

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.

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

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.

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.

SESSION 1 TALK ABOUT THE TOPIC

Young Voices

FOCUS QUESTION

How do young people make a difference in their communities?

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 IS A COMMUNITY?

The word *community* can mean different things. Read the words below. Underline the words that are examples of community and circle those that tell about communities.

sports teams proud volunteering
friendship neighborhood town

Students explore **networks of conceptually related words** at the beginning of each lesson.

SESSION 1 SCAFFOLD READING

1 Support Reading

- Set a purpose for reading. Say, *In this session, you'll read to learn about how young people help their communities.*
- Have students read paragraphs 1–4. Guide them to circle unknown words and mark confusing parts with a question mark.
- Use CHECK INs and related Help & Go scaffolds as needed to support understanding of the text. Monitor based on observation and your knowledge of students.
- CHECK IN** Students understand the transition word *instead* in paragraph 1.

HELP & GO: Language

- Have students read the last two sentences of paragraph 1. Say, *Signal words give an idea about what is to come in the text. What do you think the signal word *instead* means? In place of.*
- Guide students to circle *instead*. Have pairs compare what the students in the text do instead of what they normally might do at the beach: *put on rubber gloves, not swimming; ready to collect trash, not a day of leisure.*
- Ask, *How does the signal word *instead* help you understand the word *leisure*? It tells me to look for something different from what I might expect to happen.*

2 Stop & Discuss

- Have students complete Stop & Discuss, then Turn and Talk.
- LOOK FOR** Students underline details about cleaning the beach and collecting trash.

HELP & GO: Comprehension

- Have students read paragraph 2. Ask, *What is the problem? beach. What do the students do? pick up items, search for bottle caps, straw.*
- Provide a sentence frame: *One way students make their community better is ____.*

CALLING ALL VOLUNTEERS

by Jacqueline Adams

1 One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't arrive in swimsuits, ready for a day of leisure. Instead, they pulled on rubber gloves and got ready to collect trash.

2 These kids had learned that trash is a huge problem for oceans. Fish and other animals can swallow the trash and get sick. Plus, a beach full of garbage is no fun for the people of the community. So, the students offered to help by volunteering to clean up the beach. They worked hard for hours, picking up large items like plastic bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of litter.

3 Like the students at the beach, many people want to find solutions to problems they see in their community. When people work on a problem together, they can make a big impact. The beach volunteers filled 25 garbage bags in just that one day! That's part of being a good citizen—helping to make your community a better place.

4 Good citizens care about the place where they live and the people who live there. When people help make their community a better place, they show respect for others and their community. For example, they don't leave trash on a beach.

164 UNIT 1 | Making a Difference

SESSION 2 PRACTICE

Determine Word Meanings

- One way to determine the meaning of an unfamiliar word is to look around the word for clues to the word's meaning.
- Context clues** are words or phrases in a text that help you figure out the meaning of an unknown word.
- Context clues can appear before or after the unknown word.

| 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 clues 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) | | |

166 UNIT 2 | Making a Difference

Students keep a **word journal** of new words learned in a lesson and are prompted to recall and use the words.

SESSION 3 SCAFFOLD READING

3 Support Reading

- Have students read paragraphs 6 and 7.
- CHECK IN** Students use context clues to understand the words *directly* and *express*.

HELP & GO: Vocabulary

- Point out *directly* and *express* in the last two sentences of paragraph 6. Have students look around the words to understand the meanings.
- Say, *Read the last two sentences of paragraph 6. What clues help you figure out the meaning of *express* bus? *Directly* means "to go straight without stopping," and the text says that the bus would skip stops. *I think express bus means that the bus will go from Great Barrington straight to the next big town.**

4 Stop & Discuss

- Have students complete Stop & Discuss and then Turn and Talk.
- LOOK FOR** Students choose the statement, "The town needs an express bus."

HELP & GO: Comprehension

- Guide students to understand how Tai helped to help his community. Ask, *Would fewer buses help the community? No. Water needed more buses at night as well as faster express routes.*
- Prompt students to look at paragraph 6 to find words that signal details of Tai's plan, *one, another, third.*

Discuss the Whole Text

- Reread the Focus Question. Ask, *How does Tai make a difference in his community? Explain.*
- Have students Turn and Talk about the question and then Stand and Share.
- Record responses for students to reference when they answer the Focus Question in other sessions.

170 UNIT 3 | Making a Difference

Students explore **networks of conceptually related words** at the beginning of each lesson.