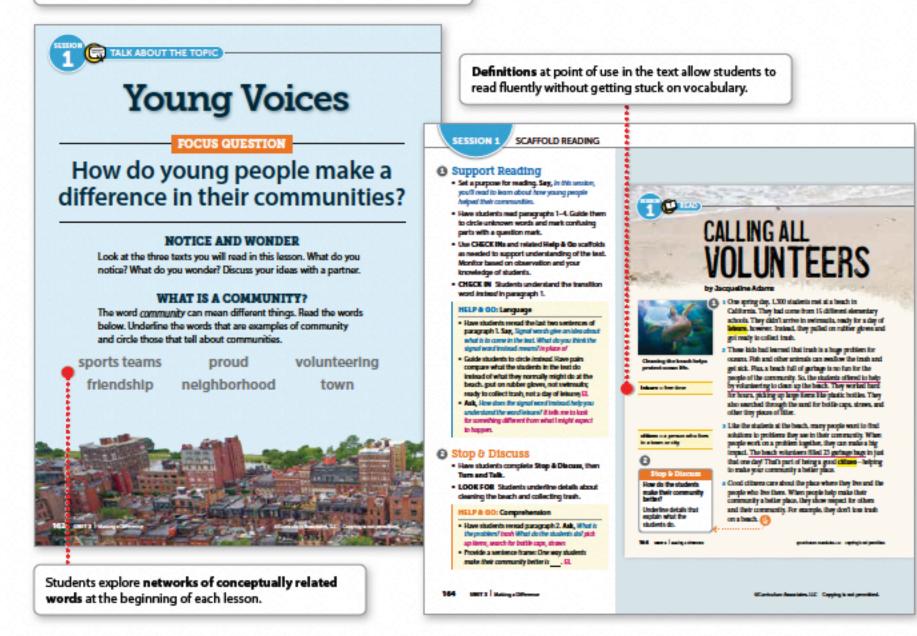
Vocabulary Development

Magnetic Reading integrates word learning into reading, writing, and discussion.

Research shows that a student's knowledge of words and phrases is critical to reading success and that increasing the size and depth of a student's vocabulary can lead to higher levels of reading comprehension. *Magnetic Reading* integrates word learning into reading, writing, and discussion.

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.



Academic Talk words and phrases—the language that supports development of reading comprehension skills as students talk and write about texts— are taught, modeled, and used throughout each lesson to support successful acquisition of reading comprehension skills.



Word	Context Clues in the Text	What I Think the Word Means
volunteering	"offered to help," "clean up the beach"	helping to do something

Reread/Think

Reread paragraphs 3–7 in "Calling All Volunteers." In the chart, write down context dues that help you figure out the meaning of each word. Then write what you think the word means.

Word	Context Clues In the Text	What I Think the Word Means
solutions (paragraph 3)		
Impact (paragraph 3)		
respect (paragraph 4)		
confidence (paragraph 7)		

Students keep a word journal of new words learned in a lesson and are prompted to recall and use the words. Help & Go scaffolds 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.

Support Reading • Hose students read paragraphs 6 and 7.	
The CHECK IN Students use content class to understand the worth discitly and expens. HELP & GO: Vocabulary Total out directly and expens in the last two sentences of paragraph 6. Have students look around the worth to understand the meanings. Say, fined the last two understand the meanings. Say, fined the last two understand the meaning of expense beat Discriby neurs. To go should be without displaying "and the test anys that the box would highly stop. (Hall-expense bus means that the	This worked with the local government to create a plan that was based on his meanth. One of his kines was to add more bears at night. This would help people who worked his. Another this was to add a but that would inte people to many of the towns alone. This would rathe it may to show without a car. A third idea was to add a but that would travel directly to the names big town. This appears has would the dops, saving travel time. 7 The town and its residents blad many of Tairly kines.
but will go trans Greet Barrington shotght to the seat hig lown. Stop & Discuss Here students complete Stop & Discuss and then Turn and Talk. LOOK FOR Students choose the statement, "The town needs an express bus." HELP & OO: Comprehension Guide students to undentand how Tale hoped to help this commantly. Ask, Would free buss.	Some parts of his plan have been used to improve the har spatient. This gaineds let from his experience it is incread that any officers—over a temper—can make an impact to the community. Prop Discours
help the community? No. Workers needed more house at eight as self as leafer express routes. • Prompt students to look at paragraph 6 to find words that signal details of Tale's plan, yore, another, thirdy II. Discuss the Whole Text	BUS STOP
 Revisit the Focus Question. Ask, Now does Total mote a difference in his community? Exploin. Have students Turn and Talk about the question and then Stand and Share. 	The new loan materials land days and response steps.
 Record responses for students to reference when they answer the Focus Question in other sessions. 	TO mes adquirem guitamentino epigledyndin