

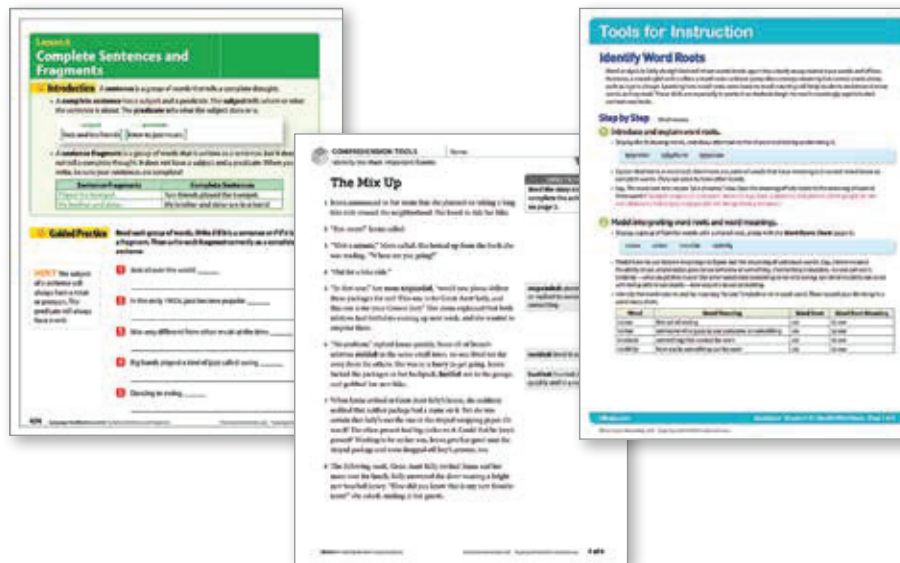
Resources to Optimize Implementation

Teacher Toolbox

- Interactive Tutorials
- Lesson Presentation Slides
- Posters of Routines
- The Language Handbook
- Assessment Resources
- Tools for Scaffolding Comprehension
- Tools for Instruction
- Discourse Cards
- Graphic Organizers
- Writing Rubrics

i-Ready

- Assignable Practice Resources
- *i-Ready* Assessments & Reports
- *i-Ready* Grade-Level Scaffolding Report
- *i-Ready* Personalized Instruction
 - Auto-generated, individual pathway for students
 - Teacher-assigned practice options



How Magnetic Reading Units Work

Magnetic Reading includes six units at each grade level. Each unit explores a grade-appropriate science, social studies, or social-emotional theme and includes **Focus Lessons** and a **Connect It Lesson**.


UNIT 1					UNIT 2					UNIT 3					UNIT 4					UNIT 5					UNIT 6				
L1	L2	L3	L4	CI	L5	L6	L7	L8	CI	L9	L10	L11	CI	L12	L13	L14	CI	L15	L16	L17	CI	L18	L19	L20	CI				

**UNIT
3**

Making a Difference


LESSON 9
Young Voices

162




LESSON 10
Books Change the World

178




LESSON 11
We Can Help!

194



CONNECT IT
Fair Play

210



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Structure of a Unit

- Three or four conceptually related **Focus Lessons** build knowledge on a focused part of the unit topic and provide rigorous instruction and practice on the focus standard. Focus Lessons can be taught in sequence or in isolation to target particular standards while still building knowledge of the unit topic.
- A **Connect It Lesson** at the end of each unit extends the knowledge build with a longer, culminating text and integrated review and practice of the unit's focus standards.

Each **Focus Lesson** targets a single literary or informational standard and builds knowledge on the lesson topic.

Table of Contents (continued)

UNIT 3

Making a Difference 160

LESSON 9 Young Voices 162

FOCUS STANDARD: Determine Word Meanings

<i>Calling All Volunteers</i>	164
<i>Citizen Connection</i>	168
<i>Learning from Each Other</i>	173

LESSON 10 Books Change the World 178

FOCUS STANDARD: Ask and Answer Questions

<i>Little Free Libraries</i>	180
<i>Storyteller Pura Belpré</i>	184
<i>Marley Dias: Changing the World Through Books</i>	189

LESSON 11 We Can Help! 194

FOCUS STANDARD: Determine Word Meanings

<i>Rafael's Plan, Part 1</i>	196
<i>Rafael's Plan, Part 2</i>	200
<i>Rafael's Plan, Part 3</i>	205

CONNECT IT Fair Play 210

FOCUS STANDARDS: Ask and Answer Questions, Determine Word Meanings

<i>Fun for Everyone</i>	212
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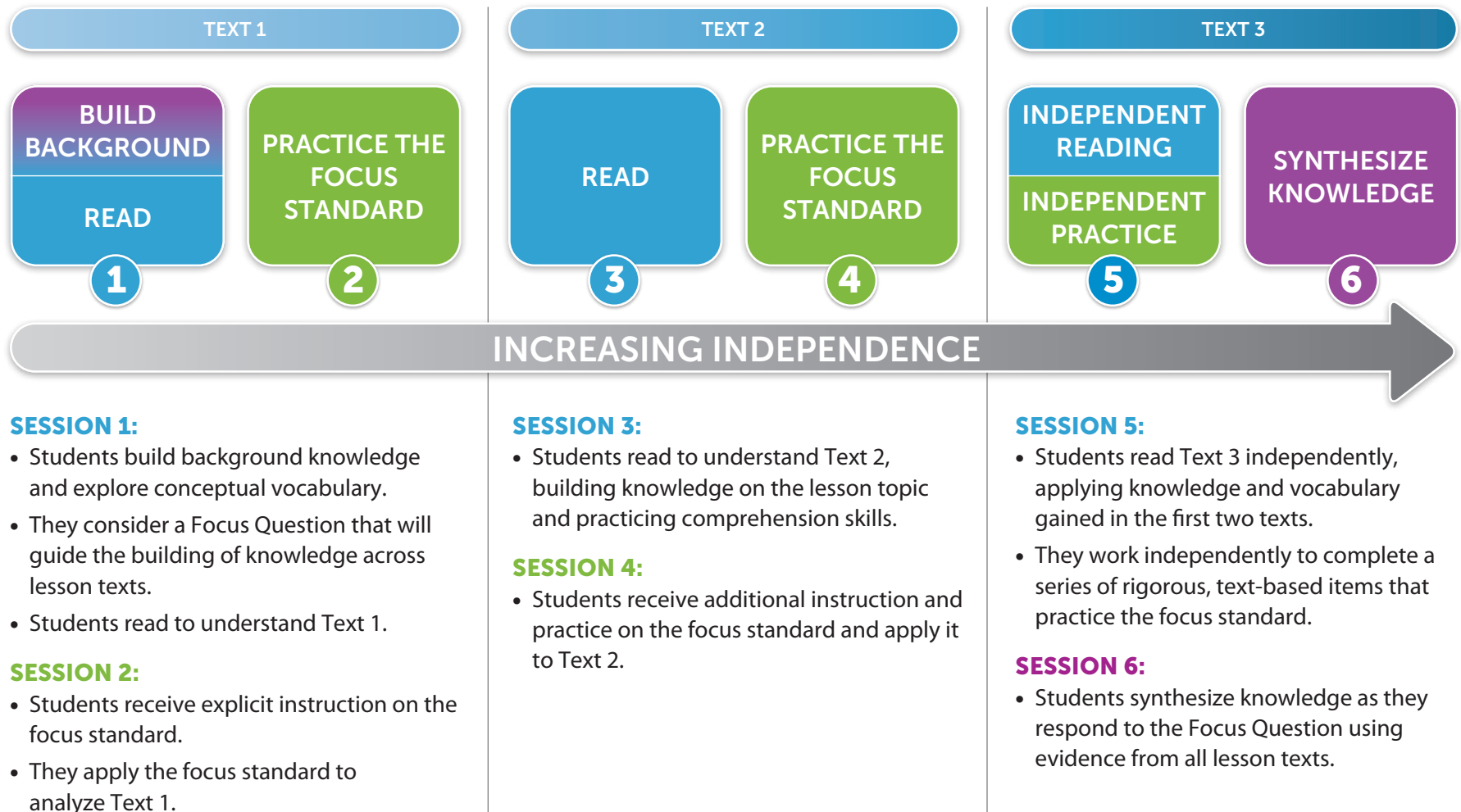
Multiple lessons offer fresh perspectives and opportunities for students to deeply explore the unit topic.

The **Connect It Lesson** synthesizes skills and knowledge from across the unit.

How Magnetic Reading Lessons Work

Focus Lessons

Each **Focus Lesson** provides rigorous instruction on a single standard through authentic reading experiences that build knowledge and comprehension skills across six 30–45-minute sessions. Each session has a primary instructional focus, but knowledge building and the practice of comprehension skills are integrated into authentic reading experiences in all six sessions.



Connect It Lessons

A **Connect It Lesson** at the end of each unit culminates learning. Students read and analyze a longer text and integrate knowledge and standards practice gained across the unit. Each Connect It Lesson takes place across four 30–45-minute sessions. The Teacher’s Guide provides additional resources for reteaching and suggestions for projects to extend learning.

**CONNECT
CONCEPTS**

**BUILD
BACKGROUND**

1

SESSION 1:

- Students discuss what they have learned about the unit topic by sharing details and insights from texts across the unit.
- They explore a network of conceptual vocabulary to build background for reading the culminating text.

**READ A
CULMINATING
TEXT**

2

SESSION 2:

- Students read to understand a longer, culminating text that builds on the knowledge gained in previous lessons.

**PRACTICE
THE UNIT
STANDARDS**

3

SESSION 3:

- Students work independently to complete a series of items about the text that integrate practice of standards taught throughout the unit.

**SYNTHESIZE
KNOWLEDGE
ACROSS UNIT
TEXTS**

4

SESSION 4:

- Students “put it all together” in an activity that explores the unit topic and requires students to make connections between the Connect It text and other unit texts, drawing on evidence from multiple unit texts.

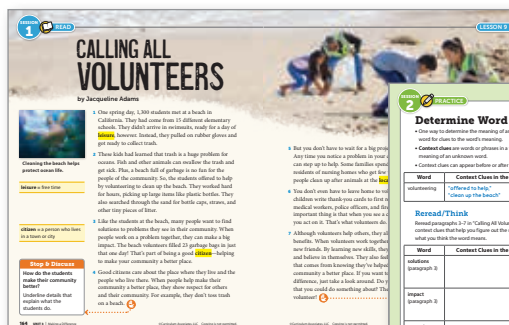
Primary Instructional Focus

Although students read, apply standards, and build knowledge in every session, each session is color-coded according to its primary instructional focus.

 **Blue Pages:** Reading

 **Green Pages:** Standards Practice

 **Purple Pages:** Knowledge Building



1 READ

CALLING ALL VOLUNTEERS

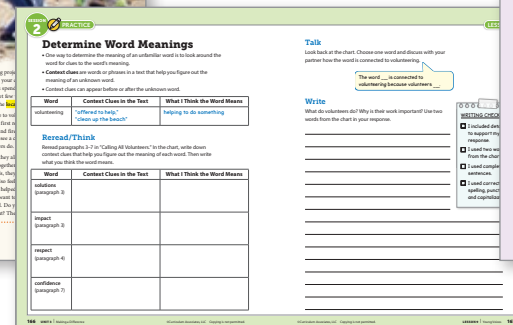
by Jacqueline Korman

One spring day, 1,300 students met at a beach in California. They had come from 15 different elementary schools. They didn't come to vacation, with the day of sun, swimsuits, and beach toys. They gathered on rather gross and greasy sand.

These kids had learned that trash is a huge problem for oceans. Fish and other animals can mistake 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 bags from like glass bottles. They also searched through the sand for bottle caps, straws, and other tiny pieces of trash.

I like the students at the beach, many people want to find solutions to problems that are in their community. When people work on a problem together, they can make a big impact. The beach volunteers did 27 garbage bags in just that one day! That's just a part of being a good citizen—helping to make their community a better place.

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



7 PRACTICE

Determine Word Meanings

Use your knowledge of the meaning of a combination of words to determine the word for each to the word's meaning.

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

Read/Think

Read paragraphs 1–2 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
volunteering	Paragraph 2	
offer	Paragraph 2	
offerings	Paragraph 4	
offerings	Paragraph 7	

Write

What do volunteers do? Why is their work important? Use text words from the chart in your response.

Talk

Look back at the chart. Choose one word and discuss with your partner how the word is connected to volunteering.

Write

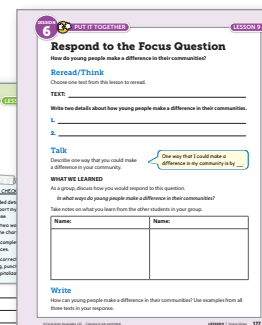
Write one way that you could make a difference in your community.

WHAT WE LEARNED

As a group, discuss how you would respond to this question: In what ways do young people make a difference in their communities? Take notes on what you hear from the other students in your group.

Write

How can young people make a difference in their communities? Use examples from all three texts to support your response.



6 PUT IT TOGETHER

Respond to the Focus Question

How do young people make a difference in their communities?

Reread/Think

Choose one text from this lesson to reread.

TEXT:

Write one detail about how young people make a difference in their communities.

1. _____

2. _____

3. _____

Talk

Describe one way that you could make a difference in your community.

Our way that I could make a difference in my community is to _____

WHAT WE LEARNED

As a group, discuss how you would respond to this question: In what ways do young people make a difference in their communities? Take notes on what you hear from the other students in your group.

Name:	Name:

Write

How can young people make a difference in their communities? Use examples from all three texts to support your response.

Engaging Texts That **Build Knowledge**

Research suggests that reading proficiency is connected to students' prior knowledge and that a content-rich curriculum can improve student learning.

Magnetic Reading supports students to build knowledge in key content areas and relevant social-emotional themes.

- Literary texts (*Lit*) represent a range of backgrounds, experiences, and text types. They explore social-emotional themes that students will relate to and learn from, such as conflict resolution, building empathy and awareness, and dealing with emotions.
- Informational texts (*Info*) offer fresh perspectives on science, social studies, technology, and the arts.
- Rich and varied texts build knowledge in key content areas and act as both windows into new worlds and mirrors in which students see themselves.



Key Content Areas

- responsible decision-making (8)
- society (8)
- LatinX & Hispanic experience (3)
- libraries (2)
- social awareness (2)
- African American experience (1)
- American ideals, culture & tradition (1)
- individuals with disabilities (1)
- taking care of the Earth (1)

Multiple texts in each **Focus Lesson** build knowledge on the lesson topic. As students read each new text, they build on the concepts and vocabulary of the previous text or texts.

SESSION 1 TALK ABOUT THE TOPIC

Young Voices

LESSON 9

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

Calling All Volunteers
by Jacqueline Adams

Citizen Connection
by Theresa Liberatore

Learning from Each Other
by John Hansen

LESSON 9 | Young Voices 163

SESSION 1 MAKE CONNECTIONS

Fair Play

TALK ABOUT WHAT YOU KNOW

Talk with a partner about ways people help their communities. Look at the pictures and use the sentence frames to get you started.

People help their communities by ____

One example is ____

This person made a difference by ____

LESSON 9
Young Voices

LESSON 10
Books Change the World

LESSON 11
We Can Help!

TALK ABOUT WORDS

Read the words below and think about how they connect to a playground. Then tell a partner about a playground you like using these words.

features design
enjoy equipment

CONNECT IT

210 UNIT 3 | Making a Difference

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The **Connect It Lesson** guides students to connect learning across the texts they have read and extends knowledge with a longer, culminating text.

Each **Focus Lesson** stands on its own and has a distinct knowledge focus within the unit. The **Focus Lessons** also work together with the **Connect It Lesson** to build knowledge on the broader unit topic.

UNIT 3

Making a Difference

LESSON 9
Young Voices
162

LESSON 10
Books Change the World
178

LESSON 11
We Can Help!
194

CONNECT IT
Fair Play
210

160 UNIT 3 | Making a Difference

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Supporting Students to **Read Complex Texts**

The ability to read and analyze complex texts is key to students' success in the classroom and beyond. *Magnetic Reading* supports students to read more so they become informed readers capable of recognizing others' perspectives and enriching their own.

- Scaffolds woven throughout reading sessions support students to engage with grade-level texts.
- Scaffolds during practice sessions support students to unpack the text's ideas, structure, and perspectives to arrive at a deeper understanding.

Each lesson starts with a **Focus Question** that gets students thinking and talking about the lesson topic.

SESSION 1 TALK ABOUT THE TOPIC LESSON 9

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



Calling All Volunteers
by Jacqueline Adams



Citizen Connection
by Theresa Liberatore



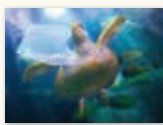
Learning from Each Other
by John Hansen

162 UNIT 3 Making a Difference ©Curriculum Associates, LLC. Copying is not permitted. LESSON 9 Young Voices 163

Students **build essential background** by exploring key vocabulary and mapping related words and concepts.

CALLING ALL VOLUNTEERS

by Jacqueline Adams



Cleaning the beach helps protect ocean life.

leisure = free time

citizen = a person who lives in a town or city

Stop & Discuss

How do the students make their community better?

Underline details that explain what the students do.

- 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**, however. 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 23 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 toss trash on a beach.



- 5 But you don't have to wait for a big project to volunteer. Any time you notice a problem in your community, you can step up to help. Some families spend time with residents of nursing homes who get few visitors. Other people clean up after animals at the **local** shelter.
- 6 You don't even have to leave home to volunteer. Some children write thank-you cards to first responders, such as medical workers, police officers, and firefighters. The important thing is that when you see a community need, you act on it. That's what volunteers do.
- 7 Although volunteers help others, they also get many benefits. When volunteers work together, they often make new friends. By learning new skills, they gain confidence and believe in themselves. They also feel the happiness that comes from knowing they've helped to make their community a better place. If you want to make a difference, just take a look around. Do you see a problem that you could do something about? Then it's time to volunteer!

local = nearby

Stop & Discuss

What are other ways people can help their community?

Find two examples in the text and discuss them with a partner.

People can help their community by ____.

Text is chunked into sections of 75–100 words, making it easier for students to process what they read.

Definitions at point of use allow for fluent reading to access ideas.

Students pause after each section to monitor comprehension by responding to a **Stop & Discuss** prompt.

Sentence starters model the language needed to talk and write about texts as students read and practice the focus standard.

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)		

Talk

Look back at the chart. Choose one word and discuss with your partner how the word is connected to volunteering.

The word ____ is connected to volunteering because volunteers ____.

Write

What do volunteers do? Why is their work important? Use two words from the chart in your response.

WRITING CHECKLIST

- I included details to support my response.
- I used two words from the chart.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Repeated use of the **Reread/Think, Talk, Write Routine** guides students to critically analyze texts using a graphic organizer and to process their understanding through structured discussions and writing.

Graphic organizers provide a transferable, evidence-based framework for unpacking the text to analyze its ideas, viewpoints, and structure.

Supporting Students to Read Complex Texts (continued)

The best support students have is a well-informed teacher who knows what to look for and how to monitor comprehension based on knowledge of students' reading proficiency and experiences. Planning resources and scaffolds support participation in grade-level reading and discourse and provide flexible options for applying scaffolds when needed and removing them as students develop independence.

The **Lesson Overview** provides a snapshot of supports and resources to facilitate planning.

A **Text At-a-Glance** feature lists challenging elements in each text so teachers can anticipate gaps to address.

An overview of **English learner-specific supports** and strategies is provided for every session and addresses the language domains of listening, speaking, reading, and writing.

OVERVIEW

Young Voices

FOCUS QUESTION

How do young people make a difference in their communities?

About the Lesson

OBJECTIVES

Content Objectives

- Use context clues to determine the meaning of unfamiliar words.
- Analyze prefixes and suffixes in unfamiliar words to determine their meanings.
- Understand how young people work toward making their communities better.

Language Objectives

- Identify and list context clues that support the meaning of unfamiliar words.
- Explain to a partner how analyzing word parts can support understanding of words.
- Locate and discuss text evidence about ways young people impact their communities.

ACADEMIC TALK

See **Glossary of Terms** on pp. 466–473.

context clue, prefix, suffix

Spanish Cognates

prefijo, sufijo

Build Knowledge

Lesson texts build knowledge about:

- How students can help make their communities better by volunteering
- How one young person can make a big difference within a community
- How young mentors and their students learn from one another

Plan Student Scaffolds

- Use **I-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
 - Teach new word meanings
 - Introduce prefix and suffix families
- Partner English learners with students who can serve as language models to support them in completing the charts during Sessions 2 and 4. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

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
Shout Out	1	spontaneity, multiple ways to show focus
Merry-Go-Round Share	1, 4	multiple ways to show focus, connectedness
Individual Think Time	1	independence
Stand and Share	1, 3, 5	spontaneity, movement, connectedness
Pick a Stick	2, 4	spontaneity
Silent Appointment	2	social interaction, nonverbal expression
Musical Shares	2	movement, musicality, social interaction
Pass It On	3, 6	spontaneity, connectedness

LEARNING PROGRESSION | Determine Word Meanings

Students build on this skill:

RI.2.4 Determine the meaning of words and phrases in a text.

Students learn this skill:

RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text.

Students prepare for this skill:

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text.

Students review and practice:

- RI.3.1** Ask and answer questions
- RI.3.2** Recount key details

162a UNIT 3 | Making a Difference

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LESSON 9

LESSON PLANNING GUIDE

TEXT 1: Calling All Volunteers • SOCIAL STUDIES ARTICLE

SESSION	READING	TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 1	READING	<p>Concepts/Background</p> <ul style="list-style-type: none"> problems caused by trash in the ocean the benefits of volunteering what it means to be a good citizen <p>Language</p> <ul style="list-style-type: none"> Vocabulary: <i>instead, residents, nursing homes, (animal) shelter, benefits</i> Idioms: <i>step up to help, take a look around</i> 	<p>Speaking/Reading</p> <ul style="list-style-type: none"> Analyze signal words, Paraphrase <p>Listening/Speaking</p> <ul style="list-style-type: none"> Use sentence frames <p>Listening/Reading</p> <ul style="list-style-type: none"> Clarify directions <p>Listening/Reading</p> <ul style="list-style-type: none"> Model activity <p>Reading</p> <ul style="list-style-type: none"> Analyze signal words
SESSION 2	PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> Formative Assessment 	
SESSION 3	SCAFFOLD READING	<p>TEXT 2: Citizen Connection • SOCIAL STUDIES ARTICLE</p> <p>Concepts/Background</p> <ul style="list-style-type: none"> urban vs. suburban modes of transportation how changes are made in local government <p>Language</p> <ul style="list-style-type: none"> Vocabulary: <i>efforts, researching, directly, express bus, skip (stops)</i> Idioms: <i>catch a bus, call attention to, took notice of, come up with</i> 	<p>Listening/Speaking</p> <ul style="list-style-type: none"> Use sentence frames <p>Speaking/Reading</p> <ul style="list-style-type: none"> Make personal connections, Analyze signal words <p>Listening/Reading</p> <ul style="list-style-type: none"> Model activity <p>Listening/Speaking</p> <ul style="list-style-type: none"> Role-play, Rehearse oral responses <p>Speaking/Writing</p> <ul style="list-style-type: none"> Talk before writing
SESSION 4	PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> Formative Assessment 	
SESSION 5	INDEPENDENT READING AND PRACTICE	<p>TEXT 3: Learning from Each Other • SOCIAL STUDIES ARTICLE</p> <p>Concepts/Background</p> <ul style="list-style-type: none"> mentoring Connecticut Puerto Rico Hurricane Maria <p>Language</p> <ul style="list-style-type: none"> Vocabulary: <i>destructive, native language, instruction, challenges, developing</i> Idioms: <i>the idea ... hit me, it turns out</i> 	<p>Speaking/Reading</p> <ul style="list-style-type: none"> Use sentence frames <p>Reading</p> <ul style="list-style-type: none"> Sketch <p>Listening/Reading</p> <ul style="list-style-type: none"> Read aloud questions and answer choices <p>Writing</p> <ul style="list-style-type: none"> Use word bank
SESSION 6	KNOWLEDGE BUILDING	<p>RESPOND TO THE FOCUS QUESTION</p> <ul style="list-style-type: none"> How do young people make a difference in their communities? <p>Integrate information from the lesson texts</p> <ul style="list-style-type: none"> Collaborative discussion Short response 	<p>Speaking/Writing</p> <ul style="list-style-type: none"> Talk before writing

162b

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Suggestions for grouping and skill-specific resources support planning and help scaffold instruction.

Formative assessment checks and tools are clearly identified to support teachers in monitoring proficiency.

Help & Go scaffolds are used flexibly and as needed. Each support provides a quick Check In, Look For, or Listen For diagnostic and offers specific remediation strategies.

HELP & GO: Language

- Have students reread 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 swimsuits; ready to collect trash, not a day of leisure) **EL**
- 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.*

Strategic scaffolds for English learners are embedded throughout reading.

Detailed teacher modeling is provided for the instruction of reading comprehension standards and skills.

Reread/Think

MODEL THE STANDARD Have students reread paragraphs 1 and 2. Display the chart and model using context clues to understand *volunteering*.

- Say**, *To figure out the meaning of volunteering, I look around the word to see if I can find clues. The phrase "offered to help" tells me that no one was forcing the kids. Cleaning the beach is something they wanted to do to help.*

GUIDE STANDARDS PRACTICE Have students use **Silent Appointment** to find a partner and then reread paragraph 3. Guide them to look around the word to find the meaning of *solutions*. Then have students complete the chart.

- Say**, *Sometimes you have to read on and look at the sentence after the unknown word to find clues about the meaning. What words and phrases help you figure out the meaning of solutions? work on a problem together What do you think solutions means? ways to solve a problem*

- Guide students to record new words and their meanings in their word journals.

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 helped 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 reread 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 swimsuits; ready to collect trash, not a day of leisure) **EL**
- 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.*

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

164 UNIT 1 | Making a Difference

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**; however, 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 23 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 toss trash on a beach.

LESSON 9

1 Support Reading

- Have students read paragraphs 5–7. Direct them to mark confusing parts with a question mark.
- CHECK IN** Students understand the shifts between 2nd- and 3rd-person point of view.

HELP & GO: Language

- Point out that sometimes the author uses the word you when addressing the reader. **Ask**, *Who is the author talking to in paragraphs 5 and 6? the reader, because the word you is used*

2 Stop & Discuss

- Have students think about the **Stop & Discuss** question independently, then **Turn and Talk**.
- Have partners paraphrase the section before answering the **Stop & Discuss** question. **EL**
- LISTEN FOR** Students identify examples of volunteering in paragraphs 5 and 6.

HELP & GO: Comprehension

- Have students reread paragraphs 5 and 6.
- Clarify the task by explaining that the text specifies that "some families" and "other people" help their communities. Tell students these clues will help them find specific ways people help. **EL**
- Say**, *"Some children" signals a clue. What do they do? write thank-you cards*

Discuss the Whole Text

- Revisit the Focus Question. **Ask**, *How do young people make a difference in their communities?*
- Ask**, *What does the author want you to think about? helping your community*
- Guide students to reflect on their previous thinking about ways they helped family and friends. Have them think of new ways to help.
- Give students **Individual Think Time** and then have them **Stand and Share**.
- Record responses for students to reference.

Each practice session incorporates the use of familiar, often-repeated **protocols to structure activities**, discussions, and writing.

FOCUS STANDARD

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)	"work on a problem together"	ways to solve a problem
impact (paragraph 3)	"filled 23 garbage bags"	make a big difference
respect (paragraph 4)	"people help make their community a better place"	to be thoughtful about other people
confidence (paragraph 7)	"believe in themselves"	a feeling of believing and trusting in yourself

Talk

- Look back at the chart. Choose one word and discuss with your partner how the word is connected to volunteering.

Write

What do volunteers do? Why is their work important? Use two words from the chart in your response.

Sample response: *Volunteers make an impact. They find solutions to problems to make their community a better place.*

For example, volunteers pick up garbage from the beach and visit people at nursing homes. Volunteering is important because it improves people's confidence in themselves.

WRITING CHECKLIST

I included details to support my response.

I used two words from the chart.

I used complete sentences.

I used correct spelling, punctuation, and capitalization.

Talk

- Have students use **Turn and Talk** to complete the Talk activity.
- CHECK IN** Students use context clues to understand the word *confidence*.

HELP & GO: Standards Practice

- Have students reread the sentence in paragraph 7 that contains the word *confidence*. Point out that *and* is a clue. It shows a relationship between two phrases.
- Ask**, *What do you think confidence means? believe in themselves*
- Guide students to repeat and rephrase to show their understanding.
- Point out the word *also* in the following sentence. Explain that *also* is a signal word that means more information is being added. **EL**
- Clarify the meaning of the words on the chart if necessary.

Write

- Have students complete the Write task and use the checklist to check their work.
- Use written responses to determine whether students need additional support.
- Use **Musical Shares** to share writing.

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.

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



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

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

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 helped 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 reread 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 swimsuits; ready to collect trash, not a day of leisure) **EL**
- 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.*

HELP & GO: Comprehension


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

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SESSION 1 READ

CALLING ALL VOLUNTEERS

by Jacqueline Adams



Cleaning the beach helps protect ocean life.

leisure = free time

citizen = a person who lives in a town or city

2 Stop & Discuss

How do the students make their community better?

Underline details that explain what the students do.

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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**, however. 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 23 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 toss trash on a beach.

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.

SESSION 3 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.

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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)		

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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.

SESSION 3 SCAFFOLD READING

5 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.*

6 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 Tate hoped to help his community. **Ask**, *Would fewer buses help the community? No. Workers 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 Tate's plan. (*one, another, third*) **EL**

Discuss the Whole Text

- Revisit the Focus Question. **Ask**, *How does Tate 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.

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SESSION 3 READ

- 5 Tate worked with the local government to create a plan that was based on his research. One of his ideas was to add more buses at night. This would help people who worked late. Another idea was to add a bus that would take people to many of the town's stores. This would make it easy to shop without a car. A third idea was to add a bus that would travel directly to the nearest big town. This express bus would skip stops, saving travel time.
- 7 The town and its residents liked many of Tate's ideas. Some parts of his plan have been used to improve the bus system. Tate gained a lot from his **experience**. He learned that any citizen—even a teenager—can make an impact in the community.

experience = something a person has done



The new bus route has local stops and express stops.

170 UNIT 3 | Making a Difference

RI.3.1

6 Stop & Discuss

Which statement would Tate most likely agree with?

- The town needs fewer buses at night.
 The town needs an express bus.

Talk with a partner about why you chose this statement.

Tate would agree with the statement that ___

Tate would disagree with the statement that ___

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Routines That Structure Learning

Magnetic Reading includes the regular use of research-based routines to support standards instruction, vocabulary acquisition, and good habits of reading, writing, and discussion. Each routine is referenced in the Teacher's Guide at point of use. It is recommended that you familiarize yourself and your students with each routine at the beginning of the year to ensure effective implementation

1 Reread/Think, Talk, Write

What: This tried-and-true routine is used to structure all standards practice and knowledge-building sessions.

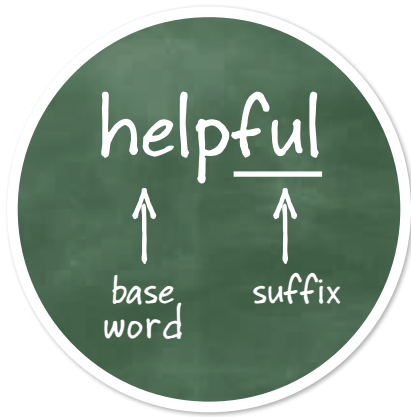
Why: The repeated sequence of reading and analyzing text, academic discussion, and writing supports students to develop critical thinking and metacognition as they unlock complex text.

When: During all standards practice and knowledge-building sessions (Sessions 2, 4, 5, and 6)

How:

- 1. Reread/Think** After an initial read of the text, students reread to analyze and evaluate it for deeper meaning, using a graphic organizer to analyze the text's structure and evidence.
- 2. Talk** Students make connections with their peers and dig deeper into the texts, gaining new insights and divergent ways of thinking about their reading.
- 3. Write** Through scaffolded writing prompts that extend and solidify their learning, students produce writing that demonstrates their understanding of comprehension skills and pushes them to make authentic connections to the text and expand their knowledge.





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:

- 1. Say the word or phrase aloud.** Circle the word or phrase that you find confusing. Read the sentence aloud.
- 2. 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?
- 3. 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.
- 4. Look beyond the word or phrase.** Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.
- 5. Check the meaning.** Ask yourself, "Does this meaning make sense in the sentence?"

Routines That Structure Learning (continued)

3 Compare and Connect

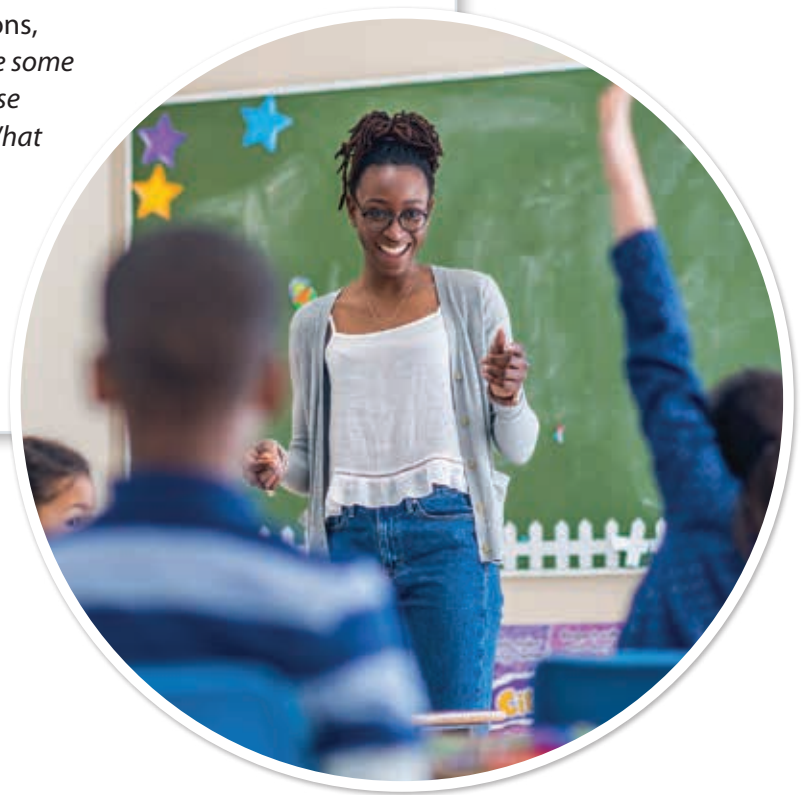
What: Students are prompted to think about texts they have read and to compare and make connections between them.

Why: When students are given the opportunity to reflect on, compare, and make connections between texts, they increase meta-awareness, solidify understandings, and become more skilled at academic discourse.

When: During whole-class discussions after reading or writing about two or more texts (Sessions 3, 5, and 6)

How:

1. Identify two or more previously read texts on the lesson or unit topic that students will review. You may wish to have different students focus on different texts or have all students review all of the identified texts.
2. Ask questions to elicit students' reflections, comparisons, and connections. *What are some examples of ___ in the texts? How are those examples alike? How are they different? What connections do you see between ___ and ___?*
3. Ask other questions specific to the idea or topic to help students see the underlying ideas to formulate important generalizations.



4 Opinion Lines

What: This routine prompts students to explore statements by deciding how strongly they agree or disagree with the statements and comparing their opinions with those of their peers.

Why: When students explore diverse views and relate them to their own views, they gain an understanding of the deeper reasoning underlying those views and distinguish similarities and differences between them.

When: During whole-class discussions (Sessions 1, 3, 5, and 6)

How:

1. Create a line long enough for students to stand along. You may wish to mark the line with tape or string.
2. Mark one end with *Strongly Agree* and the other end with *Strongly Disagree*. Divide the line into regular intervals and label them with degrees of agreement and disagreement such as *agree*, *neither agree nor disagree*, and *disagree*.
3. Write and display a bold statement that relates to what students are learning or discussing in the classroom.
4. Allow students time to think about how they feel about the statement and determine where on the scale their own opinion falls. Then ask them to stand on the part of the line that describes how much they agree or disagree with the statement. Have students talk with the people around them to share their reasons for standing where they are. Alternatively, consider having students talk with someone with a very different opinion. Provide sample questions and sentence starters to support discussion as needed: *Why do you think that? I feel this way because _____. I agree/disagree because _____.*

5 Stronger and Clearer Each Time

What: Students use this routine to revise and refine their ideas for a written response through structured conversations.

Why: Students develop precision, reasoning, and communication skills as they work to analyze complex text.

When: During writing activities (Sessions 2, 4, and 6)

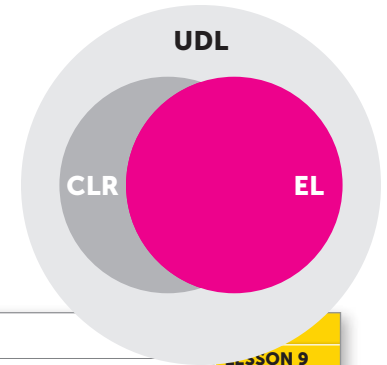
How:

1. Pose a question to the class and allow students time to think independently about their response.
2. Students meet with their first partner. Each shares their ideas and gets feedback from their partner about the ideas, evidence, or points. The partners incorporate changes to make their ideas stronger and clearer before moving to the next partner.
3. Students meet with up to two more partners, revising their responses to make them “stronger each time” with better and better evidence, examples, and explanations; and to make their ideas “clearer each time” by refining their responses to make sense and by using precise words. At the end, the student should have a strong, clear response to the question to share.

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*.

LESSON PLANNING GUIDE	
TEXT 1: Calling All Volunteers • SOCIAL STUDIES ARTICLE 	
SCAFFOLD READING 	ENGLISH LEARNER SUPPORT (EL) Speaking/Reading • Analyze signal words, Paraphrase Listening/Speaking • Use sentence frames Listening/Reading • Clarify directions Reading • Analyze signal words
TEXT AT-A-GLANCE	
Concepts/Background <ul style="list-style-type: none"> • problems caused by trash in the ocean • the benefits of volunteering • what it means to be a good citizen Language <ul style="list-style-type: none"> • Vocabulary: <i>instead, residents, nursing homes, (animal) shelter, benefits</i> • Idioms: <i>step up to help, take a look around</i> 	ENGLISH LEARNER SUPPORT (EL)
TEXT 3: Learning from Each Other • SOCIAL STUDIES ARTICLE 	
INDEPENDENT READING AND PRACTICE • Formative Assessment	ENGLISH LEARNER SUPPORT (EL) Speaking/Reading • Use sentence frames Reading • Sketch Listening/Reading • Read aloud questions and answer choices Writing • Use word bank
KNOWLEDGE BUILDING	
RESPOND TO THE FOCUS QUESTION • How do young people make a difference in their communities?	• Integrate information from the lesson texts • Collaborative discussion • Short response Speaking/Writing • Talk before writing
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<small>LESSON 9 Young Voices 162b</small>	

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**