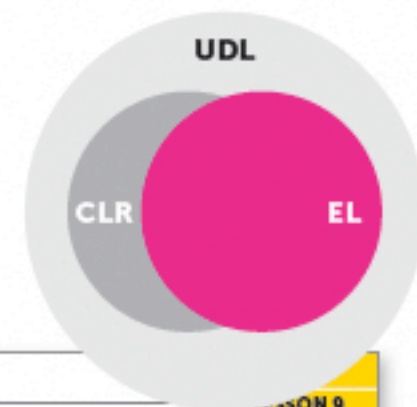


# Magnetic Reading Helps English Learners Thrive

## Start with an Asset-Based Mindset

English learners (ELs) represent a broad spectrum of learners with a wide range of backgrounds, experiences, and language and academic proficiencies. We recognize the linguistic and cultural assets ELs bring to the classroom, and ensuring they achieve academic success with rigorous grade-level content is our priority. With high expectations, access to rich and complex, grade-level text, and appropriate scaffolds, ELs will acquire the language and content skills they need to succeed.



## Plan for Success

Magnetic Reading incorporates strategic scaffolds for English learners. During planning, teachers have the opportunity to consider the needs of ELs and how best to provide content and language supports.

- **Text At-a-Glance** provides key background, vocabulary, and other features of language students will need to grapple with as they read complex texts.
- **English Learner Support** lists the EL-specific strategies and scaffolds in the lesson and identifies tasks students will engage with in the language domains of *reading, speaking, listening, and writing*.

Magnetic Reading offers scaffolded instruction at point of use, with explicit attention to English learners. Teachers can flexibly and intentionally support both ELs and native English speakers in reading and analyzing the complex language of the text.

## Promote Access to Complex Texts

- Texts are chunked into meaningful units and anchored by text-dependent questions.
- Questions are catalysts for partner discussion and allow teachers to check for understanding.
- Discussions allow students to practice text-specific vocabulary and language structures.
- Teachers are encouraged to use students' home language to support them in negotiating texts.

## Activate Prior Knowledge and Build Background

- **Before Teaching the Lesson** provides information about the text and background knowledge students need to access it.
- **Focus Questions** set a purpose for reading and support students in synthesizing information across texts.
- **Notice and Wonder** engages students in previewing texts and using what they know to anticipate and predict.

## Engage Through Academic Discourse

All students are academic English learners. Daily discussion allows students to practice active listening and speaking and to communicate meaningfully in academic English. Sentence starters and frames guide students to:

- Justify ideas.
- Agree and build on to the ideas of others.
- Disagree and explain.

## Scaffold Instruction for ELs

**Help & Gos** include strategies and scaffolds that address specific language needs of ELs such as:

- Interpreting figurative and idiomatic language, differentiating between formal and informal language.
- Understanding shades of meaning.
- Analyzing multiple-meaning words.
- Leveraging cognates.
- Unpacking complex sentences.

### Talk

What happens in the beginning, middle, and end of "Bear and Turtle Have a Race"? Share the details from one part of your story map with your partners. Listen to your partners' details. Which details in your maps are the same? Which details are different?

I included the detail about \_\_\_ in the beginning/middle/end.

I did not include the detail about \_\_\_ because \_\_\_.

\_\_\_ said that \_\_\_ happened in the beginning/middle/end. I agree/disagree because \_\_\_.

### HELP & GO: Vocabulary

- Remind students to use the titles and photographs to look for clues about the meaning of the terms.
- Encourage students to look inside the word for familiar prefixes (*non-, re-*), suffixes (*-able*), and base words (*new, source*).
- Encourage students to look inside the word for word parts that are cognates in their home language. **EL**