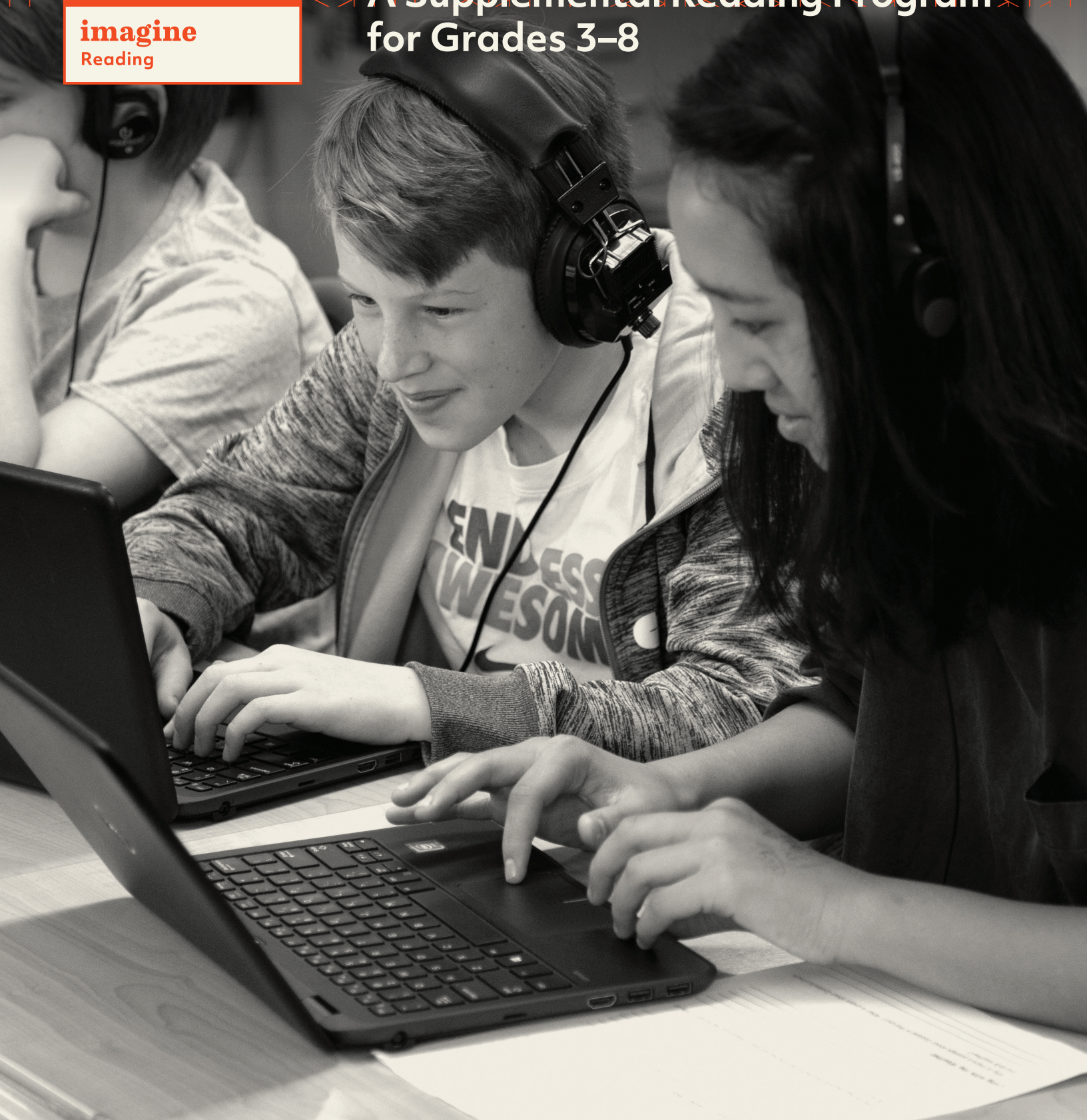




imagine
Reading

Imagine Reading

A Supplemental Reading Program
for Grades 3–8



Strong Readers. Critical Thinkers. Confident Communicators.



Reimagine Literacy Instruction for Grades 3-8

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.



A Blended Model for Deep Reading

Following a blended learning model, **Imagine Reading** includes teacher-led instruction, online student practice, facilitated classroom discussion, and group projects.

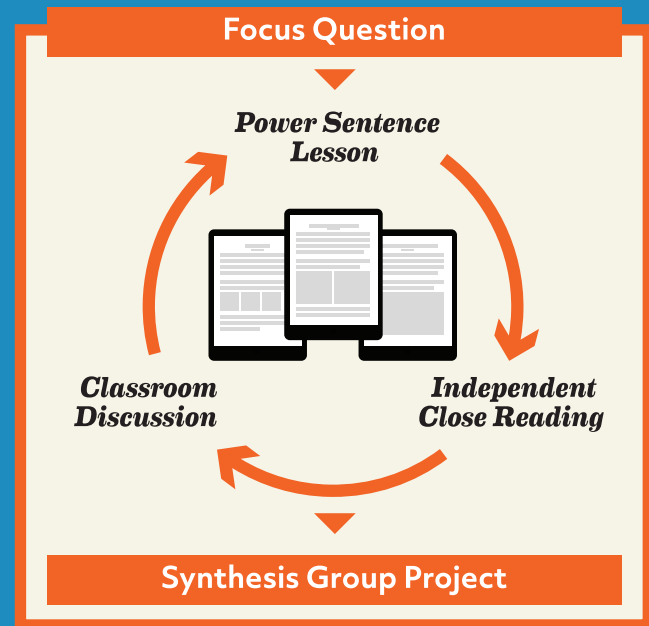
1 Each unit consists of complex texts organized around a thought-provoking Focus Question.

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

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

4 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.

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



The Power of Language

As students read increasingly complex texts, they often need explicit instruction to understand more advanced language and sentence structures. The teacher-led **Power Sentence Lesson** helps students derive meaning from a text at the sentence level. By building a foundation in academic language, students learn to approach independent close reading with confidence.

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 ...

By closely examining complex sentences, students learn how grammar and syntax—key components of academic language—affect meaning.



The Imagine Learning Language Advantage™

All students are academic language learners. The Imagine Learning Language Advantage™ is a theory of action that promotes rigorous and equitable development of language that accelerates learning across all subjects, transforming students into stronger and more confident learners.

We know language acquisition enables students to have deeper comprehension, engagement, and enjoyment of learning.

A Springboard for 21st Century Learning

Prepare students for college and careers with rigorous academic discourse across content areas. **Imagine Reading** helps students read challenging texts and apply their knowledge through both speaking and writing.

The author uses the above paragraph to describe both Jackson's scientific studies and her work supporting students of color at MIT.

Why might the author have included both efforts in the same paragraph?

- She is struggling to commit to a main idea for this particular paragraph.
- She wants to support the significance of Jackson's work by including more information.
- She feels it would be boring to only focus on Jackson's scientific accomplishments.
- She believes that her work in both areas was equally important.

Submit

Students learn and practice **critical thinking skills**, such as identifying the main idea and supporting details, considering author's purpose, and citing text evidence in written responses.

Match the plant to its characteristic.

Indian rhododendron	
Koster's curse	a sun blocking bush
thimbleberry	a chemical releasing bush

⌘ a thistle-like plant

Submit



Thimbleberry



Koster's curse



Indian rhododendron

Students practice with **technology-enhanced items** found on high-stakes assessments, including selectable text, drag-to-order, and multiple correct.

Project-Based Learning

Through project-based learning, students synthesize and apply newly acquired knowledge to work with real-world connections. This creative, collaborative approach to learning helps students build content knowledge in a way that's meaningful and personally relevant.



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.

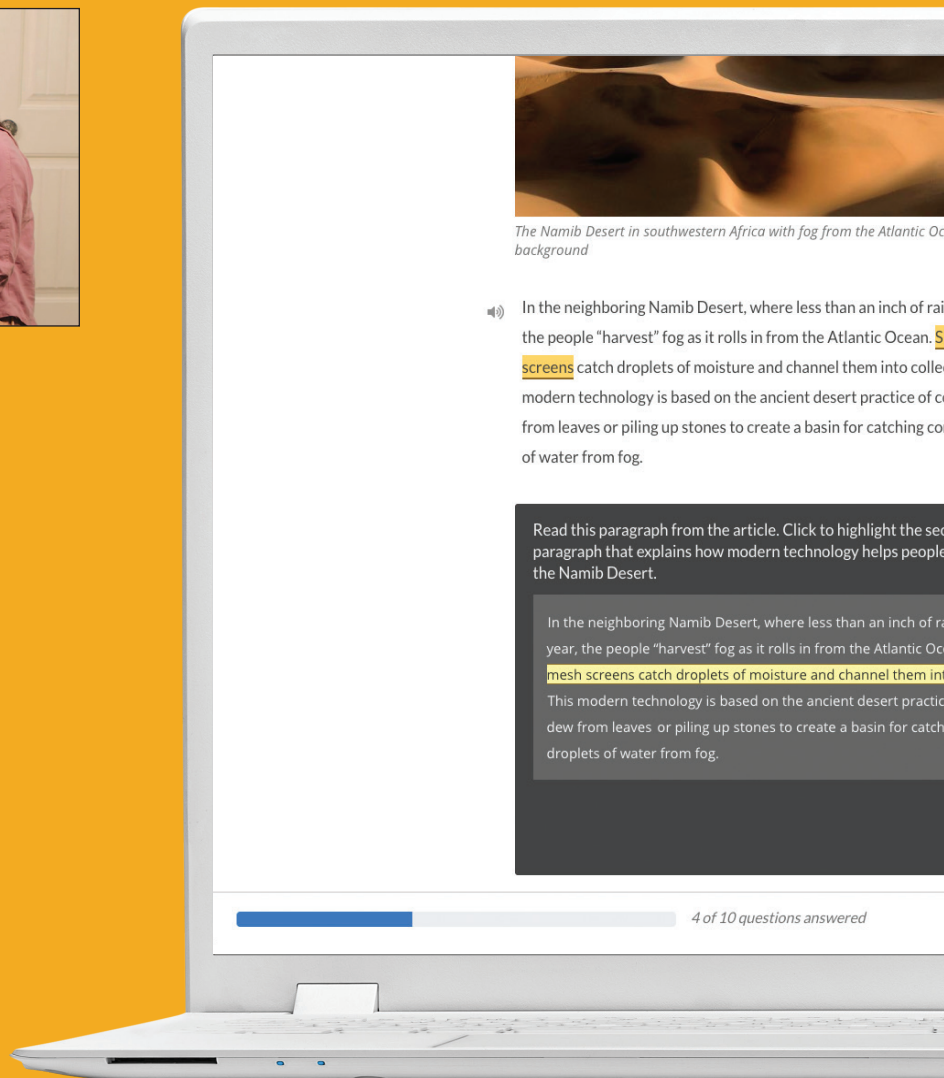


Students can use the **audio playback** feature to hear the text read aloud, which models fluent reading and supports reading comprehension.



Go back through the text and highlight at least **one** strategy for surviving each of the **three** main dangers mentioned in the article.

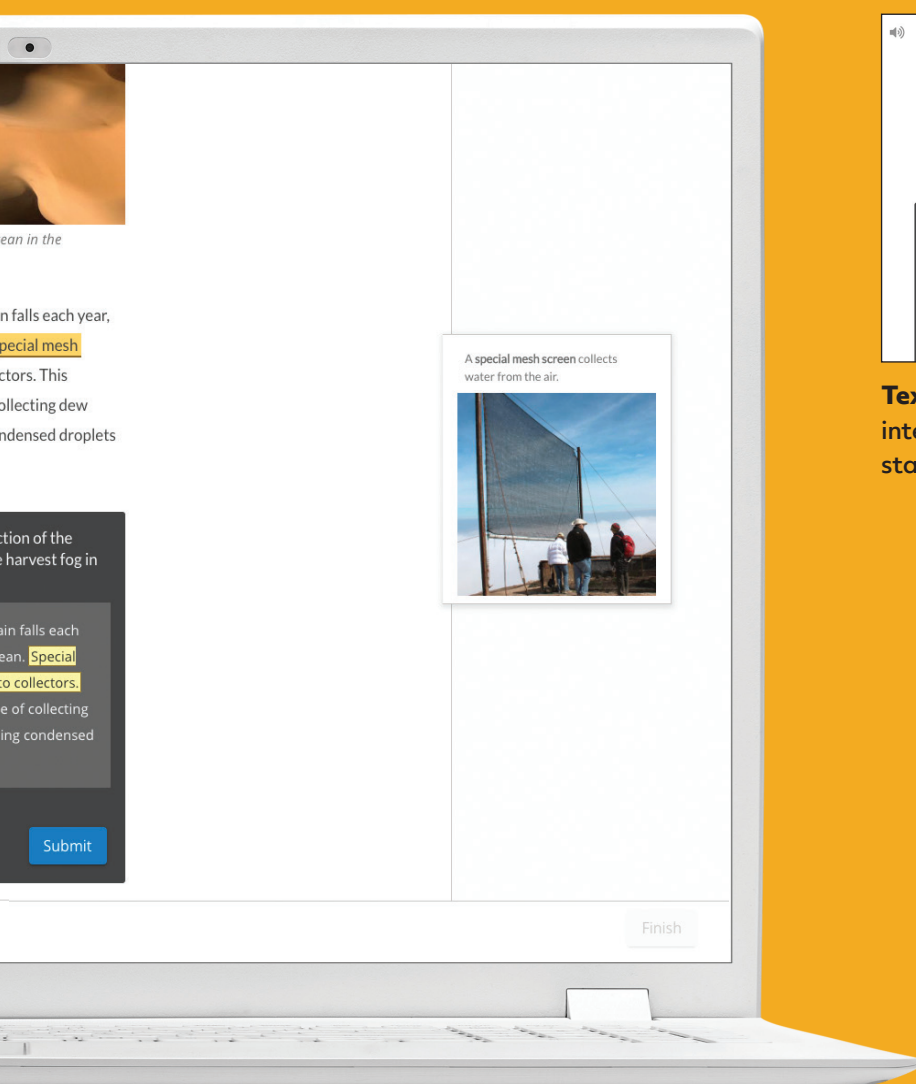
Students practice organizing ideas for written responses by **highlighting and annotating texts**.



Deserts cover much of central Australia with dark red soil and **scrubby vegetation**. The nation's indigenous people have lived there for more than 30,000 years, where they have survived by hunting, gathering desert plants, and

scrubby vegetation: small bushes and trees

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



Believe it or not, people can survive very well in the desert. For millions of years, we humans and our ancient ancestors have lived in the driest, hottest climates in the world. Because we walk upright, less of our body surface is exposed to direct sunlight. We stay cool because we have less hair on our bodies than desert animals like camels and foxes, but the hair on our heads shades our skulls and keeps our brains from overheating.

According to the paragraph above, why is walking upright an advantage in the desert?

- Less of the body is exposed to direct sunlight.
- Being close to the shifting sand is dangerous.
- It keeps our brains from overheating.

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.

Texts Worth Talking About

Cross-Curricular Units

Grade 3



Defining Art



Folktales Around the World



Rivers and Streams



Language and Writing Systems

Grade 4



All the World's a Stage



Human Influences on the Environment

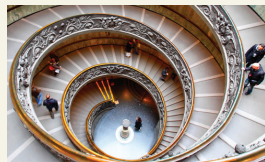


Ecosystems: A Balancing Act



Maps and Navigation

Grade 5



Perspective



The Fight for Civil Rights



The Human Body



Survival

Grade 6



Dance: A Cultural Tradition



The Stories That We Tell



Extreme Environments and Wild Weather



Money and the Change It's Made

Grade 7



Architecture: A Window to Our Lives



Inventors Who Changed the World

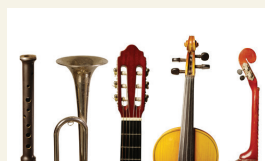


Using Our Brains



True Grit

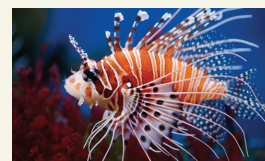
Grade 8



Making Music



Game Changers

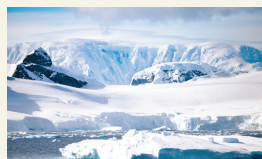
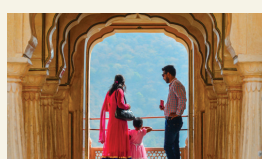
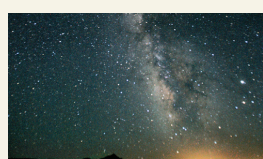
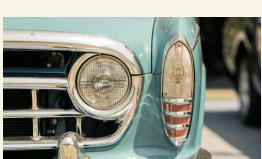
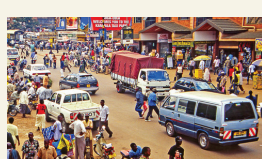
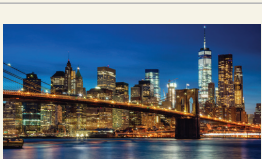
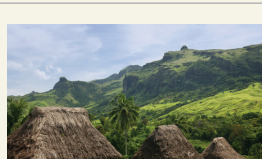
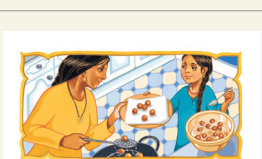
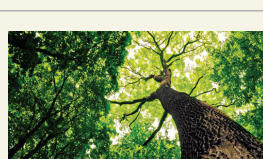


The Mighty, Fragile Ocean



The DNA Question



 What Is a Community?	 Icy Antarctica	 Impressive Animals
 The Secret World of Movies	 East Asia	 The Need for Speed
 American Revolutionaries	 South Asia	 Space: Exploring Beyond the Horizon
 Transportation	 Africa	 Energy Buzz
 Major Cities of the World	 Australia and the South Pacific	 Fun with Physics!
 Dessert: It's Not Just for Breakfast Anymore!	 Life in Latin America	 The Living World of Plants

Classic Literature



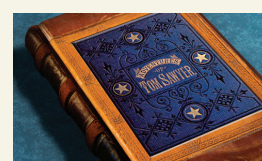
The Wizard of Oz



Anne of Green Gables



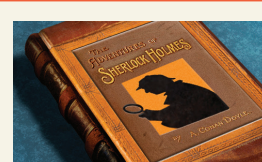
Don Quijote



Tom Sawyer



The Call of the Wild



Sherlock Holmes

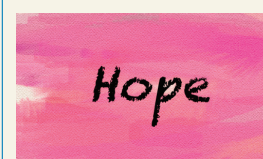
Poetry



Imagery



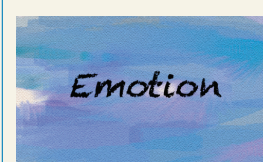
Imagination



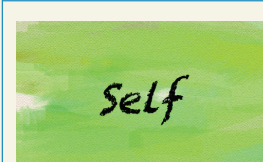
Hope



Connection



Emotion



Self

Empowered Educators

Equip teachers with professional learning and tools to provide rigorous, standards-aligned instruction. With easy-to-use lesson plans and embedded assessments, **Imagine Reading** builds teacher capacity for academic discourse and project-based learning.

Resources to Enrich Instruction

New and experienced teachers alike can enhance their instructional practice with resources to develop students' reading, writing, listening, and speaking skills.

Power Sentence Lesson Protocol
Facilitating Instructional Conversations 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 Fillmore and Maryann Cucchiara¹, 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 structure, 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.

¹ Lily Wong Fillmore and Charles J. Fillmore, "What Does Text Complexity Mean for English Learners and Language-Minority Students?" (paper presented at the Understanding Language Conference, Stanford University, January 2012). <https://www.uclan.edu/understanding-language/2012/01/20/what-does-text-complexity-mean-for-english-learners-and-language-minority-students/>
² Maryann Cucchiara, "Building Learning, Language, and Literacy (Washington, D.C.: Council of the Great City Schools, August 2018). <https://www.councilthegreatcityschools.org/wp-content/uploads/2018/08/Building-Learning-Language-and-Literacy.pdf>

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What Is a Community?

Discussion Questions

FOCUS QUESTION

What is a community?

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: **Although we hear the word community discussed often—"This is important to our community," "We have to support our community"—what a community actually is can mean different things to different people. People use the word to describe a neighborhood, a town, a family, or a group with shared interests or challenges. Understanding what community means to you will help you better understand your role in that community.** Then ask questions like these:

- Is a community limited to a specific place?
- How big or small can a community be?
- What are the important roles people play in a community?
- What elements must a community have in order to be healthy and to thrive?
- How does a community grow and change, and how can people help it change in a positive way?

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

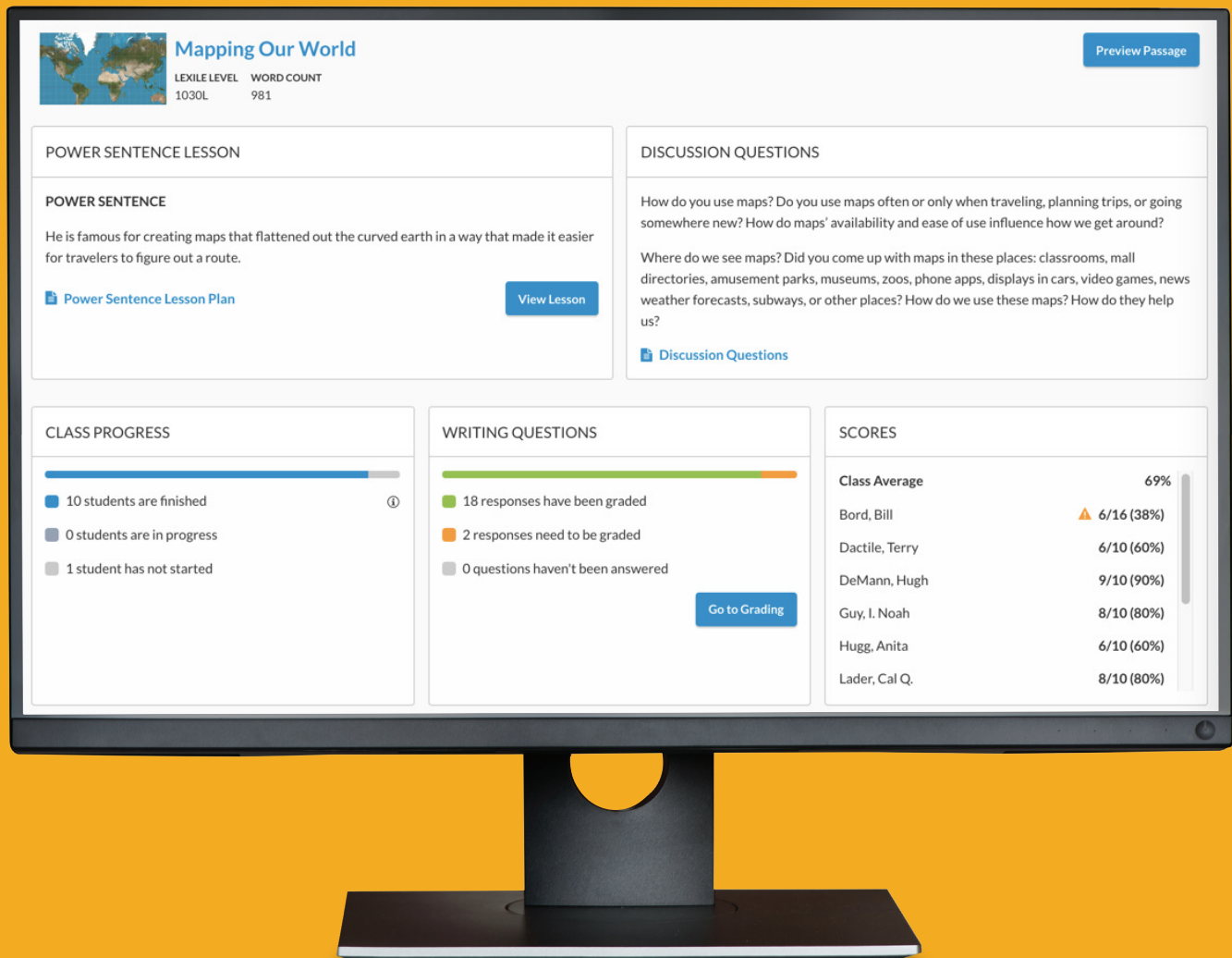
Integrated lesson plans show teachers how to unpack complex sentences to determine meaning. This helps build student comprehension of academic language in complex text.

Discussion protocols help teachers lead and facilitate offline discussions about texts, building student proficiency in the conventions of academic discourse.



One-Stop Teacher Dashboard

Access lesson plans, discussion questions, and student assignments with a teacher-friendly interface.



Imagine Reading fits flexibly into existing curriculum, with thematic text sets that align to ELA, science, and social studies standards.

A Complete PreK–8 Literacy Solution

Our portfolio of digital literacy programs is designed to help students in grades PreK–8 read, write, speak, and understand the language of learning. Powered by the **Imagine Learning Language Advantage™**, our programs teach skills that are critical to achieving reading proficiency and academic success. By mastering these essential reading and language skills, students can accelerate their rate of learning across all subject areas.

Early Literacy



Imagine Language & Literacy is an adaptive learning solution that accelerates reading and language proficiency for students in grades PreK–6.



Imagine Español is a personalized learning solution that accelerates grade-level reading and language proficiency in Spanish for students in grades PreK–2.

Adolescent Literacy



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



Learn more at
imaginelearning.com/reading

