
</tr>
</tbody>
</table>

**Africa**

**UNIT DESCRIPTION**
This Jump Start will orient students to Imagine Reading and how to use its features. This short unit examines some of the world’s biggest environmental problems.

**FOCUS QUESTION**
What does the future look like for Africa?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the Truth</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>The River Runs</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>The Dark Horse</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>The Hero of Mombasa</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>Look to the Story of the Dervish</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
</tbody>
</table>

### Grade 6

**Environmental Ingenuity**

This Jump Start will orient students to Imagine Reading and how to use its features. This short unit examines some of the world’s biggest environmental problems.

**FOCUS QUESTION**
What is more important: imagination or knowledge?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Will They Think of Next?</td>
<td>Predict text</td>
<td>CCSS.ELA-Literacy.R.6.3</td>
</tr>
<tr>
<td>The Results of Pay de Pap</td>
<td>Reading for understanding</td>
<td>CCSS.ELA-Literacy.CCRA.R.1</td>
</tr>
</tbody>
</table>

**Why Does a Tree Need Leaves?**

**UNIT DESCRIPTION**
This Jump Start will orient students to Imagine Reading and how to use its features. This short unit examines some of the world’s biggest environmental problems.

**FOCUS QUESTION**
What does the future look like for Africa?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Focus Skill</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the Truth</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>The River Runs</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>The Dark Horse</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>The Hero of Mombasa</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>Look to the Story of the Dervish</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
<tr>
<td>The Hero of Mombasa</td>
<td>Identify key text features</td>
<td>CCSS.ELA-Literacy.R.6.2</td>
</tr>
</tbody>
</table>
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 following WIDA Standards 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:
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”
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:
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:

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

**Question 3**
As you read, what question can you think about that will help you understand the article better? Write one question in the box below.
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:*

**Amazing Inventions of Ancient China**

Written by Elizabeth Massie

<table>
<thead>
<tr>
<th>Discussion Scaffolds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS QUESTION</strong></td>
</tr>
<tr>
<td>How has technology changed the world?</td>
</tr>
<tr>
<td><strong>EXAMPLE TASK:</strong></td>
</tr>
<tr>
<td>Analyze the invention of the wheel and its impact on society.</td>
</tr>
<tr>
<td><strong>EXAMPLE TASK:</strong></td>
</tr>
<tr>
<td>Explain the impact of the printing press on the spread of knowledge.</td>
</tr>
</tbody>
</table>

**With these advances in mind, it’s easy to assume that people who lived hundreds 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*:
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:
Highlighted below are *Imagine Reading* alignment examples from each grade level including the unit description, focus question, focus skill, passage, and standard:
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):
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*:
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 at 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 regulate 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 discussions without instruction on how to do so. Students need to know the techniques for effective academic discourse. In the Synthesis Discussion, the teacher models efficient use of discourse by writing down questions and expressing 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 such academic discourse routines, followed by a gradual release to independence with your continued monitoring. Help your students develop the ability to explain what appears, background experiences, and evidence from the text that confirm or inform their particular point of view. Not all students are comfortable sharing their ideas and opinions, so dạng of discussion can be used to provide the students a chance to practice this skill in a safe environment. Practice letters of disapproval and offering support for students. A synthesis discussion is a great opportunity to focus on helping students develop the ability to critically evaluate the strength of not just their own ideas and arguments, but those of other students as well. Synthesis discussions are a great opportunity to help students develop the ability to critically evaluate the strength of not just their own ideas and arguments, but those of other students as well. Synthesis discussions are a great opportunity to help students develop the ability to critically evaluate the strength of not just their own ideas and arguments, but those of other students as well.

Help them practice using accurate academic language when making assertions, requiring justification, building on another's point, and synthesizing and problem solving.

**Key elements of effective discussions are:**

- Imaging and clarifying
- Requiring justification
- Building on another's 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 more deeply apply the knowledge that they have learned in their real-world application. Synthesis projects should include adequate explanation, examples, or evidence to logically defend their group's shared response.
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 progression, 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 member’s 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 set of instructions, 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 synthesize those answers into a project that communicates the group’s shared understanding. Explain the purposes 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 reviewing or avoiding 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 3-6 and choose a group leader for each group. Distribute the Student Synthesis Discussion & Project Checklists 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 the why you think that?
- I 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 Eve to provide evidence.
- Lakenia said that she thinks that technology does more harm than good. We want Lakenia 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? (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?

<table>
<thead>
<tr>
<th>Simplest Group Answer</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately Complete Answer</td>
<td>Anything that people do to share an idea is communicating.</td>
</tr>
<tr>
<td>Appropriately Complete Answer</td>
<td>Written language is an important part of communication, non-verbal communication is just as powerful—sometimes more powerful.</td>
</tr>
</tbody>
</table>

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 reviewing or distributing a copy of the rubric to each group. The first time students create a project, spend a few minutes with the class about what each parameter of the rubric means.

Group leaders should use the Student Synthesis Discussion & Project Checklists 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 you 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 will you work 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?
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:

<table>
<thead>
<tr>
<th>True Grit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
</tr>
<tr>
<td>What causes a person to stick to their goals despite problems, setbacks, and failures?</td>
</tr>
<tr>
<td>What makes the main character continue in his quest to make a living?</td>
</tr>
<tr>
<td>Why do you think the main character in the story sticks to his goals?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction to True Grit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
</tr>
<tr>
<td>What makes the main character continue in his quest to make a living?</td>
</tr>
<tr>
<td>Why do you think the main character in the story sticks to his goals?</td>
</tr>
<tr>
<td>What makes the main character continue in his quest to make a living?</td>
</tr>
<tr>
<td>Why do you think the main character in the story sticks to his goals?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Constructive Activity and Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>True Grit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection between the Passage and Focus Question</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
<tr>
<td>What kinds of challenges can people encounter just because of where they are?</td>
</tr>
</tbody>
</table>
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: