



How Scaffolds Work in *Magnetic Reading*

Why Reading Grade-Level Text Is Important

We know that reading grade-level text has important benefits for students. The complex ideas and structures in a grade-level text enrich readers' knowledge and vocabulary, which they can draw on in the future (Halladay, 2012). That's why *Magnetic Reading* is composed entirely of high-quality, engaging texts at grade level. But those very qualities of grade-level texts that make them worth reading also make them challenging to read for many students.

Rather than meet that challenge by giving students easier texts to read, *Magnetic Reading* provides a number of scaffolds to help students access the text. A scaffold is a temporary support. Like scaffolds on a building during construction, an instructional scaffold helps prop up a student until they work on their own.

Before we talk about the scaffolds in *Magnetic Reading*, let's first understand the different reasons students may struggle with a grade-level text. Students can have many varying experiences and challenges before, during, and after reading. They may need extra help developing background knowledge, improving reading stamina, practicing fluency, building vocabulary, analyzing the text, making text-to-self connections, organizing their ideas before writing, or any combination of the above.

Scaffolds in *Magnetic Reading*

Magnetic Reading has built-in support for all of these issues. In fact, each lesson is a series of scaffolds. If you think of a building under construction, you know that the scaffolding is heaviest in the beginning. As the building becomes stable, the scaffolding is removed. In *Magnetic Reading*, students are more heavily scaffolded early in a lesson and gain independence as they get stronger.

SESSION 1

SCAFFOLD READING

1 Support Reading

- Set a purpose for reading. **Say**, *In this text, you will read to learn about the history of energy. Use the timeline and bar graph to help you understand the text.*
- Have students read paragraphs 1 and 2. Have them circle unknown words and mark confusing parts with a question mark.
- Preview the images in the timeline and have students share what they know about fire and fuel. **EL**
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand the content vocabulary word *fuel* and time-order words.

HELP & GO: Vocabulary

- Clarify the meaning of *fuel* in paragraphs 1 and 2. **Ask**, *What does the text say about fuel? You need fuel to make a fire. People burned wood, oil, and dung as fuel. What is fuel? something you burn to make fire*
- Clarify phrases that show time: *for thousands of years, for as long as, for a long time.* **EL**

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** People looked for fuels they could burn to cook, stay warm, and create light. People looked for new fuels when one ran out.

HELP & GO: Comprehension

Say, *Reread paragraphs 1 and 2. Why did people need fuel? to make fire and use its energy to cook food, stay warm, and light up the dark. What did people burn as fuel? wood, oil, dung, and coal. Why did people look for a fuel they could use instead of wood? They had cut down too many trees.*

Some of these embedded scaffolds include building background knowledge ahead of reading, chunking the text, pairing students as reading buddies, and making meaning of text through discourse.

- **Building Background Knowledge:** Students start the lesson building essential background by exploring key vocabulary and mapping related words and concepts (Cervetti & Hiebert, 2005).
- **Chunking the Text:** Each grade-level text in *Magnetic Reading* is chunked into sections of 75–100 words, which helps students build reading stamina.
- **Paired Reading:** Students read the text in heterogeneous pairs informed by *i-Ready* data. Each student has a buddy they can read to without being too far ahead or too far behind. This is good fluency practice for both partners (Meisinger & Schwanenflugel, 2004).
- **Discourse:** Students pause after each section to monitor comprehension by responding to a prompt and talking with their reading partner (Zwiers, 2018).

SESSION 1 TALK ABOUT THE TOPIC

Before Teaching the Lesson
Preview the texts before teaching the lesson. Plan scaffolds to use and provide background information as needed before reading each text.

- **Calling All Volunteers: Ocean Trash** Trash in oceans is a major environmental problem. The Great Pacific Garbage Patch is estimated to be as large as 1.6 million square kilometers, or twice the size of Texas.
- **Citizen Connection: Public Transportation** Students will have different experiences with public transportation depending on whether they live in a rural, suburban, or urban community. Talk about the public and private transportation options that students have in their communities.
- **Learning from Each Other: Hurricane Maria** Hurricane Maria was a strong hurricane that caused destruction to the U.S. territory Puerto Rico and other Caribbean islands in 2017.
- Consider alternate means of representing information, such as a video of the Great Pacific Garbage Patch, side-by-side photographs of Great Barrington and New York City, a map showing the location of Puerto Rico, or age-appropriate audio reports of the damage caused by the hurricane.

Talk About the Topic
BUILD STUDENTS' INTEREST

- 1 Introduce the lesson topic. Tell students that they will read, talk, and write about how young people can make their communities better.
 - Use **Somebody Who** so have students share a time they helped a family member or friend.
 - Introduce the focus standard. **Say**, *As you find unknown words, you will use the Word Learning Routine to look around the word and look inside the word to figure out word meanings.*
- 2 Prompt students to **Turn and Talk** about what the Focus Question means.
 - Invite students to use their home language to talk about the Focus Question. **EL**

UNIT 3 | Making a Difference

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

© Curriculum Associates, LLC. Copying is not permitted.

The best support students can have, even better than scaffolds in the text, is a well-informed teacher who knows how to respond to their needs—that is, a teacher who knows how to monitor comprehension based on knowledge of students’ reading proficiency and experiences. During other parts of a lesson, that means a teacher who knows how to help them if they’re struggling with skills instruction. Because we believe this is so important, we have filled the Teacher’s Guide with Help & Go boxes that give teachers a menu of scaffolds for supporting students. They include language supports that may focus on vocabulary or syntax, or comprehension supports, which may direct students to reread a sentence with a guiding prompt. There are also Help & Go scaffolds for the skills instruction sessions to help teachers support students as they learn, for example, text structure, point of view, and main idea.

We’ve made scaffolds—embedded scaffolds and teacher-facing scaffolds—the foundation of the *Magnetic Reading* instructional model because we believe they are the way to get students to read grade-level texts. We believe there’s value in reading rich, engaging, grade-level texts and that, with the right supports, almost every student can.



Dr. Lauren Fingeret earned her Ph.D. from Michigan State University in literacy curriculum, instruction, and teacher education, with an emphasis in reading comprehension. She has published articles and chapters on knowledge building, fluency, effective instruction, and the National Reading Panel Report. She works at Curriculum Associates as a product manager in English language arts teacher-led instruction.

References

- Cervetti, G. N., & Hiebert, E. H. (2015). The sixth pillar of reading instruction: Knowledge development. *The Reading Teacher*, 68(7), 548–551.
- Halladay, J. L. (2012). Revisiting key assumptions of the reading level framework. *The Reading Teacher*, 66(1), 53–62.
- Lapp, D., & Fisher, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: IRA.
- Meisinger, E. B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). Interaction quality during partner reading. *Journal of Literacy Research*, 36(2), 111–140.
- Zwiers, J. (2018). Cultivating students’ inner language of comprehending through classroom conversation. *Handbook of Research on Teaching the English Language Arts*, 183–205.