

**Magnetic Reading™**

# Putting the Science of Reading to Work

*Magnetic Reading Foundations*, Grades K–2

*Magnetic Reading*, Grades 3–5





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# Introduction

At Curriculum Associates, we believe all students can become skilled readers, and the best way to get them there is explicit, systematic, and evidence-based literacy instruction grounded in the body of research that has proven that teaching students to read is an art and a science. These beliefs are at the core of our *Magnetic Reading* K–5 resources, designed to take every student from foundational skills to reading fluency.

## Reading Is a Complex Process

Thousands of international, interdisciplinary, scientific, and educational studies have pinpointed what—and, crucially, how—we must teach students who are learning to read. The resulting evidence forms the foundation of reading science. Humans are not hardwired to read in the same way we are to speak. We must all be explicitly taught to decipher the “code,” beginning with these **word recognition** skills:

- **Phonological Awareness:** the ability to recognize and manipulate the sounds of spoken language
- **Phonics:** the ability to map sounds onto letters or combinations of letters (i.e., sound spellings)
- **Recognition of High-Frequency Words:** the ability to automatically identify and read words that occur most often in text

As students move systematically from learning to read to reading to learn, these **language comprehension** skills are essential for students to become proficient readers:

- **Literacy Knowledge (Genres and Text Features):** knowledge specific to understanding the features of literary and informational text
- **Background Knowledge (Content and Cultural):** information stored in the brain based on prior experiences of topics and ideas
- **Verbal Reasoning:** the ability to draw conclusions by connecting new information to what is already known
- **Language Structures:** the knowledge of word meanings and how they are combined into meaningful sentences

More recent research has proven that there are additional contributors to skilled reading. These contributors form **bridging processes** both within and across word recognition and language comprehension (Nation, 2019):

- **Literacy Knowledge (Concepts of Print):** knowledge specific to understanding how print works, such as reading it from left to right and top to bottom in English
- **Fluency:** the ability to read with accuracy, automaticity, intonation/inflection, and proper phrasing
- **Vocabulary Knowledge:** the ability to understand the meanings of words and phrases

The students themselves also play a key role in reading success. Skilled readers utilize active self-regulation strategies to maintain engagement with the text (Duke & Cartwright, 2021). **Active self-regulation** includes:

- **Motivation and Engagement:** the interest and desire to read that leads to active reading
- **Use of Comprehension Strategies:** deliberate actions that help readers construct meaning

# Scope and Sequence

The *Magnetic Reading Foundations* K–2 scope and sequence is organized to systematically build and reinforce foundational skills. Our scope and sequence is informed by and aligned to research collected from cutting-edge reading science, including that from Heidi Anne Mesmer and Linnea Ehri.

**Grade K Scope & Sequence**

WEEK	CONCEPTS OF PRINT	LETTER RECOGNITION	PHONOLOGICAL AWARENESS	PHONICS	LETTER FORMATION
1	• All About Me • Names • Distinguish Pictures from Words • Environmental Print	• Alphabet Sequence • Mn, Tt • Aa, Mm, Tt	• Count Words in Sentences • Recognize Letter Sounds • Recognize Rhyme • Count and Say Syllables • Recognize Letter Sounds	• Mn, Tt • Aa	• Mn, Tt • Aa

**Grade K Scope & Sequence continued**

WEEK	PHONOLOGICAL AWARENESS	PHONICS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
26	• Blend Phonemes • Isolate Phonemes (Initial, Medial) • Substitute Phonemes (Initial)	• Identify Phonemes (Medial) • Segment Phonemes • Long u: u_e	• Words with Long u: u_e	• on, fox, five, were	• Accuracy: Read More Slowly	
27	• Blend Phonemes • Isolate Phonemes (Initial, Medial) • Segment Phonemes	• Delete Phonemes (Initial, Final) • Add Phonemes (Initial, Final) • Substitute Phonemes (Initial)	• Long e: ee, e_e	• Words with Long e: ee, e_e	• do, into, very, who	• Accuracy: Confirm and Correct Word Recognition
28	• Blend Onset and Rhyme • Isolate Phonemes (Medial) • Identify Phonemes (Medial)	• Review Short and Long i: i and Long i: i	• Words with Short and Long i: i and Long i: i	• more, offer, people, your	• Accuracy: Read Out Loud	cloud feel out sky
29	• Substitute Phonemes (Initial, Final) • Isolate Phonemes (Medial) • Identify Phonemes (Medial)	• Review Short and Long o: o and Long o: o	• Words with Short and Long o: o and Long o: o	• all, also, call, may	• Accuracy: Read More Slowly	
30	• Substitute Phonemes • Isolate Phonemes (Medial) • Identify Phonemes (Medial)	• Add Phonemes (Initial, Final) • Delete Phonemes (Initial, Final) • Substitute Phonemes (Medial)	• Review Short and Long a: a and Long a: a	• Words with Short and Long a: a and Long a: a	• down, how, now, which	• Accuracy: Confirm and Correct Word Recognition

**Grade 1 Scope & Sequence**

WEEK	CONCEPTS OF PRINT	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	LETTER FORMATION	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
1	• Book Handling • Text Direction	• Recognize/Produce Rhyme • Substitute Phonemes	• Short o • Common and Uncommon • a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	• Plural Nouns • i (no spelling changes)	• Words with Short o	• Aa, Dd	• and, see, the, to	• Accuracy	

**Grade 1 Scope & Sequence continued**

WEEK	PHONOLOGICAL AWARENESS	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
26	• Blend, Segment, Identify, Substitute Phonemes • Isolate Phonemes (Medial, Final) • Substitute Phonemes (Final)	• Controlled Vowels on word, one	• Consonant + le Syllable Patterns	• Words with on, one, one	• again, close, soon, yes	• Accuracy	
27	• Blend, Segment, Add, Identify Phonemes • Isolate Phonemes (Medial, Final) • Substitute Phonemes (Final)	• Digraphs on, ey	• Compound Words	• Words with ou, re	• always, close, give, here	• Rate/Pacing	
28	• Blend, Segment, Add, Identify Phonemes • Isolate Phonemes (Medial, Final) • Substitute Phonemes (Initial)	• Digraphs on, ey	• Visual Team Syllable Patterns	• Words with ai, ay	• another, first, move, near	• Intonation/Inflection	appear Earth moon weather
29	• Blend, Segment, Add, Identify Phonemes • Isolate Phonemes (Medial, Final) • Substitute Phonemes (Medial)	• Variant Vowels on (break) • Variant Vowels on (break), on (break), on (break)	• Singular Plurals	• Words with Variant Vowel on (break), Variant Vowel on (break), on (break), on (break)	• often, learn, school, work	• Appropriate Phrasing	
30	• Blend, Segment, Delete, Identify Phonemes • Isolate Phonemes (Medial, Final) • Substitute Phonemes (Medial)	• Variant Vowels on, on, on	• Suffix -ly	• Words with Variant Vowel on, re, off	• so, full, put, together	• Expression	

**Grade 2 Scope & Sequence**

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
1	• Short Vowels • Review: Double Final Consonants	• Plurals with -s	• Words with Short Vowels	• do, that, the, to, you	• Appropriate Phrasing	

**Grade 2 Scope & Sequence continued**

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
26	• Closed and Open Syllable Patterns • Final e Syllable Patterns	• Inflectional Endings (with spelling changes) • Prefixes: re-, pre-, un-, dis-	• Words with Closed and Open Syllable Patterns • Words with Final e Syllable Patterns	• become, ever, questions, today	• Expression	
28	• Controlled Vowel Syllable Patterns	• Suffixes: -er, -or, -ly, -y, -ful, -less	• Words with Controlled Vowel Syllable Patterns	• color, during, early, hour	• Intonation/Inflection	
29	• Final Stable Syllable Patterns: -ion, -ion, -le, -al, -al	• Suffix: -ion	• Words with Final Stable Syllable Patterns	• father, finally, listen, mother	• Appropriate Phrasing	
30	• Vowel Team Syllable Patterns	• Reading Big Words: Three (or more) Syllables	• Words with Vowel Team Syllable Patterns	• area, building, measure, nothing	• Accuracy	canyon erosion feature mountain

Contact your Curriculum Associates Educational Sales Consultant to access the full *Magnetic Reading Foundations* K–2 scope and sequence.

# Word Recognition

## Phonological Awareness

Research shows that phonological awareness is one of the first and most essential reading skills that students must learn as it is the greatest predictor of future reading success (National Reading Panel, 2000; Wagner & Torgesen, 1987). The phonological awareness scope and sequence in *Magnetic Reading Foundations K–2* follows a progression from large units of sound, such as syllables and onset-rime, and moves to individual phonemes.

Research has confirmed that the phoneme level is the most important skill for later reading success because it trains students to hear the word parts that correspond to sound spellings (Brady, 2020; Wagner & Torgesen, 1987; Petscher et al., 2020). In *Magnetic Reading Foundations K–2*, students hear the week's phonics sounds in the phonological awareness, or Listen Up!, part of the session first. This sequence helps students learn to sound out words (Muter et al., 1997; Yopp & Yopp, 2000).

SESSION 3  
INTRODUCE

Letter **Bb**

### Listen Up!

**PHONOLOGICAL AWARENESS**  
**Count and Say Syllables**

**EL** To support children in counting syllables, ask them to place their hand under their jaw. Say the word *bat* with them. Have them notice how their jaw moves down and up one time. Say *batter* slowly with them. Have them notice how their jaw moves two times.

**TEACH/MODEL** Tell children that a syllable is a part of a word. Each syllable in a word has a beat. Some words have one syllable, while others have more than one. You can count the beats in a word. Explain that you will count the syllables in the word *bat*. Say the word and clap once to count each beat, or the syllable. **Say, The word bat has one part.**

Then say the word *batter* and clap once for each syllable. **Say, The word batter has two syllables: bat • ter.**

**APPLY** Say the following words and have children clap as they say each syllable. Then have them tell you how many syllables are in each word.

basket, 2	bit, 1	bottle, 2
apple, 2	taco, 2	magazine, 3

**CHECK** Can children count and say the syllables they hear in words?

**Not Yet:** Reteach the lesson using counters and Elkonin boxes to provide tactile and visual support. Move one counter into a box as you say each syllable in a word. Allow children to use counters, as well.

**PHONOLOGICAL AWARENESS**  
**Recognize Letter Sounds**

**EL** All children can participate in language activities, but keep in mind that they will progress at different rates. Informally check progress during the year and be aware of activities that continue to be difficult for some children.

**RECOGNIZE LETTER SOUNDS ROUTINE**

**MODEL** Listen for the first sound in the word *bird*.  
**Listen for the Sound:** *I am going to listen for the first sound in the word bird.*  
**Say the Sound:** *Now I will say the first sound I hear in bird: /b/. The first sound in bird is /b/.*

**APPLY** Have children listen for the first sound in the word *bee*.  
**Listen for the Sound:** *Your turn! What is the first sound in the word bee?*  
**Say the Sound:** *Now you say the first sound you hear: /b/. Again: /b/.*

Now use the routine and have children listen for the first sound in each word below. Correct all errors.

bell, /b/	box, /b/
map, /m/	big, /b/

Read aloud the words above. Have children whisper the word that does not begin with /b/.

### Learn Letters!

**PHONICS**  
**Introduce Bb**

**EL** There is a sound-spelling match for the letter *b* in Spanish, Vietnamese, and Haitian Creole. After practicing the sound, ask children to say words in their home languages that start with the sound.

**TEACH** Display Word Building Cards *B* and *b*.  
**Say, This is the uppercase, or capital, B, and this is the lowercase b.** Have children say the letter name. Then display the **SS&A Cards**. Name the picture and explain that the letter *b* stands for the /b/ sound at the beginning of *ball* and *basketball*. Guide children to say the letter sound. Use the articulation support.

**APPLY** Say each word below, emphasizing the first sound. Have children point to the displayed **SS&A Cards** when they hear a word that begins with /b/. *b*.

bell	bug	bull
tell	boot	mat

Reinforce alphabetic sequence by having children sing the Alphabet Song with you as they point to each train car on the Letter Train in their workbooks. Repeat with the Alphapillar.

- Ask about sequence: *Which letter comes before b?*
- Have children find and circle uppercase *B* on the Letter Train and lowercase *b* on the Alphapillar.

Then have children practice in their workbooks connecting *b* to /b/.

**CHECK** Can children connect the letter *b* to the sound /b/ and identify words that begin with *b*?

**Not Yet:** Point to the image on the **SS&A Cards** as you say /b/ several times. Then write words beginning with *b* that children name and underline the initial *b* in each word. If children continue to struggle, review the Recognize Letter Sounds lesson for further support.

**Letter Formation: Bb**

**TIP** As you model how to form *Bb*, point to the writing posture by sitting up straight and both feet flat on the floor. Observe children's posture and suggest corrections as needed.

**MODEL** Explain and show how to form *B* and *b*. For directions on letter formation, please see Teacher's Guide pp. A68–A71.

**APPLY** As children practice in their workbooks, have them say the letter name each time they write the letter.

**APPLY/PRACTICE**  
Before children begin working, say picture names.

**STUDENT WORKBOOK**

Letter Recognition

Phonics

Letter Formation

**Read Aloud!**

Read aloud from p. 6 of *Alphabet Tales*. Turn to Teacher's Guide p. 56 for instruction.

52 UNIT 1 • All About Me

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WEEK 3

In this Grade K session, students isolate the initial sound in words that start with /b/ in the **Listen Up!** part of the session.

This helps students understand the connection between the sound and the letter used to represent the sound that is introduced in the **Learn Letters!** part of the session.



The *Magnetic Reading Foundations* K–2 phonics scope and sequence begins with letter recognition, in which students are steeped in letter learning and heavily scaffolded into decoding words with the simplest sound spellings, such as short vowels, progresses through consonant digraphs, and advances into more complex sound spellings, like blends and vowel teams (Guthrie & Seifert, 1977; Pirani-McGurl, 2009). Students then learn spelling patterns that help them recognize larger, distinct representations of spoken sounds. This helps students develop their word attack skills for decoding multisyllabic words and use knowledge of spelling patterns to accurately encode, or write, the combination of letters to represent the sounds they hear in spoken words (Ehri, 2020; National Reading Panel, 2000; Petscher et al., 2020).

In the **Build Words!** part of the session, teachers model how to read words with the new sound spelling. After, students practice in the **Apply/Practice** part of the session.

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## Encoding

Students practice word building to warm up for spelling. Teachers explicitly model words, and students practice building them using the **Word Building Cards**. Teachers guide students to change a letter to spell a new word.

SESSION 4

PRACTICE & EXTEND

Long e: ea

Listen Up!

PHONOLOGICAL AWARENESS

Substitute Phonemes

TIP

Have children who struggle with substituting sounds say each sound in the new word before combining all the sounds to say the word.

CHANGE SOUNDS ROUTINE

MODEL

Change /m/ in meat to /n/ to form neat.

Listen:

I am going to change the sound in a word to say a new word. I will change /m/ in meat to /n/.

Say the New Word:

When I change /m/ in meat to /n/, the new word is neat.

APPLY

Have children change /p/ in peep to /k/ to form keep.

Listen:

Your turn! Change /p/ in peep to /k/.

Say the New Word:

What new word do you get when you change /p/ in peep to /k/? keep

Now use the routine and have children substitute phonemes in the words below. Correct all errors.

/sh/ in sheet to /f/ = feet

/b/ in beak to /s/ /n/ = sneak

1/d/ in day to /s/ = say

/d/ in deal to /r/ = real

/s/ in sea to /t/ = tea

2/m/ in may to /w/ = way

CHECK

Are children able to substitute phonemes in words with long e and long a?

Not Yet:

Give children the words above and have them say rhyming words to give them practice with initial phoneme substitution. Then have them work with other word pairs to practice initial phoneme substitution. Use these words: sheep/cheep, neat/seat, seed/feed.

Build Words!

PHONICS

Encode Words

BUILDING WORDS

Warm up for dictation. Use Word Building Cards to model building sea. Point to each card, say the sound, and blend the word. Have children add one letter to spell seal. Repeat to spell steal.

DICTATION

We built some long e words with our cards. Now let's write some words!

SPELL IT ROUTINE

MODEL

Think aloud as you spell the word leash.

Say the Word:

The word is leash. I am going to think about the sounds I hear in leash.

Connect Sounds to Spellings:

First, I will say the word slowly, leash. Next, I will think about the first sound I hear. The first sound in leash is /l/. I know the letter l stands for /l/. I will write l. Repeat for the remaining sounds to spell leash.

APPLY

Have children write today's dictation words and sentence on p. 89 of their Student Workbook.

Say the Word:

Your turn! The first word is lean. Remember to say the word to yourself to help you think about the sounds.

Connect Sounds to Spellings:

Think about the first sound in lean. Which letter stands for that sound? Write the letter. Keep going for each sound in lean!

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy.

1. lean      2. scream      3. heap      4. paid

5. He will eat the peas.

CHECK

Can children accurately spell words with long e spelled ea?

Not Yet:

Remind children to use the SS&A Cards displayed in the room as tools to help them spell the words.

WORD ANALYSIS

Suffixes -ful, -less

TEACH

Remind children that a suffix is a word part added to the end of words to change the meaning. The suffix becomes the last syllable of the longer word. Review that the suffix -less means "not having any" and the suffix -ful means "full of." Write the suffixes and have children say them in unison with you.

MODEL

Write the word sleepless. Read it aloud and have children repeat after you. Say, I see that this word has the base word sleep and the suffix -less. I will divide the word into syllables by placing a slash between sleep and -less. Blend the syllables to read sleepless. Say, Sleepless means "not having any sleep." Repeat with the word restful, pointing out the base word rest and the suffix -ful.

APPLY

Write playful and endless. Prompt children to tell you where to divide the syllables. Then have children blend the syllables to read the words in unison. Have children tell the meaning of each word.

See the practice page for Word Analysis.

Lessons include direct instruction and practice with encoding using the **Spell It Routine**. This gives students the opportunity to practice new sound spellings and review the previous week's sound spellings.

Students learn **word analysis** skills that complement phonics skills to build word knowledge.

# High-Frequency Words

The ability to recognize high-frequency words is essential for fluent reading (Blevins, 2017). *Magnetic Reading Foundations K–2* provides systematic and explicit high-frequency words instruction using a partial decoding approach. This means that high-frequency words are grouped together by pattern, which facilitates orthographic mapping and helps students make analogies to other unknown words (Ehri et al., 2009). This approach helps students retain the words better than if they learned with memorization alone (Miles & Ehri, 2019).

WEEK 6

### Build Words!

**PHONICS**  
**Beginning Digraphs: sh- and th-**

**TEACH** Tell children that sometimes two consonants together can stand for one new sound. Display the **SS&A Cards** for sh. Say the image name, say the sound, and have children repeat after you. Write shed and read it aloud. Underline sh and say the sound with children. Repeat, using the **SS&A Cards** for th and the words thud and that. Point out that th can stand for a soft sound as in thud or a hard sound as in that.

**BLEND WORDS ROUTINE**  
**MODEL** Write the word ship.  
**Say the Sounds:** I am going to say each sound in the word ship: the letters sh stand for /sh/, i stands for /i/, and p stands for /p/.  
**Blend the Sounds Together:** Now listen as I blend these sounds together: /shīp/, ship. Say the word with me: ship.  
**APPLY** Write the word thud.  
**Say the Sounds:** Your turn! Say each sound in the word: /th/ /u/ /d/.  
**Blend the Sounds Together:** Now blend the sounds together: /thūd/, thud.  
Now use the routine and have children blend sounds to say the words below.

shin	shop	shut
that	thin	them

**CHECK** Can children decode words with digraphs sh- and th-?

Not Yet: If children read /sh/ as /s/ or /th/ as /t/, use the articulation support on the **SS&A Cards** to model blending the digraphs. If children continue to struggle, review the *Isolate Phonemes* lesson for further support.

### High-Frequency Words

**TEACH** Introduce this week's high-frequency words like, make, there, and what.

**SUPER WORDS ROUTINE**  
**See and Say the Word:** Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.  
**Spell the Word:** Have children say the letters in the word. Review known sound-spellings and have children say them with you.  
**Write the Word:** Have children write the word on a piece of paper and check their spelling.  
**APPLY** See the practice page for High-Frequency Words.

**STUDENT WORKBOOK**  
Phonics p. 98  
High-Frequency Words p. 99

**WORD-LEVEL READING FLUENCY**  
Guide children to read the words on Student Workbook p. 100. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

than	then	this	them
shop	shin	shut	shell
up	run	us	but
think	share	shovel	threw

What is in that shop?  
Thad got a shell in there.

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WEEK 6 • Session 1 109

The **Super Words Routine** provides a structure for introducing Super Words (i.e., high-frequency words). Students hear context sentences and practice words through writing and multimodal activities.

Super Words

Trace and write each Super Word.

like	make	there	what
1. like			
2. make			
3. there			
4. what			

Write the missing Super Words.

5. \_\_\_\_\_ is in the pan?

6. I will \_\_\_\_\_ eggs for us.

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what

Do you know **what** time it is?

**What** will the weather be like?

I know **what** we can do today.

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**Students practice saying, spelling, and writing the Super Words** as well as reading them in sentences and connected texts. This provides multiple opportunities to build fluency with the Super Words in various contexts.

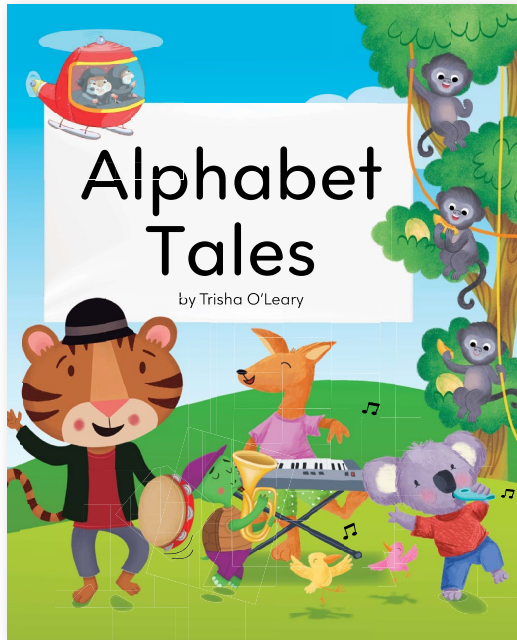
There is one **Super Word Card** for each Super Word taught in the program to help students say, spell, and write each word. The cards include the word and context sentences to support meaning and usage.



# Bridging Processes

## Literacy Knowledge: Concepts of Print

Researchers agree that the understanding of concepts of print is important for reading acquisition (August & Shanahan, 2006). *Magnetic Reading Foundations K–2* provides explicit instruction in concepts of print, such as book handling, text features, directionality, punctuation, and how to track text with fingers. Later, as students become more secure in the alphabetic principle, they learn concept of word, which prepares them for decoding (Ehri & Sweet, 1991).



***Alphabet Tales***, our program-specific Big Book, is used in Grade K to introduce each letter and teach concepts of print in a whole class format.



***Alphabet Books*** are simple, mostly visual little books that help Grade K readers build concepts of print and alphabet knowledge in a whole class or small group format.



Teachers can use ***Magnetic Readers*** to reinforce concepts of print as needed in small groups.

# Fluency

In *Magnetic Reading Foundations K–2*, students practice isolated word reading fluency as well as fluency in connected texts. Research shows that when children practice with isolated words, they have better recall of orthographic patterns and spellings than when they read words in connected text (Ehri, 2020). Reading isolated words is one important type of practice, and reading connected text is another. Reading connected text applies phonics, high-frequency words, word analysis skills, and fluency to the meaning of words (Ehri & Roberts, 1979; Goldenberg, 2020). *Magnetic Reading Foundations K–2* provides ample opportunities for students to practice word reading fluency and apply the skills they’ve learned in connected texts.

**Phonics**

Read out loud.

1. than      then      this      them
2. shop      shin      shut      shell
3. up      run      us      but
4. think      share      shovel      threw
5. What is in that shop?
6. Thad got a shell in there.

**Read Together!** Words with Bb



Sam and Tam play baseball. Tam will hit the ball.

What does Tam have?

bat

Who will throw the ball?

Sam

56 WEEK 3 • Session 4

## Word Reading Fluency

The Student Worktext gives students an opportunity to practice isolated word-reading fluency before applying the skills they’ve learned in connected texts.

## Duet Passages


With scaffolded supports, Grade K students learn to decode one word at a time and slowly build to short phrases and sentences.

**Let's Read!** Words with a, ai, ay  
Super Words: about, always, out, were

### Making Clay Pots

Rachel and Shay **always** went to the same place. It was a place for artists. When classes ended each day, kids went there. Kids went there when it was raining. Kids went when the sun was **out**.

Rachel and Shay liked it a lot! Rachel and Shay made clay pots there. Rachel and Shay got aprons and the clay. First, they made bases with clay.



158 WEEK 9 • Session 2

Name: \_\_\_\_\_

**Magnetic Reading Foundations**

**Introduction:** You will read a story about a girl named Lee who plays on a beach.

**Story Words**  
Lee  
shoes  
another  
laughs

### Beach Day

Lee goes to the beach. She takes off her shoes. The warm sand feels **good**. Lee puts her toe into the water. It is **cold**!

Mom holds Lee's hand. They step into the water. Lee wants to go slow. A wave goes splash! It feels cold. Lee jumps. Another wave comes. Splash! Mom laughs. It is **fun**!

Mom and Lee swim and play. They splash and jump. The water feels **good**. Mom and Lee are tired. They get out. They get **warm**.

Mom and Lee eat lunch. Lee lies down. Her eyes close. The sand is **soft**. She takes a nap. Then it is time to go. Lee wants to stay.

The beach is **fun**!

**Fluency**

## Connected Texts

Connected Texts are available in the Student Worktext for students to apply their phonics and high-frequency word skills to decodable texts.

## Fluency Practice and Formative Assessment

Fluency Practice and Formative Assessment is designed to give teachers maximum flexibility for practicing and assessing rate and accuracy, phrasing, expression, and intonation/inflection.

Magnetic Readers

Magnetic Readers are decodable literary and informational little books fully aligned to the *Magnetic Reading Foundations K–2* scope and sequence. This means they are 100 percent readable to ensure every student has the potential to read every word in every text.

Grade K: long o (o, o-e)



"We can hop rope!"  
Hop!" said Ike.  
"My nose is the rope."  
Mike hops rope.  
Mole hops rope.



A kite takes Mike up.  
"Mike!" yells Ike.  
"Time for fun!"  
Mike dives and is wet!

	Phonics Skill, Sessions 1–2
	Phonics Skill, Sessions 3–4
	High-Frequency Word
	Previous Phonics Skill
	Previous High-Frequency Word
	Unit Word
	Story Word

Grade 1: long o (o, oa)

When Jade gets home, she can tell that something is not right. "What is it, Mom?" she asks. "You look upset."

"It's a big mess, Jade. The load of hoses has been stolen! Dad is going to find out what he can."



When Dad comes home, he tells them what he knows. "There was a note," he explains. "Evil Dude has taken all the hoses. He is going to use them to float a boat. What a bad idea! This is not good at all."



Grade 2: long o (o, oa, oe, ow)



This blowfish lives in the water close to coastlines. The water is not as cold there as it is in the open sea.

The blowfish is little and slow. To keep safe, it blows up as it fills with water. When it blows up, its spikes stick out. The spikes stop fish from eating it.



This fish stays close to the sea bottom. It is named the red-lipped batfish. Do you know why? It looks like it has red lips! When little fish get too close to those red lips, it's time for the batfish to eat!

Red-lipped batfish are flat and wide. They don't swim well. They use their fins like toes to creep over the sand. This is why they live at the bottom of the sea.

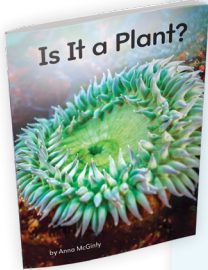


## Foundation for Meaning Making

Research shows that fluency acts as a bridge between word recognition and comprehension (Pikulski & Chard, 2005). Fluent reading requires students to apply accuracy, phrasing, intonation/inflection, and expression to the meaning of words (Kuhn et al., 2010). In *Magnetic Reading Foundations K–2*, fluency instruction begins with accuracy only because there are so many skills to master while reading connected text. As students master skills and gain stamina as readers, fluency instruction progresses to phrasing and intonation/inflection, offering a bridge to comprehension.

SESSIONS 1–4  
APPLY TO TEXT

## Magnetic Reader



### Let's Read! Is It a Plant?

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, The Underwater World. This week they are learning about plants that grow in the sea. In this text, they will look at some of these plants as well as some sea animals that look like plants.

- **Genre:** Informational
- **Unit Words:** animal, sea, water
- **Story Words:** full, lives, living
- **Super Words:** any, many, most, want

**Before reading,** students preview texts, learn story words, and set a purpose for reading.

#### SESSION 1 Introduce

- **EL** Explain the meaning of the phrase *blend in*. Tell children that the word *spring* can be used both as a noun and as an action word. Point out that *spring* is used as an action word in the text.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: plants in the ocean provide food and shelter for many sea animals. Preteach the Story Words. Then, guide children to set a purpose for reading, such as to find out how animals can look like plants.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

#### SESSION 2 Practice and Apply

Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then, model misreading a word and using **Confirm and Correct Word Recognition** to self-correct. Point out that the word you read doesn't make sense. Read the word again by sounding it out and blending the sounds. Model using context to confirm that the word is correct.

Have children read through p. 5. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *What is the sea full of? living things*
- *Is sea grass a plant or an animal? a plant*

**Fluency instruction** begins with accuracy. Students learn to self-correct when a word doesn't make sense by sounding it out and blending the sounds.

#### SESSION 3 Build Independence

- **EL** Point out that, unlike punctuation in Spanish, question marks and exclamation marks appear at the end of sentences, not at both the beginning and the end.

**CONCEPTS OF PRINT** Remind children that a sentence always ends with a punctuation mark. Point to the first sentence on p. 2. Identify the period and review that a period ends a telling sentence. Ask children to identify the sentences that end with a question mark and an exclamation mark. Discuss the different kinds of end punctuation and review what each mark means.

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the story to self-correct. Then have children retell their favorite part of the story.

After reading, check for understanding by asking:

- *How many animals that look like plants are in this book? three*

#### SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the story.

Prompt children to make connections.

- **Connect to Self:** *What plants are in or near the place where you live? Answers will vary.* Provide a sentence starter: *Some plants near me are \_\_\_\_.*
- **Connect to Topic:** *How does this book connect to the other texts you read this week? All three tell about ocean plants.*

Students have the opportunity to **practice fluency skills and read for meaning** by answering comprehension questions and making connections.

# Vocabulary

## Unit Words and Story Words: Magnetic Reading Foundations K–2

Magnetic Reading Foundations K–2 includes conceptually linked Unit Words that appear throughout the texts in each unit. Students have multiple exposures to the Unit Words across the lessons’ texts.



**Story Words** are unique words to each text that are pretaught before students read. These words make texts more interesting and authentic by increasing the bank of decodable words and high-frequency words.

### Teach

**Introduce the Unit Topic:** Have children turn to Student Workbook page 222. Use the illustrations to introduce Unit Words and questions.

#### Unit Words

<b>appear</b> When things appear, people are able to see them.	<i>In the garden, plants <b>appear</b> from the soil.</i>
<b>Earth</b> The planet we live on is called Earth.	<i>We live on planet <b>Earth</b>.</i>
<b>moon</b> The moon is an object in space that circles Earth.	<i>The <b>moon</b> helps light up the night.</i>
<b>weather</b> Weather is what it is like outside in a certain place.	<i>The <b>weather</b> outside is dark and stormy.</i>

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#### Engage

Read aloud the unit title. Tell in this unit they will read about patterns in the sky. Use questions to generate curiosity: *When does the moon rise? How does the moon set? What is the weather like for of weather do you like best?*

Explain to children that the bottom of the page are for will read in this unit. Have talk with a partner about Have them explain which curious to read and why. (and oral language support following sentence frame: *about reading this text be*

#### SESSIONS 1-4 APPLY TO TEXT

### Magnetic Reader

#### Let's Read! Sky Patterns

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, In the Sky. This week they are learning about the daytime and nighttime sky. In this text, repeating patterns in the sky are observed as day changes to night and then back again.

- **Genre:** Informational
- **Unit Words:** appear, Earth, moon
- **Story Words:** clouds, color, noon
- **Super Words:** again, does, soon, year

#### SESSION 1 Introduce

**EL** Support vocabulary by gesturing to show how the sun rises in a sunrise and lowers in a sunset. Ask children to discuss how they see the sun move throughout the day.

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: explain that a pattern is something that repeats. Preteach the Story Words. Then, guide children to set a purpose for reading, such as learning what kinds of patterns are in the sky.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

#### SESSION 2 Practice and Apply

Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then, model misreading a word and using **Confirm and Correct Word Recognition** to self-correct. Point out that the word you read doesn't make sense. Read the word again by sounding it out and blending the sounds. Model using context to confirm that the word is correct.

Have children read through p. 10. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:  
• *When does the sun seem to be rising? in the morning*

222 UNIT 6 • In the Sky

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#### SESSION 3 Build Independence

**EL** As children read, have them visualize the movement of the sun and the moon. Have partners help each other read and understand the text.

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the text to self-correct. Then have children retell their favorite part of the text.

After reading, check for understanding by asking:

- *What can we see in a night sky? stars and moon*
- *When does the changing pattern of the moon stop? Never; the pattern happens again and again.*

#### SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the text.

Prompt children to make connections.

- **Connect to Self:** *What other patterns do you notice in nature? Answers will vary.* Provide a sentence starter: *I notice that the \_\_\_\_.*
- **Connect to Topic:** *How do this week's texts fit in with the Unit Topic In the Sky? All of the texts describe things we can see in the sky, some during the day and some at night.*

Students are introduced to **Unit Words** that relate to the unit topic. These words repeat across texts, which helps students learn to read them. It also helps students make connections from text to text.

Students have the opportunity to use **Unit Words** and **Story Words** during the **Make Connections** part of the lesson, during which they talk about the texts after reading.

Magnetic Reading 3–5

To make meaning and comprehend complex and rigorous texts, students need background knowledge of vocabulary and domain knowledge specific to the content being covered in the text (Steiner & Magee, 2019). In *Magnetic Reading 3–5*, key vocabulary is reinforced across lesson texts as students encounter words in different contexts and use them in academic discussions and writing activities. Word knowledge builds from lesson to lesson as students encounter new words on conceptually related topics within each unit.

SESSION 1

TALK ABOUT THE TOPIC

Survival Skills

FOCUS QUESTION

How do an animal's special features help it survive?

NOTICE AND WONDER

Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

WHAT DOES IT MEAN TO DISGUISE SOMETHING?

Read the phrases. Circle the phrases that mean nearly the same thing as "to disguise."

to hide      to show      to change

to mask      to cover up      to decorate

One phrase that means nearly the same thing as to disguise is \_\_\_\_.

One way to disguise alon \_\_\_\_ is to \_\_\_\_.

102 UNIT 2 | Ocean Survival

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Students explore networks of conceptually related words at the beginning of each lesson. In this Grade 3 lesson, students discuss the meaning of *disguise* with a partner and as a class before reading about how animals disguise themselves to survive.

SESSION 1

READ

Anglerfish: Fish That Fish

by Julie Murphy

1 A deep-sea anglerfish **lurks** 10,000 feet (3,000 meters) below the surface of the ocean. Floating in the dark, lonely water, it prepares to catch its dinner. Huge mouth? Check. Long, curved, needle-sharp teeth? Check. Fishing rod? Check. Night—anglerfish are fish that go fishing! A tricky way of catching their food.

**lurks** = waits out of sight

Anglerfish have their name from the word *angler*. An angler is a person who catches fish using a rod, line, and bait. Anglerfish have their own fishing rod, called an illicium. The illicium is a spine that sticks out of the anglerfish's head. This unusual body part to trick fish they have at the end is a globe-shaped lure called the **esca**. **bacteria** that live within the esca

**bacteria** = tiny living things

3 Some ocean creatures can catch their dinner because of their size or speed. However, deep-sea anglerfish are not big or fast. They can't see in the dark very well, either. So they have to be sneaky instead. Their dark coloring helps them blend in with their environment. They sit very still, and they slowly move their illicium around so it looks like something good to eat. The glowing esca on the tip of the illicium attracts the interest of nearby animals. The soft light is easy to see in the darkness.

Stop & Discuss

How are anglerfish sneaky when they catch their food?

Underline three details that show how anglerfish trick other animals.

Discuss with a partner.

104 UNIT 2 | Ocean Survival

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Definitions at point of use in the text allow students to read fluently without getting stuck on vocabulary.

UNIT 2

BUILDING KNOWLEDGE WITH VOCABULARY

GRADE 3

Ocean Survival

Lesson 5: Habitats of the Ocean

Word	Definition	What I Know
Read the word. Rate your knowledge using the scale below.	Write the meaning of the word.	Choose one. <ul style="list-style-type: none"><li>Use the word in a sentence</li><li>Make a personal connection to the word</li><li>Add a photograph or draw a picture that shows an example</li></ul>
adapted verb (p. 89)		
1 2 3 4		
attract verb (p. 89)		
1 2 3 4		
features noun (p. 88)		
1 2 3 4		
invisible adjective (p. 94)		
1 2 3 4		
species noun (p. 88)		
1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means. 3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.	

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The **Building Knowledge with Vocabulary** resources for each unit support students' vocabulary acquisition by exploring words above and beyond the supports and activities included in the lessons.

SESSION

2

PRACTICE

1 Determine the Main Idea

- The **main idea** of a text is what the text is mostly about. It is the big idea that the author wants readers to understand.
- Key details** are important facts, examples, or other pieces of information in a text that help explain the main idea.
- To figure out the main idea, think about what the text is mostly about. Then identify key details that support the main idea.

2 Reread/Think

Reread "Anglerfish: Fish That Fish." In the chart, write the main idea and the key details that support it.

Main Idea		
Anglerfish have a sneaky way of catching their food.		
<div>Key Details (paragraphs 1 and 2)</div> <ul style="list-style-type: none"> <li>The illicium is like their own fishing rod used to trick the fish they want to eat.</li> <li>At the end is a lure called an esca.</li> </ul>	<div>Key Details (paragraph 3)</div> <ul style="list-style-type: none"> <li>They stay still and move the esca around to attract the fish they want to eat.</li> </ul>	<div>Key Details (paragraphs 4 and 5)</div> <ul style="list-style-type: none"> <li>They suck in their prey with a mouthful of water.</li> <li>They eat their food in one gulp.</li> </ul>

106 UNIT 2 | Ocean Survival

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**Academic Talk** words and phrases are taught, modeled, and used throughout each lesson to support successful acquisition of reading comprehension skills.

**Help & Go** scaffolds for Vocabulary guide students to use morphology and context clues to determine word meaning, building knowledge of domain-specific words and Tier 2 words encountered broadly across content areas.

SESSION 3

SCAFFOLD READING

1 Support Reading

- Set a purpose for reading. **Say**, *You will read to learn about one type of squid's hiding tricks.*
- Have students **Shout Out** one descriptive word about the squid from the pictures.
- Have students read paragraphs 1–3. Guide them to circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** along with **Help & Go** scaffolds to support students as needed.
- CHECK IN** Students understand the meaning of *squirts* and *invisible* in paragraph 3.

HELP & GO: Vocabulary

- Remind students to look around the word for clues to understand *squirts*. **Ask**, *Which context clues help you understand the verb squirts? Squirts out shows action; forms a cloud describes the shape the ink takes in the water.*
- Have students look around the word *invisible* to understand the meaning. **Ask**, *What does the squid do to hide in open water? It disappears. How? It becomes almost see-through. Why is the squid able to get away? Other animals can't see it.*

2 Stop & Discuss

- Have students complete the **Stop & Discuss**, then **Turn and Talk**.
- Before drawing pictures, have students recount the squid's hiding tricks. **EL**
- LOOK FOR** Students draw one way the squid hides from predators and explain their drawings.

HELP & GO: Comprehension

- Guide students to understand the two ways bobtail squid hide from fish. **Say**, *Reread paragraphs 2 and 3. What details describe how squid hide? In paragraph 2 they hide in the sand and snuggle into the sea floor. In paragraph 3 they hide by squirting ink and then changing color to look almost see-through.*

SESSION 3

READ

Bobtail Squid:

Masters of Disguise

by Dan Risch

1

1 Hawaiian bobtail squid must taste good. During the day, big, hungry fish try to find and eat them. At night, seals try to gobble them up. So what's a little squirt like a bobtail squid to do? Become invisible! Bobtail squid have many ways of hiding from predators.

2

2 During the day, tiny bobtail squid hide in the sand. They snuggle into the sea floor in the waters off the coast of Hawaii. Then they use their **tentacles** to flip sand onto their backs. Their sticky skin holds the sand in place. Not even a predator like a sharp-eyed barracuda will spot a sand-covered bobtail squid.

3

3 But what if a bobtail squid is **attacked** in open water, with no place to hide? When that happens, the squid disappears by tricking predators. First, the bobtail squid squirts out ink. The ink forms a cloud that is similar to the size and shape of the squid. Then the squid itself changes color and becomes almost see-through. The predator sees the ink cloud and bites the inky shape while the nearly invisible squid swims to safety.

2

Stop & Discuss

What do bobtail squid do to hide from hungry fish? Draw a picture showing one way they hide from predators. Then tell a partner what you drew and why.

tentacles = long, thin body parts or feelers

attacked = put in danger

A bobtail squid in the sand

108 UNIT 2 | Ocean Survival

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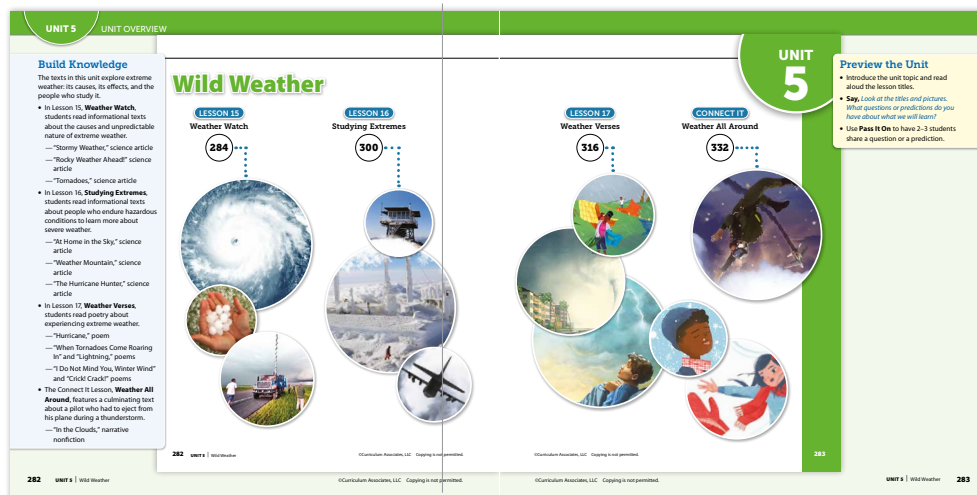


# Language Comprehension

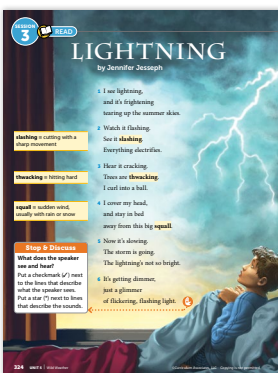
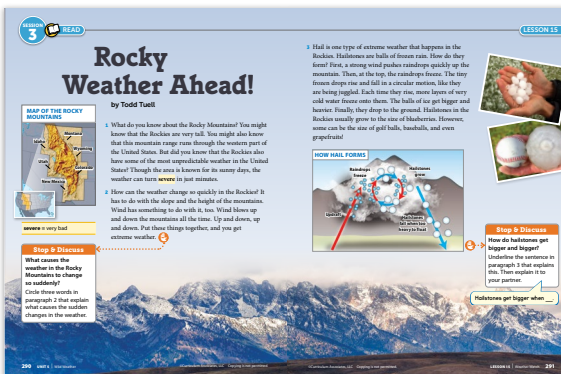
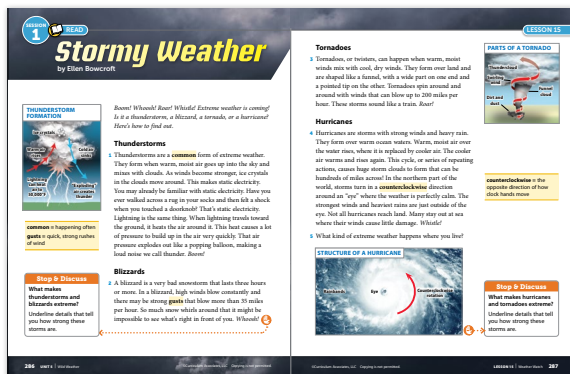
## Literacy Knowledge: Genres and Text Features

In *Magnetic Reading* 3–5, students expand their literacy knowledge. In each unit, students read rich and varied literary and informational texts that support them in understanding the purpose, characteristics, and features of various text types.

### Reading across Genres—*Magnetic Reading* 3–5



In Grade 3, Unit 5, students read multiple literary and informational texts to build knowledge about extreme weather.



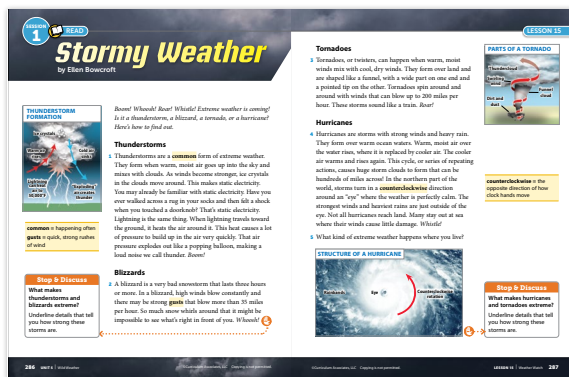


Research shows that teaching students how authors have organized a text helps them understand the purpose and allows them to focus on the key content in the text (Shanahan, 2021). In *Magnetic Reading* 3–5, students recognize genre features and use text organization across many literary and informational text types to deepen their understanding.

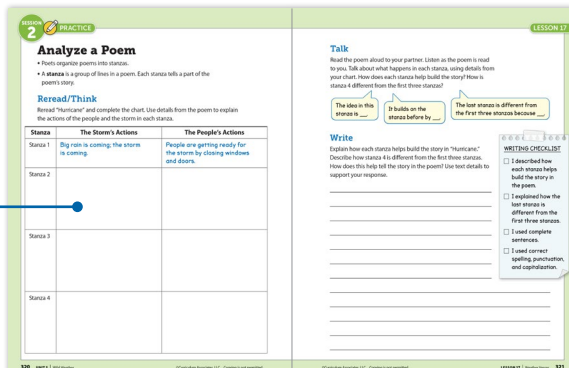
**Literary** text types include poetry, fables, folktales, dramas, historical fiction, and more, engaging students in relevant topics such as conflict resolution, building empathy, and awareness.



**Informational** text types include informational articles, narrative nonfiction, biographies, and more, offering new insights into science, social studies, technology, and the arts.



Graphic organizers provide an evidence-based framework for unpacking a variety of text types to build literacy knowledge and deepen understanding of the content.



# Building Background K–2 Knowledge: Content and Cultural

## Magnetic Reading Foundations K–2 Begins to Build Background Knowledge

Reading proficiency is connected to students’ prior knowledge, and a content-rich curriculum can improve student learning. *Magnetic Reading Foundations K–2* helps students begin to build background knowledge through cohesive decodable text sets. As students begin to build background knowledge, they add to their stored background knowledge they can use anytime they encounter new texts. In each *Magnetic Reading Foundations K–2* unit, students read conceptually connected literary and informational texts that begin to build background knowledge in key content areas within and across grade levels.

Magnetic Reading Foundations K–2						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade K	All about Me	Express Yourself	Leaves, Wings, and Furry Things	In My Community	Stories About . . .	What’s the Weather?
Grade 1	Friendship	Create Every Day	The Underwater World	Neighborhoods	Imagine That!	In the Sky
Grade 2	Getting Along with Others	Making Art	What’s That Habitat?	<b>It’s on the Map!</b>	Tell Me about It	Land and Water



Each unit is organized around a topic, and each week students explore that topic through a wonderfully rich variety of activities and texts.

Magnetic Reading 3–5 Builds Knowledge

Magnetic Reading 3-5 resources are dedicated to explicitly building knowledge through a curated series of coherent texts that are rich, compelling, and accessible. Research shows that all students need exposure to grade-level texts—and the background knowledge to comprehend them—to promote grade level proficiency for every learner in the classroom (Steiner et al., 2018; Shanahan, 2019; Martinez, 2021). In each Magnetic Reading 3-5 unit, students read grade-level-appropriate and conceptually connected literary and informational texts that pertain to a topic.

Magnetic Reading 3–5						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Grade 3	Solving Problems	Ocean Survival	Making a Difference	Changes in the West	Wild Weather	Artful Ideas
Grade 4	Facing Challenges	Technology	Exploring	Traditions	Sports	<b>Humans and Energy</b>
Grade 5	Overcoming Obstacles	Art in America	Earth’s Water	Survival	Underground Railroad	Communication



Multiple texts within each lesson and across each unit connect to build knowledge.

Knowledge-Building Topics for Grades K–5

*Magnetic Reading* K–5 resources develop readers for today and tomorrow by inviting students to learn about and engage with the world. It is in the content-rich and diverse grade-level texts that students begin to explore their world, chart new paths, and find novel destinations (Davidson & Liben, 2019). Students begin to build background knowledge in *Magnetic Reading Foundations* K–2 as they explore a unit topic through a variety of activities and decodable texts. The robust text sets in *Magnetic Reading* 3–5 are intentionally designed to connect across grade levels to build knowledge systematically in service to deep and transferable understanding for future reading.

Unit	Grade K	Grade 1	Grade 2
1	All about Me	Friendship	Getting Along with Others
2	Express Yourself	Create Every Day	Making Art
3	Leaves, Wings, and Furry Things	The Underwater World	What’s That Habitat?
4	In My Community	Neighborhoods	It’s on the Map!
5	Stories About . . .	Imagine That!	Tell Me about It
6	What’s the Weather?	In the Sky	Land and Water





Grade 3	Grade 4	Grade 5
Solving Problems	Facing Challenges	Overcoming Obstacles
Ocean Survival	Technology	Art in America
Making a Difference	Exploring	Earth's Water
Changes in the West	Traditions	Survival
Wild Weather	Sports	Underground Railroad
Artful Ideas	Humans and Energy	Communication

### Key:

- Self and Others
- Sports, Leisure, and Arts
- Science
- Social Studies
- Literature



Knowledge Building (Cultural)

Research shows that knowledge from students’ cultural experiences affects reading comprehension (Bell & Clark, 1998). *Magnetic Reading 3–5* provides students with exposure to a wide range of texts that mirror many cultural backgrounds and experiences. Within these texts, students can make personal connections to the lesson topic. This gives students an opportunity to share their cultures, and provide other students with a window into cultures that may be unfamiliar. This helps all students build knowledge, which improves reading comprehension (Knowledge Matters Campaign, 2021).

SESSION 2

READ

Teen Inventor Captures the SUN

by Alice Cary

1 Wouldn't you love a good excuse to skip your chores? Not Kelly Charley. Living with her mother and sister on her grandparents' farm in Arizona, she willingly helped with many different tasks. One of her most important jobs was heating her family's home.

2 Most winter evenings at about five o'clock, Kelly went outside to chop wood and load the pieces into a wagon. She also filled a bucket with coal and then carried the wood and coal inside. It was hard but necessary work, because her family used this fuel to heat their home.

3 When Kelly was about to enter high school, she began to worry. The school was 90 minutes away from her home, making it too far to travel each day. She would need to board at school during the week. But who, she wondered, would bring in the fuel each evening while she was away? Not only were coal and wood heavy, but when supplies got low her family had to drive more than 100 miles to get more. She hated the idea of her grandparents having to take over her chores.

board = to stay and live

Stop & Discuss

Why did Kelly worry about going away to school?

Underline details that describe her worries.

4 Even though finding heating fuel each day was a lot of work, Kelly's family had no choice. Their home, like one-third of the homes in the Navajo nation, doesn't have electricity. That means a lot of families face the problem of having to heat their homes with coal and wood.

5 The labor of collecting coal and wood every day wasn't the only problem that concerned Kelly. Burning coal and wood creates dust and smoke and can release harmful chemicals into the air. This pollution can cause breathing problems and lung damage. Kelly was worried about the physical toll this type of heating system would take on not only her family's health but also the Navajo community as a whole.

labor = hard physical work

toll = damage or cost

Stop & Discuss

Why was burning coal and wood both necessary and possibly harmful?

Talk with a partner about its good and bad effects.

Navajo Nation

Utah Colorado Arizona New Mexico

400 UNIT 1 | Humans and Energy

CONNECT IT

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CONNECT IT | Smarter Energy 401

Some texts illuminate the cultural identities and experiences of a particular group, such as deeper beliefs and customs.

Other texts illuminate cultural identities through “surface-level” details, such as food and dress.

SESSION 1

READ

from STAND UP, YUMI CHUNG!

by Jessica Kim

It's summer and Yumi Chung is secretly attending comedy camp in the afternoons. She hopes to audition for PAMS, a performing arts middle school. But Yumi's parents want her to go to Winston, an elite private school. They assume she spends every spare moment studying for a scholarship exam.

Now it's time for the camp showcase and Yumi faces a difficult decision.

showcase = an event where people perform for an audience

Stop & Discuss

What is Yumi's goal?

Underline sentences that support your answer.

1 Would it be such a crazy idea to invite my parents to the showcase? Maybe, just maybe, if I blow them away with my act, they'll see why I need to go to PAMS.

2 But first, I have to convince my parents to listen with the one thing I can count on to get their attention: my education. From now on, I'll have to study extra hard so I can ace that test. I'll do whatever I have to do to prove to Mom and Dad that I can get good grades and do comedy at the same time. I have to prove to them that I can do things my own way.

3 I don't know exactly how I'm going to pull this off. All I know for sure is if I want a shot at going to PAMS, I have to give it all I've got. I open to a blank page of my notebook and start plotting the details of Operation Show-My-Case.

Operation Show-My-Case

Who: Mom and Dad

What: Invite Mom and Dad to come see me perform at the Haha Club Comedy Camp Showcase

Where: August 13

Where: Haha Club

Why: So they'll see my passion and talent

STEP ONE: Invite parents to the showcase.

STEP TWO: Perform my best material at the showcase.

—Mom and Dad will be very confused but impressed.

—Tell them the truth about camp.

STEP THREE: Ace the test.

—Study every night at least three hours after dinner.

—Ask my test-prep teacher for extra homework and additional practice tests. (Gulp!)

STEP FOUR: PAMS

—Ask Mom and Dad to let me audition for PAMS: they'll say yes because it's free and because of the showcase.

—Attend PAMS with [my comedy camp buddies] Sienna and Felipe, get great grades, become world-class comedians.

4 Live happily ever after.

Stop & Discuss

How sure is Yumi that her plan will solve her problem?

☐ very confident

☐ somewhat confident

☐ not at all confident

Explain your ideas to a partner.

28 UNIT 1 | Overcoming Obstacles


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LESSON 2 | Finding Myself 29

SESSION 1 READ

## Rafael's Plan

Part 1 by Cindy L. Rodriguez



1 One November morning, my teacher gave my class a project. It was the same assignment all the grades got every November: writing letters to veterans.

2 "If you know someone who has served in the military, you can write to that person," said Ms. Ortiz. "If not, your note will go to one of the veterans at the local veterans center. I will mail them all in time for Veterans Day. Whether you write a short note or a long letter, please write something from your heart. Make it feel personal."

3 I wanted to get my ideas down as quickly as possible, so I grabbed a pencil and my thoughts poured out in a letter to my aunt Aida. She was in the Army about ten years ago, before she became a **lawyer**.

4 Dear tía Aida,

5 Hi! I'm Rafael. Please don't tell my other aunts and uncles, but you're my favorite! You are strong and smart. You tell good stories about being in the Army. You always make me feel better when I'm sad. It's so cool that you can belly crawl across the floor in the blink of an eye. I've been practicing so that I can be as quick as you. Let's have a crawling race soon!

6 Love, Rafael

**lawyer** = a person whose job is to know about the law

**Stop & Discuss**  
How does Rafael feel about his aunt?  
Underline two details that tell how he feels about his tía.

LESSON 11

7 I peeked at my friend Danny's note. It said, "Thank you for your service."

8 "Are you going to write more?" I asked.

9 "No, this is what I write every year," Danny said with a **shrug**.

10 "Do you know any veterans?"

11 Danny shook his head.

12 I was glad I could write something special to my aunt. I felt bad for the people who would be getting dull, emotionless notes like Danny's, from kids they didn't know. I wished Danny could meet tía Aida and some of her friends.


13 Suddenly, I had an idea. I jumped up out of my chair, but then quickly sat back down. I didn't want to be **disrespectful** or make Ms. Ortiz think her assignment was bad. At the same time, my idea was too good not to share. I calmed myself down and pulled it together. I raised my hand and took a deep breath.

14 "I think writing notes is great," I said. "But maybe we could do something different this year."

**shrug** = when you raise your shoulders to show you do not care

**disrespectful** = not polite

**Stop & Discuss**  
What does Rafael hope would happen if Danny could meet tía Aida and her friends?  
Discuss your response and a detail that helps you understand what Rafael hopes would happen.



196 UNIT 3 | Making a Difference

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LESSON 11 | We Can Help! 197

A mix of cultural representation—from deeper beliefs and customs to surface-level culture—gives students the opportunity to build knowledge by connecting to their own experiences and learning from others.

SESSION 1 READ

## The Cherry Blossoms of High Street

Part 1 by Nandini Bajpai



1 My older brother was waiting for me when I got off the bus, like he did every day after school. But on our chilly walk home, something was different. The cherry blossom trees along our street had bright yellow tape tied around them, the loose ends flapping in the wind.

2 "Samar **Bhaiya**," I said to my brother, "what's the tape for?"

3 Samar made a whirring sound, like an electric saw. "The city marked the trees they're going to cut down," he said. "Then they're going to widen High Street."

4 My heart pounded. "What? That's horrible!"

5 "But look at the traffic, Jiya," he said, pointing at the long line of cars waiting at the stop light. "The bus takes forever. It'll be faster when the street has another lane."

6 "Couldn't they widen a different road?"

7 Samar shrugged. "It's not a big deal."

8 But it was a big deal. Even in the winter, the trees on High Street stood graceful and tall, holding up their bare branches like friends waving hello. When we moved to Michigan from India, I missed my friends. I also missed the *kachnar* trees near our old home in Delhi. They were covered in pink flowers every spring. My first spring in Michigan, seeing the pink cherry blossoms made me feel better. They were so much like the *kachnar* flowers.

**Bhaiya** = older brother

**Stop & Discuss**  
Why is Jiya upset?  
Discuss with a partner.

LESSON 20

9 We walked up the stairs to our apartment. Inside, I dropped my backpack and took off my shoes.

10 "Mama," I said, "Samar **Bhaiya** says the cherry blossom trees are going to be cut down!"

11 "I'm sorry, Jiya," Mama said. She knew I loved the trees. "We got a **notice** about it, but I forgot to tell you."

12 I looked out the window. The branches were making long, lacy shadows on the sidewalk.

13 "I wish I could see the cherry blossoms bloom one more time," I said. *Wait—maybe I could!*

14 I pulled out my art supplies and cut a bunch of small, delicate flowers from pink construction paper. I punched a hole in each one and made a loop with string. Soon I'd created a huge heap of paper blossoms.

15 Samar poked his head into the room. He eyed the pink paper scraps and bits of string littering the floor.

16 "Mama's not going to like this mess," he said.

17 I gathered up a bunch of flowers in my arms. "I'll clean it later. Help me take these outside."

18 **Grumbling**, Samar helped me tie the flowers to the lower branches of the tree in front of our building. Soon the paper flowers danced in the breeze.

**notice** = a note that shares news

**grumbling** = complaining in a low voice

**Stop & Discuss**  
How does Jiya get her wish to see the cherry blossom trees bloom one more time?  
Talk to a partner about what Jiya does.

Jiya sees the cherry blossom trees bloom by \_\_\_\_\_

380 UNIT 6 | Artful Ideas

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LESSON 20 | Art In Action 381

# Verbal Reasoning

The ability to comprehend and analyze complex texts is key to students' success in the classroom and beyond. To deeply comprehend and analyze a variety of complex texts, students must learn to think about what the text says explicitly as well as its implied meaning. *Magnetic Reading* 3–5 provides explicit instruction in figurative language that helps students interpret what the author means to convey. Additionally, students have ample opportunities to practice drawing conclusions by connecting new information to what is already known, facilitating independence and participation in grade-level reading and discourse.

Students begin every lesson with **Talk About the Topic**, during which they make connections to their own background knowledge and the new concepts in the lesson.

**SESSION 1**  
**TALK ABOUT THE TOPIC**

**Before Teaching the Lesson**  
Preview the texts before teaching the lesson. Plan scaffolds to use as needed before reading.

- **Maui and the Flaming Fingernails** This story is from the Maori culture in New Zealand. The Maori oral tradition includes a trickster hero named Maui. Like the other myths in the lesson, this story explains where fire came from and how people learned to control it. Use a map to identify New Zealand.
- **Coyote Steals Fire: A Shoshone Tale** Coyote is a trickster hero in the tales of the Shoshone and other Native American traditions. In the past, Shoshone people lived in tipis because they moved with the seasons to different parts of Idaho and Utah. Part of the story takes place in Moson Kaha, which was a winter home. Use a map to show its location in the Cache Valley in Idaho.
- **Prometheus's Gift** is a retelling of the Greek myth about Prometheus giving fire to humanity. **The First Fire** retells a Cherokee myth about a cooperative effort to get fire. Use a map to identify Greece and the southeastern United States.
- Consider sharing videos of Maori, Shoshone, Greek, or Cherokee storytellers.

**Talk About the Topic**

**BUILD STUDENTS' INTEREST**

1. Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about myths related to fire.
2. Prompt students to **Turn and Talk** about what the Focus Question means.
3. Invite students to use their home language to discuss the Focus Question. **EL**
4. Point out that all cultures have myths. Have students **Raise a Hand** to share myths from their own cultures.

2. Ask students to complete Notice and Wonder with a partner.

3. Use **Vote with Your Feet** to have students identify the myth they are most interested in reading.

348 UNIT 6 | Humans and Energy

**SESSION 1**  
**TALK ABOUT THE TOPIC**

## First Fires

**1 FOCUS QUESTION**

What do myths tell us about the importance of fire?

**2 NOTICE AND WONDER**

Look at the myths you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.


**3 WHAT IS A MYTH?**

Pick one of the terms below and explain how it connects to myths. Add other words you know that connect to myths.


gods	explanation	nature	story
trickster	storyteller	tradition	ancient

The word        is connected to myths because       .


Another word connected to myths is       .




**Maui and the Flaming Fingernails**  
by Amira Shea



**Coyote Steals Fire: A Shoshone Tale**  
by The Northwestern Band of the Shoshone Nation



**Prometheus's Gift**  
by Caleb Stanley



**The First Fire**  
by Sophia Porter

349 UNIT 6 | First Fires

**LESSON 18**

- Introduce the focus standard. **Say**, After you read myths from different cultures, you will compare the stories to see how they are similar and how they are different.
- 3. **INTRODUCE ESSENTIAL CONCEPTS**
  - Have students use **Merry-Go-Round Share** to complete What Is a Myth?
  - Guide students to make connections between terms. Use sentence frames as needed.
  - Invite students to add other words that connect to myths and include examples of myths or characters they know such as Anansi, Coyote, or Zeus.
  - Encourage students to identify cognates in their home language such as *tradición/tradicional* and *explicación/explicación*. **EL**
  - Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
  - **LISTEN FOR** Students are familiar with some basic characteristics of myths.

**HELP & GO: Background**

- **Say**, Myths are ancient stories people told to answer big questions about the world. They explain something about nature or people. Many explain the origin, or beginning, of how something came to be. What myths do you know? What do they explain?
- Explain that trickster characters use their wits to outsmart powerful authority figures like gods or kings. They use smart tricks instead of physical strength or power. In many stories, they trick authority figures who are being unfair, cruel, or greedy.

• Use **Pick a Stick** to have a few students share the connections they made between myths and the related terms. Record their ideas. (Sample connection: Myths are ancient stories people told to explain things about nature.)

LESSON 18 | First Fires 349

**Help & Go** scaffolds for Background support students in connecting to prior knowledge so they can draw conclusions throughout the lesson.

## HELP & GO: Background

- **Say**, *Myths are ancient stories people told to answer big questions about the world. They explain something about nature or people. Many explain the origin, or beginning, of how something came to be. What myths do you know? What do they explain?*
- Explain that trickster characters use their wits to outsmart powerful authority figures like gods or kings. They use smart tricks instead of physical strength or power. In many stories, they trick authority figures who are being unfair, cruel, or greedy.

26 | Magnetic Reading

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# Language Structures

The order of words (i.e., syntax) and the meaning of those words (i.e., semantics) combine to allow students to understand a text in the way the author intended. Awareness of sentence structure helps students make sense of the meaning behind the words (Sorenson Duncan et al., 2021). When students have a broader understanding of the meanings of words and phrases, they are able to make connections within the context of a text to comprehend what they are reading. *Magnetic Reading 3–5* resources support students' language development with strategic scaffolds and instructional routines.

### SESSION 3

#### SCAFFOLD READING

### SESSION 5

#### INDEPENDENT READING

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#### Support Reading

- Have students read paragraphs 8–10.
- CHECK IN** Students understand complex sentences in paragraphs 8 and 9.

**HELP & GO: Sentence Comprehension**

- Break apart long sentences into shorter sentences. Model this skill using the dialogue in paragraph 8. **Say,** *Why should I want more land and work? This would take me away from my trees. It might cause me to lose them.*
- Have students practice this skill using the dialogue in paragraph 9. **Ask,** *How would you break this sentence into pieces? I do not need the new field. It would be better to care for my silver trees.* Have students share their sentences.

#### Stop & Discuss

- Have students complete **Stop & Discuss** independently, then **Turn and Talk**.
- LOOK FOR** Students underline the farmer's decision in paragraph 9.

**HELP & GO: Comprehension**

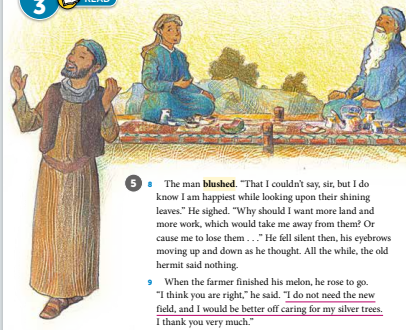
- Ask,** *What does the farmer say as he starts to go? "I do not need the new field, and I would be better off caring for my silver trees." What does this suggest he plans to do? He plans to focus on his trees and not buy the land.*
- Partner students to speak the same home language to discuss the farmer's decision in the language of their choice. **EL**

#### Discuss the Whole Text

Use **Compare and Connect** to revisit the Focus Question. **Ask,** *What has Aden learned about how people help each other solve problems? What is he still trying to find out? Use **Stand and Share** to have students share their responses. Record students' ideas.*

### The Hermit's Secret

Part 3 by Leslie J. Wyatt



**blushed** = became red in the face

**desperately** = very badly

**desperately** = very badly

#### Reconnect to the Texts

- Display responses to the Focus Question for Parts 1 and 2 of "The Hermit's Secret."
- Provide a word bank to support student pairs in retelling Parts 1 and 2 of the story: *hermit, secret, travelers, problem, listen, and help.* **EL**
- Use **Pass It On** to have students retell the first two parts of the story.

#### Independent Reading

- Set a purpose for learning. **Say,** *Today you will independently read to learn what Aden discovers about the hermit. As you read, ask and answer questions about the text to help you understand it.*
- If students need more support, work with them in small groups to guide reading. Use **CHECK INs** and **Help & Go** scaffolds as needed.
- CHECK IN** Students understand the phrase words of wisdom.

**HELP & GO: Language**

- Direct students to the phrase words of wisdom in paragraph 8. **Ask,** *Thinking back to what you have read and using what you know, what does Aden mean by words of wisdom? good advice. How do you know that? Earlier in the story, the visitors thank the hermit for his wise words, which also means advice.*
- Encourage students to explain the concept of wisdom in their home language. **EL**

- CHECK IN** Students understand the woman's problem and why Aden listens to her.

**HELP & GO: Comprehension**

- Ask,** *What is the woman's problem? Her son wants to move away to become a merchant instead of helping her with the family farm.*
- Ask,** *Why does Aden listen to her problem? The hermit is not feeling well, so Aden talks to her.*

50 UNIT 1 | Solving Problems

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LESSON 3 | The Simplest Solution

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## HELP & GO: Sentence Comprehension

- Break apart long sentences into shorter sentences. Model this skill using the dialogue in paragraph 8. **Say,** *Why should I want more land and work? This would take me away from my trees. It might cause me to lose them.*
- Have students practice this skill using the dialogue in paragraph 9. **Ask,** *How would you break this sentence into pieces? I do not need the new field. It would be better to care for my silver trees.* Have students share their sentences.

## HELP & GO: Language

- Direct students to the phrase *words of wisdom* in paragraph 8. **Ask**, *Thinking back to what you have read and using what you know, what does Aden mean by words of wisdom? good advice How do you know that? Earlier in the story, the visitors thank the hermit for his wise words, which also means advice.*
- Encourage students to explain the concept of *wisdom* in their home language. **EL**

**Help & Go** scaffolds for Sentence Comprehension support students in recognizing and comprehending longer, more complex sentences.

**Help & Go** scaffolds for Language help students broaden their understanding of words and phrases.

Lessons in *Magnetic Reading* 3–5 provide explicit instruction in determining word meaning using word parts, context clues, and background information.

### SESSION 3 SCAFFOLD READING

**5 Support Reading**

- Have students read paragraphs 16–19.
- CHECK IN** Students understand the language used to describe Maddox's work at the site.

**HELP & GO: Language**

- Direct students to paragraph 16. Have students use gestures to show Aisha trimming the rock and Maddox sweeping away the dust. **EL**
- Guide students to unpack the meaning of the phrase *settled into a rhythm*, (turn-taking, back-and-forth, unspoken, pleasant)

**6 Stop & Discuss**

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students explain how they know Maddox's attitude about working at the site is changing.

**HELP & GO: Comprehension**

- Point out the use of exclamation marks and capital letters in paragraphs 17–19. **Ask**, *How do these features help show how Maddox feels? They show that Maddox is excited about the fossil.*
- Say**, *Maddox uses the words actual and actually in paragraphs 18 and 19. How do these words add to his meaning? He is surprised and excited about having helped to uncover a dinosaur fossil.*

**Discuss the Whole Text**

- Revisit the Focus Question. Have students use **Snowballs** to share their response to the following prompt and to respond to 1–2 other students: *What has Maddox learned so far about exploring?*
- Record and post students' responses.

### SESSION 4 PRACTICE THE FOCUS STANDARD

#### LESSON 9

**1 Determine Word Meanings**

- Use context clues and background knowledge to figure out the meanings of unfamiliar words.
- Background knowledge may include knowledge about word parts, words from other languages, and allusions to other stories, such as characters from mythology.

**2 Reread/Think**

Reread Part 2 of "Digging In." List any context clues or background knowledge that can help you determine the meanings of the words in the chart. Then record a meaning for each word.

Word	Context Clues and Background Knowledge	Meaning
odyssey (paragraph 2)	<ul style="list-style-type: none"> <li>"For hours and hours. It was an odyssey."</li> <li><i>The Odyssey is about Odysseus, a man who goes on a difficult ten-year journey.</i></li> </ul>	a long and difficult journey
trek (paragraph 2)	<ul style="list-style-type: none"> <li>"had to trek up the steepest mountain ever"</li> <li>"ripping over"</li> </ul>	make a long, difficult trip on foot
regain (paragraph 4)	<ul style="list-style-type: none"> <li>"rest... and regain my strength"</li> <li>"got my energy back"</li> <li>regain = again + get</li> </ul>	get again, get back
guzzled (paragraph 4)	<ul style="list-style-type: none"> <li>"guzzled another bottle of water"</li> <li>"no matter how fast I drank"</li> </ul>	drank quickly
parched (paragraph 14)	<ul style="list-style-type: none"> <li>"My throat was parched"</li> <li>"I needed more water."</li> </ul>	very dry

**Reconnect to the Text**

Have students use 3-2-1 to recall the story: 3 people who are helping at the site, 2 things people do at the site, and 1 way Maddox helps.

**1 Practice the Standard**

Read the standard introduction aloud. Briefly review the **Word Learning Routine** with students, reminding them to use context clues and any background knowledge they have when figuring out the meanings of unfamiliar words.

**2 Reread/Think**

**MODEL THE STANDARD** Model the thinking process for finding meanings of unfamiliar words.

- Point out the allusion at the end of paragraph 2. **Say**, *When Maddox says, "It was an odyssey," I need to use context clues and background knowledge to understand what he means. I know that The Odyssey is an Ancient Greek story of a man named Odysseus who completes a dangerous ten-year journey. Next, I look around for context clues. I see that Maddox describes how difficult his walk to the site is. He also says it takes "hours and hours." Using all of this information, I can figure out that Maddox uses the word odyssey to show that his trip was long and difficult. However, we also know that Maddox exaggerates a lot, so he may be the only one who thinks the trip was a real "odyssey."*
- Fill in the first row of the chart.

**GUIDE STANDARDS PRACTICE** Have students complete the chart independently or in pairs.

- Remind students to use any background knowledge they have about word parts, related words, or words from other languages.
- Have students add to their word journals.
- Point out how the suffix -ed can change a word into a past-tense verb, as in *guzzled*, or into an adjective, as in *parched*. **EL**

The **Word Learning Routine** prompts students to look for familiar word parts and clues in the context of the text to determine the meaning of unfamiliar words or phrases.

## 2 Word Learning Routine

**What:** Students are prompted to use morphology (word parts), context clues, and resources such as dictionaries to determine the meaning of unfamiliar words. The routine is referred to at point of use during reading and is provided here in student-facing language that can be copied and displayed for reference.

**Why:** Students internalize word-learning strategies through repeated use and transfer those skills to other texts.

**When:** During all reading sessions (Sessions 1, 3, and 5)

**How:**

- Say the word or phrase aloud.** Circle the word or phrase that you find confusing. Read the sentence aloud.
- Look inside the word or phrase.** Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?
- Look around the word or phrase.** Look for clues in the words or sentences around the word or phrase you don't know and the context of the paragraph.
- Look beyond the word or phrase.** Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.
- Check the meaning.** Ask yourself, "Does this meaning make sense in the sentence?"



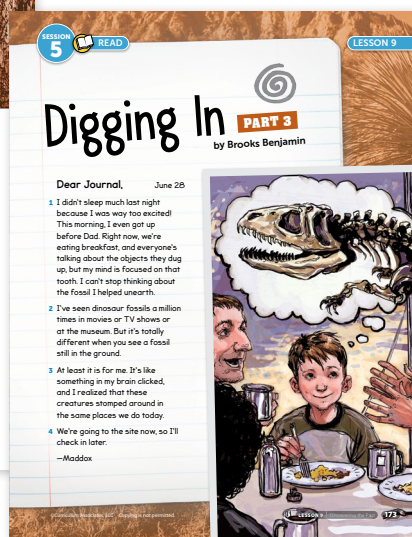
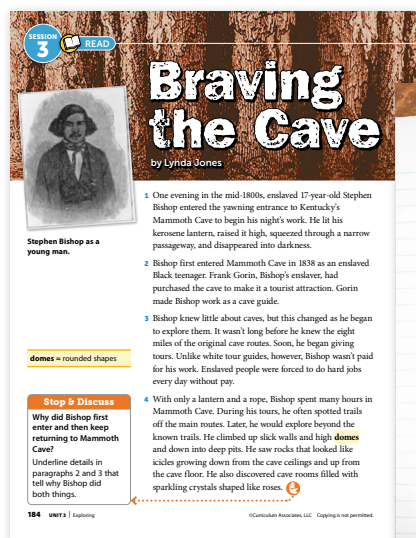
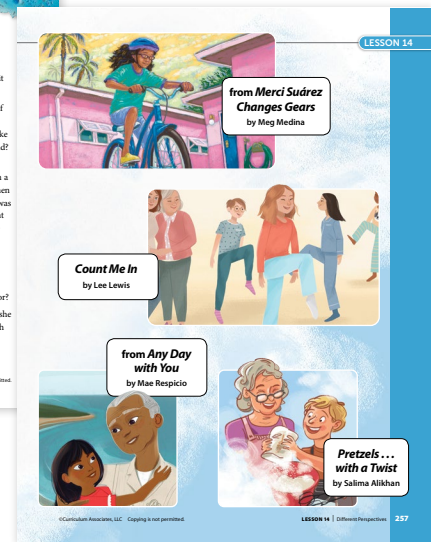
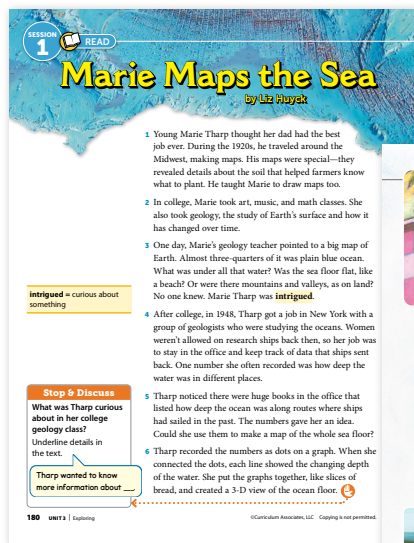
# Active Self-Regulation

## Motivation and Engagement

Research shows that implementing reading practices that foster engagement improves reading achievement (Guthrie & Klauda, 2014; McBreen & Savage, 2020). *Magnetic Reading 3–5* fosters engagement with compelling text sets that connect every student to new worlds of grade-level reading. Students are motivated with creative, developmentally appropriate instructional strategies that intentionally help them build the skills they need to be successful at various stages in their reading journey.

### Engaging Text Sets, *Magnetic Reading 3–5*

**Literary Texts** focus on developmentally appropriate topics and themes that students will relate to and learn from.



**Informational Texts** offer fresh perspectives on science, social studies, and the arts.

Instructional Strategies, *Magnetic Reading 3–5*

*Magnetic Reading 3–5* provides teachers with strategies to intentionally leverage students’ strengths toward a deeper engagement with learning. Protocols for engagement and accountability encourage varied forms of participation and engagement with the texts and with peers around the texts (Hollie, 2017).

### Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Stand and Share	1	spontaneity, movement, connectedness
Silent Appointment	1	social interaction, nonverbal expression
Somebody Who	1, 2, 4, 5	social interaction
Give One, Get One	2, 4	movement, shared responsibility
Individual Think Time	3	independence
Pass It On	3, 4	spontaneity, connectedness
Shout Out	5	spontaneity, multiple ways to show focus
Merry-Go-Round Share	6	multiple ways to show focus, connectedness

### Discuss the Whole Text

- Revisit the Focus Question. Have students **Raise a Hand** to answer the following questions:
  - Ask**, *What difficult situation does Oren face, and how does he get through it?*
  - Ask**, *How does Oren’s family or culture help him in this story?*

- Ask students to describe artwork they have seen or created in their cultures of origin. Discuss how this art has told people’s stories. **EL**

### Discuss the Whole Text

- Revisit the Focus Question. Have students **Raise a Hand** to respond to the following.
  - Ask**, *What difficult situation did Stef face? What helped her get through her problem?*
  - Discuss the challenges that Stef and Oren face. Note that Oren is proud of his cultural heritage, while Stef is initially embarrassed by hers.

RESPONSE PROTOCOLS

Name	Time	Description	Cultural Behaviors
VOLUNTARY RESPONSE PROTOCOLS			
Raise a Hand	1–2 mins.	Students raise a hand or fist to volunteer information.	<ul style="list-style-type: none"><li><b>VA:</b> verbal expressiveness</li><li><b>BB:</b> turn-taking</li></ul>
Shout Out	< 1 min.	Students <i>softly</i> shout out responses at the same time. This protocol can be used for one-word or very short answers. Posed questions can require either one correct answer or a variety of short answers.	<ul style="list-style-type: none"><li><b>VA:</b> conversational overlap, spontaneity, verbal expressiveness, multiple ways to show focus</li></ul>
Stand and Share	1–2 mins.	When a student wants to share a response, they stand and share it. After sharing, they sit down.	<ul style="list-style-type: none"><li><b>VA:</b> spontaneity, movement, subjectivity, connectedness</li></ul>

# Comprehension Strategies

Research shows that comprehension strategies, such as asking questions while reading or visualizing the text, have a positive impact on reading ability (Samuelstuen & Bråten, 2005). *Magnetic Reading 3–5* includes direct and explicit instruction in comprehension strategies and opportunities to apply those strategies to reading grade-level texts. Additional scaffolds are provided to support students as needed in developing independence with comprehension strategies.

SESSION 2

PRACTICE THE FOCUS STANDARD

Reconnect to the Text

Have students **Raise a Hand** to explain the mystery in "The Lost Medals."

1 Introduce the Standard

Explain what it means to summarize a story. Point out that summarizing helps readers identify and remember the most important ideas from a text.

2 Reread/Think

MODEL THE STANDARD

Point out that students used key details to review the story at the beginning of this session. Now they will use these details and others to summarize this text.

• Say, *When you summarize a story, you retell it in such a way that someone who hasn't read the story would understand what happens. To determine which details are key details, we need to think about what the most important events are in the beginning, middle, and end of the story.*

• Reread paragraph 1. **Ask**, *Are the characters important for understanding the story? Yes. Where do their names go in the chart? In the part labeled "Characters."* Reread paragraph 2. **Ask**, *Is the detail about the comic books important for understanding the story events? No. Should it go in the chart? No.*

GUIDE STANDARDS PRACTICE

Have students reread paragraphs 3–5 and add key details to the chart. Guide them to write their notes in the Beginning column of the chart.

• Have students **Raise a Hand** to share what they have in their chart so far.

• Ask students to use their own words to explain how to tell whether or not a detail belongs in the chart. **EL**

• Have students complete the chart for the rest of the text on their own.

LESSON 1

1 Summarize a Story

• When you **summarize**, you retell the most important parts of a story in your own words.

• **Key details** are important pieces of information you must include in a summary so that a person reading your summary can understand the story.

2 Reread/Think

Reread "The Lost Medals." First, write the names of the characters and the settings of the story in the chart. Then, write key details from each part of the story.

<div>Characters</div> <ul style="list-style-type: none"><li>• Antonio</li><li>• Javier</li><li>• Mr. Garcia</li></ul>	<div>Settings</div> <ul style="list-style-type: none"><li>• yard sale</li><li>• media center</li><li>• community center</li></ul>
<div>Beginning (Problem Introduced)</div> <ul style="list-style-type: none"><li>• Antonio and Javier buy a cazuela at a yard sale.</li><li>• They find two medals and an old recipe inside.</li><li>• Who do the medals and recipe belong to?</li></ul>	<div>Middle (Actions to Solve Problem)</div> <ul style="list-style-type: none"><li>• They polish the medals and read the words.</li><li>• They use clues from the medals to do research.</li><li>• They find out that Rafael Garcia won the medals and lives nearby.</li></ul>
	<div>End (Problem Solved)</div> <ul style="list-style-type: none"><li>• They go to the community center and meet Mr. Garcia.</li><li>• They give him his medals and recipe back.</li><li>• He is very happy to have them back.</li></ul>

3 Talk

Tell your partner why you included each key detail in the Beginning, Middle, and End sections of your chart. Decide with your partner whether you should add or take out any details.

In the beginning, \_\_\_\_

In the middle, \_\_\_\_

In the end, \_\_\_\_

I included this detail because \_\_\_\_

I did not include this detail because \_\_\_\_

4 Write

Use the information from your chart to summarize "The Lost Medals." Include key details from the story in your summary.

In the Beginning

Sample response: Antonio and his brother Javier buy a cazuela at a yard sale. When they get home and take off the lid, they find two old medals and a recipe inside.

In the Middle

The boys polish the medals and find clues about who the medals might belong to. They go to the media center and use their clues to do research. They think the medals might belong to Rafael Garcia, and they find out that he lives nearby.

In the End

Antonio and Javier go to the community center and find Mr. Garcia. They show him the medals and the recipe. He is so happy to get them back after losing them years ago. He thanks the boys for bringing him priceless memories.

WRITING CHECKLIST

☐ I included the names of important characters.

☐ I included the settings.

☐ I included the problem that had to be solved.

☐ I told how the problem was solved.

☐ I used correct spelling, punctuation, and capitalization.

LESSON 1

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LESSON 1

15

2 Reread/Think

MODEL THE STANDARD

Point out that students used key details to review the story at the beginning of this session. Now they will use these details and others to summarize this text.

• Say, *When you summarize a story, you retell it in such a way that someone who hasn't read the story would understand what happens. To determine which details are key details, we need to think about what the most important events are in the beginning, middle, and end of the story.*

• Reread paragraph 1. **Ask**, *Are the characters important for understanding the story? Yes. Where do their names go in the chart? In the part labeled "Characters."* Reread paragraph 2. **Ask**, *Is the detail about the comic books important for understanding the story events? No. Should it go in the chart? No.*

HELP & GO: Standards Practice

• Prompt students to use the headers of each column to help them decide whether their details are key details. **Say**, *The key details are the steps to solve the problem. Look at your detail. Is it an important step in solving the problem?*

• When students identify different details, encourage them to tell their partner more about why they did or did not include the detail. Then have them decide as a team whether the detail is a key detail.

**Help & Go** scaffolds for Standards Practice can be used flexibly and as needed. These scaffolds provide an additional layer of support for students who are developing independence with comprehension strategies.

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# Conclusion

*Magnetic Reading K–5* provides teachers with resources based in the Science of Reading to move students from foundational skills to reading fluency, while building knowledge and vocabulary along the way.

*Magnetic Reading K–5* connects every student to new worlds of grade-level reading with engaging literary and informational texts. Research-based scaffolding supports ensure all students gain access to grade-level content that is appropriate for their age and interests.

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