i-Ready Learning
Magnetic Reading™

Putting the Science of Reading to Work

Magnetic Reading Foundations, Grades K–2

Magnetic Reading, Grades 3–5

Contents

Introduction 5

Scope and Sequence 6

Word Recognition 7

Phonological Awareness 7

Phonics 8

High-Frequency Words 10

Bridging Processes 11

Literacy Knowledge: Concepts of Print 11

Fluency 12

Vocabulary 16

Language Comprehension 20

Literacy Knowledge: Genres and Text Features 20

Building Background Knowledge: Content and Cultural 22

Verbal Reasoning 28

Language Structures 30

Active Self-Regulation 32

Motivation and Engagement 32

Comprehension Strategies 36

Conclusion 37

References 38

Introduction

At Curriculum Associates, we believe all students can become skilled readers, and the best way to get them there is explicit, systematic, and evidence-based literacy instruction grounded in the body of research that has proven that teaching students to read is an art and a science. These beliefs are at the core of our *Magnetic Reading* K–5 resources, designed to take every student from foundational skills to reading fluency.

Reading Is a Complex Process

Thousands of international, interdisciplinary, scientific, and educational studies have pinpointed what—and, crucially, how—we must teach students who are learning to read. The resulting evidence forms the foundation of reading science. Humans are not hardwired to read in the same way we are to speak. We must all be explicitly taught to decipher the "code," beginning with these **word recognition** skills:

- **Phonological Awareness:** the ability to recognize and manipulate the sounds of spoken language
- **Phonics:** the ability to map sounds onto letters or combinations of letters (i.e., sound spellings)
- **Recognition of High-Frequency Words:** the ability to automatically identify and read words that occur most often in text

As students move systematically from learning to read to reading to learn, these **language comprehension** skills are essential for students to become proficient readers:

- **Literacy Knowledge (Genres and Text Features):** knowledge specific to understanding the features of literary and informational text
- **Background Knowledge (Content and Cultural):** information stored in the brain based on prior experiences of topics and ideas
- **Verbal Reasoning:** the ability to draw conclusions by connecting new information to what is already known
- **Language Structures:** the knowledge of word meanings and how they are combined into meaningful sentences

More recent research has proven that there are additional contributors to skilled reading. These contributors form **bridging processes** both within and across word recognition and language comprehension (Nation, 2019):

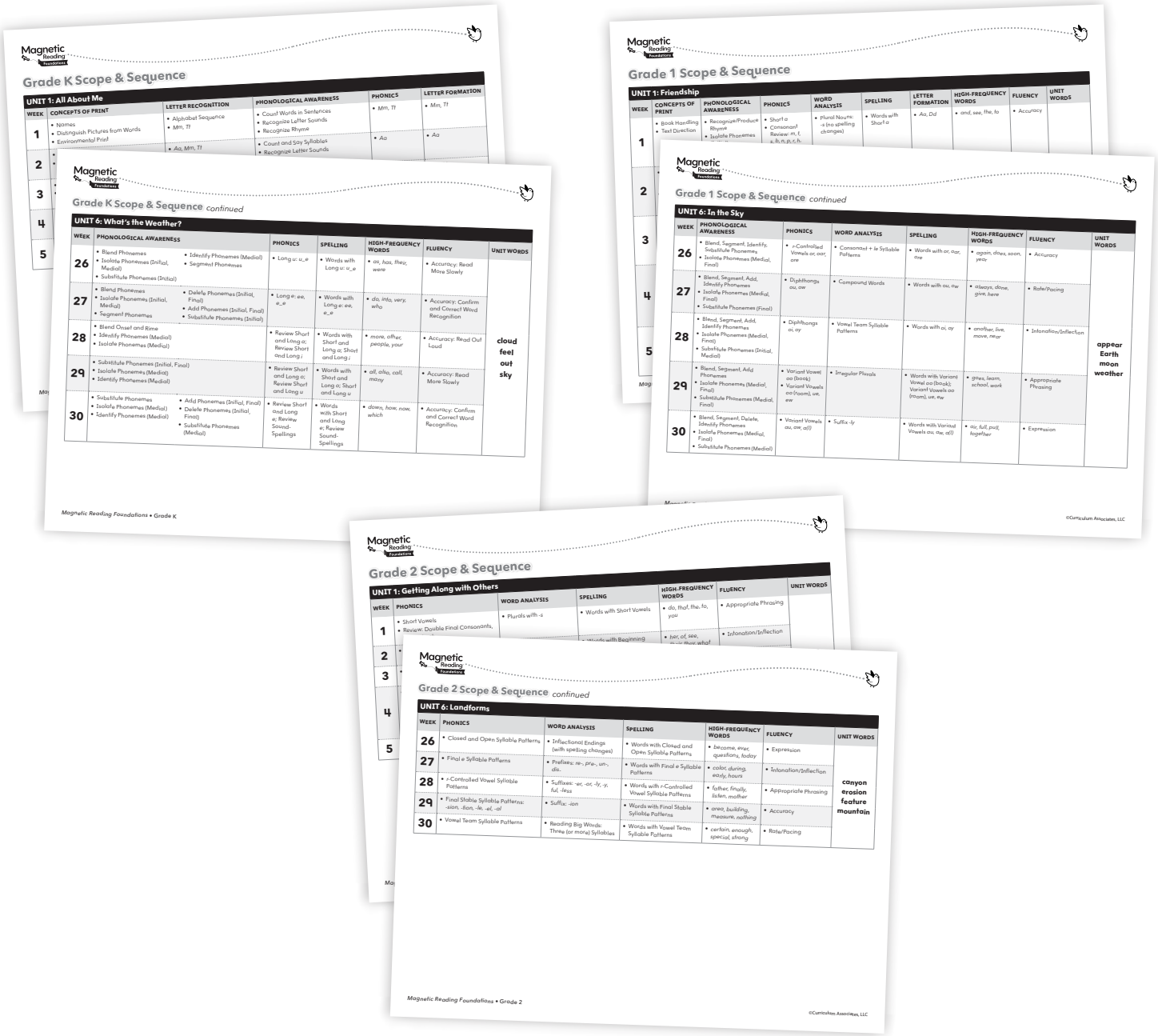
- **Literacy Knowledge (Concepts of Print):** knowledge specific to understanding how print works, such as reading it from left to right and top to bottom in English
- **Fluency:** the ability to read with accuracy, automaticity, intonation/inflection, and proper phrasing
- **Vocabulary Knowledge:** the ability to understand the meanings of words and phrases

The students themselves also play a key role in reading success. Skilled readers utilize active self-regulation strategies to maintain engagement with the text (Duke & Cartwright, 2021). **Active self-regulation** includes:

- **Motivation and Engagement:** the interest and desire to read that leads to active reading
- **Use of Comprehension Strategies:** deliberate actions that help readers construct meaning

Scope and Sequence

The *Magnetic Reading Foundations* K–2 scope and sequence is organized to systematically build and reinforce foundational skills. Our scope and sequence is informed by and aligned to research collected from cutting-edge reading science, including that from Heidi Anne Mesmer and Linnea Ehri.



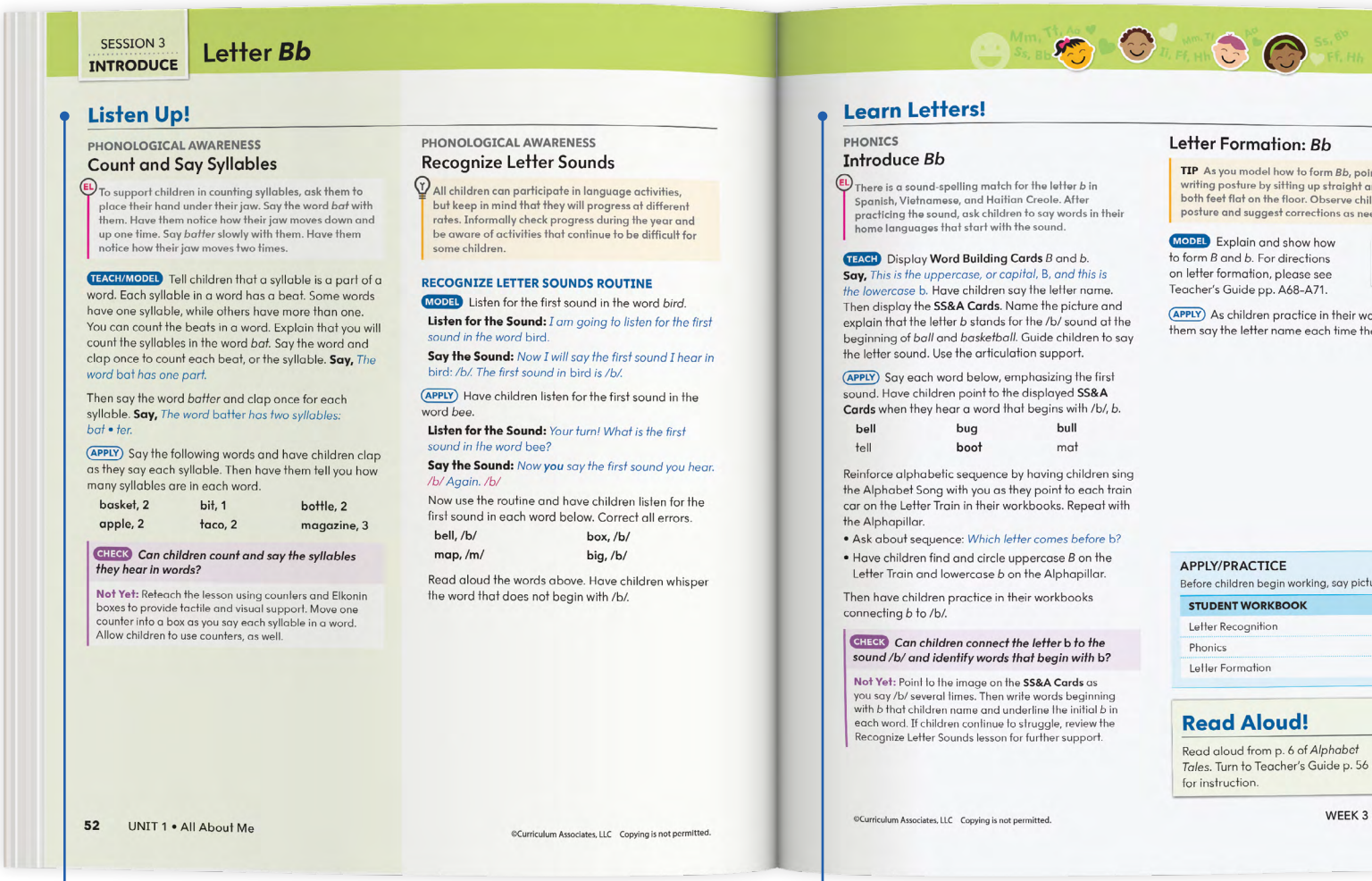
Contact your Curriculum Associates Educational Sales Consultant to access the full *Magnetic Reading Foundations* K–2 scope and sequence.

Word Recognition

Phonological Awareness

Research shows that phonological awareness is one of the first and most essential reading skills that students must learn as it is the greatest predictor of future reading success (National Reading Panel, 2000; Wagner & Torgesen, 1987). The phonological awareness scope and sequence in *Magnetic Reading Foundations* K–2 follows a progression from large units of sound, such as syllables and onset-rime, and moves to individual phonemes.

Research has confirmed that the phoneme level is the most important skill for later reading success because it trains students to hear the word parts that correspond to sound spellings (Brady, 2020; Wagner & Torgesen, 1987; Petscher et al., 2020). In *Magnetic Reading Foundations* K–2, students hear the week's phonics sounds in the phonological awareness, or Listen Up!, part of the session first. This sequence helps students learn to sound out words (Muter et al., 1997; Yopp & Yopp, 2000).



SESSION 3
INTRODUCE

Letter *Bb*

Listen Up!

PHONOLOGICAL AWARENESS
Count and Say Syllables

EL To support children in counting syllables, ask them to place their hand under their jaw. Say the word *bat* with them. Have them notice how their jaw moves down and up one time. Say *batter* slowly with them. Have them notice how their jaw moves two times.

TEACH/MODEL Tell children that a syllable is a part of a word. Each syllable in a word has a beat. Some words have one syllable, while others have more than one. You can count the beats in a word. Explain that you will count the syllables in the word *bat*. Say the word and clap once to count each beat, or the syllable. **Say,** *The word bat has one part.*

Then say the word *batter* and clap once for each syllable. **Say,** *The word batter has two syllables: bat • ter.*

APPLY Say the following words and have children clap as they say each syllable. Then have them tell you how many syllables are in each word.

basket, 2	bit, 1	bottle, 2
apple, 2	taco, 2	magazine, 3

CHECK ***Can children count and say the syllables they hear in words?***

Not Yet: Reteach the lesson using counters and Elkonin boxes to provide tactile and visual support. Move one counter into a box as you say each syllable in a word. Allow children to use counters, as well.

PHONOLOGICAL AWARENESS
Recognize Letter Sounds

All children can participate in language activities, but keep in mind that they will progress at different rates. Informally check progress during the year and be aware of activities that continue to be difficult for some children.

RECOGNIZE LETTER SOUNDS ROUTINE

MODEL Listen for the first sound in the word *bird*.

Listen for the Sound: *I am going to listen for the first sound in the word bird.*

Say the Sound: *Now I will say the first sound I hear in bird: /b/. The first sound in bird is /b/.*

APPLY Have children listen for the first sound in the word *bee*.

Listen for the Sound: *Your turn! What is the first sound in the word bee?*

Say the Sound: *Now **you** say the first sound you hear. /b/. Again. /b/*

Now use the routine and have children listen for the first sound in each word below. Correct all errors.

bell, /b/	box, /b/
map, /m/	big, /b/

Read aloud the words above. Have children whisper the word that does not begin with /b/.

Learn Letters!

PHONICS
Introduce *Bb*

EL There is a sound-spelling match for the letter *b* in Spanish, Vietnamese, and Haitian Creole. After practicing the sound, ask children to say words in their home languages that start with the sound.

TEACH Display **Word Building Cards** *B* and *b*. **Say,** *This is the uppercase, or capital, B, and this is the lowercase b.* Have children say the letter name. Then display the **SS&A Cards**. Name the picture and explain that the letter *b* stands for the /b/ sound at the beginning of *ball* and *basketball*. Guide children to say the letter sound. Use the articulation support.

APPLY Say each word below, emphasizing the first sound. Have children point to the displayed **SS&A Cards** when they hear a word that begins with /b/, *b*.

bell	**bug**	**bull**
tell	**boot**	mat

Reinforce alphabetic sequence by having children sing the Alphabet Song with you as they point to each train car on the Letter Train in their workbooks. Repeat with the Alphapillar.

- Ask about sequence: *Which letter comes before b?*
- Have children find and circle uppercase *B* on the Letter Train and lowercase *b* on the Alphapillar.

Then have children practice in their workbooks connecting *b* to /b/.

CHECK ***Can children connect the letter b to the sound /b/ and identify words that begin with b?***

Not Yet: Point to the image on the **SS&A Cards** as you say /b/ several times. Then write words beginning with *b* that children name and underline the initial *b* in each word. If children continue to struggle, review the Recognize Letter Sounds lesson for further support.

Letter Formation: *Bb*

TIP As you model how to form *Bb*, poi writing posture by sitting up straight a both feet flat on the floor. Observe chil posture and suggest corrections as nee

MODEL Explain and show how to form *B* and *b*. For directions on letter formation, please see Teacher's Guide pp. A68-A71.

APPLY As children practice in their wo them say the letter name each time th

APPLY/PRACTICE
Before children begin working, say pict

STUDENT WORKBOOK
Letter Recognition
Phonics
Letter Formation

Read Aloud!

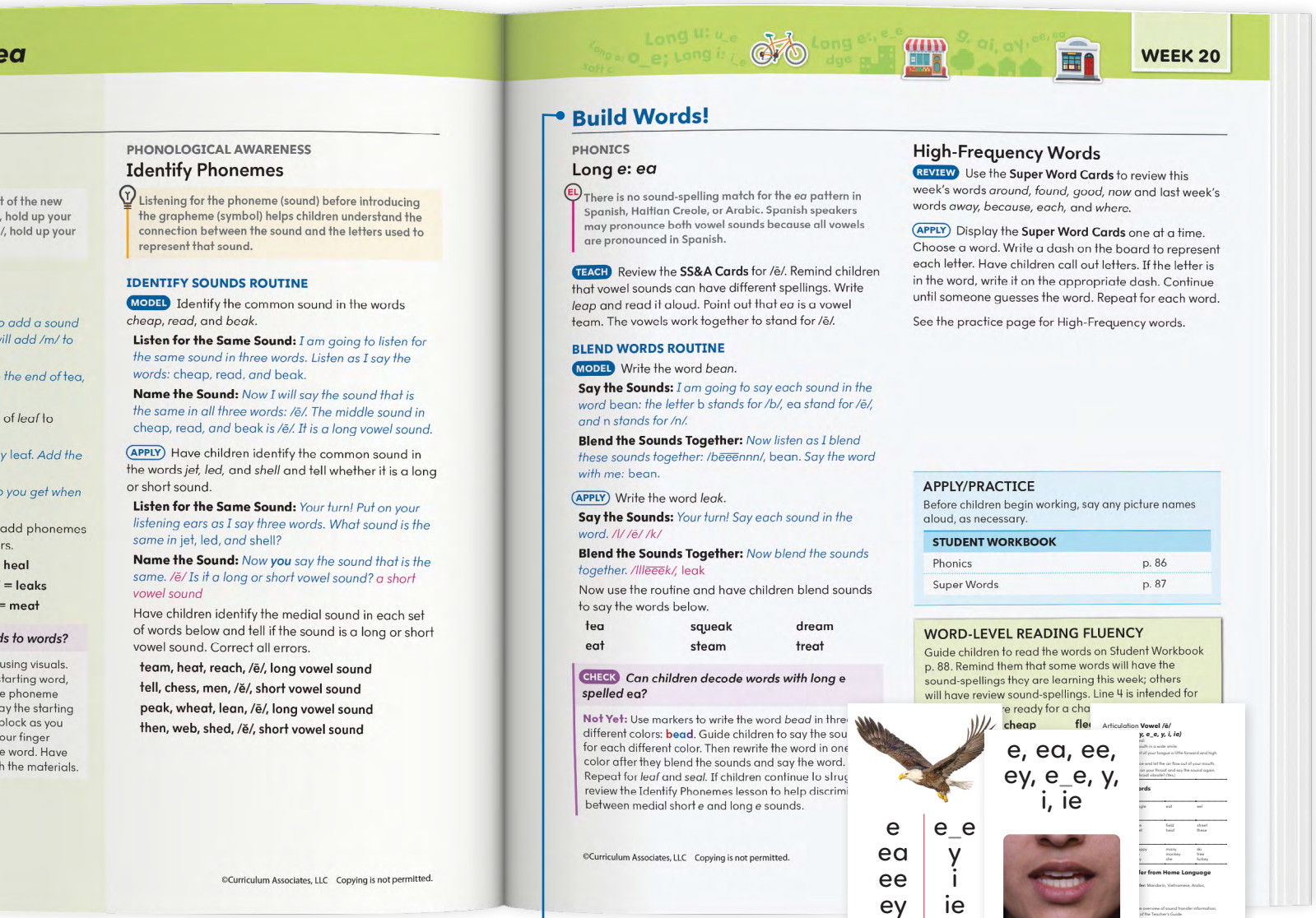
Read aloud from p. 6 of *Alphabet Tales*. Turn to Teacher's Guide p. 56 for instruction.

In this Grade K session, students isolate the initial sound in words that start with */b/* in the **Listen Up!** part of the session. This helps students understand the connection between the sound and the letter used to represent the sound that is introduced in the **Learn Letters!** part of the session.

Phonics

The *Magnetic Reading Foundations* K–2 phonics scope and sequence begins with letter recognition, in which students are steeped in letter learning and heavily scaffolded into decoding words with the simplest sound spellings, such as short vowels, progresses through consonant digraphs, and advances into more complex sound spellings, like blends and vowel teams (Guthrie & Seifert, 1977; Pirani-McGurl, 2009). Students then learn spelling patterns that help them recognize larger, distinct representations of spoken sounds. This helps students develop their word attack skills for decoding multisyllabic words and use knowledge of spelling patterns to accurately encode, or write, the combination of letters to represent the sounds they hear in spoken words (Ehri, 2020; National Reading Panel, 2000; Petscher et al., 2020).

Decoding



PHONOLOGICAL AWARENESS

Identify Phonemes

Listening for the phoneme (sound) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letters used to represent that sound.

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *cheap*, *read*, and *beak*.

Listen for the Same Sound: *I am going to listen for the same sound in three words. Listen as I say the words: cheap, read, and beak.*

Name the Sound: *Now I will say the sound that is the same in all three words: /ē/. The middle sound in cheap, read, and beak is /ē/. It is a long vowel sound.*

APPLY Have children identify the common sound in the words *jet*, *led*, and *shell* and tell whether it is a long or short sound.

Listen for the Same Sound: *Your turn! Put on your listening ears as I say three words. What sound is the same in jet, led, and shell?*

Name the Sound: *Now you say the sound that is the same. /ĕ/ Is it a long or short vowel sound? a short vowel sound*

Have children identify the medial sound in each set of words below and tell if the sound is a long or short vowel sound. Correct all errors.

team, heat, reach, /ē/, long vowel sound
tell, chess, men, /ĕ/, short vowel sound
peak, wheat, lean, /ē/, long vowel sound
then, web, shed, /ĕ/, short vowel sound

WEEK 20

Build Words!

PHONICS

Long *e*: *ea*

EL There is no sound-spelling match for the *ea* pattern in Spanish, Haitian Creole, or Arabic. Spanish speakers may pronounce both vowel sounds because all vowels are pronounced in Spanish.

TEACH Review the **SS&A Cards** for /ē/. Remind children that vowel sounds can have different spellings. Write *leap* and read it aloud. Point out that *ea* is a vowel team. The vowels work together to stand for /ē/.

BLEND WORDS ROUTINE

MODEL Write the word *bean*.

Say the Sounds: *I am going to say each sound in the word bean: the letter b stands for /b/, ea stand for /ē/, and n stands for /n/.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /bēēēnnn/, bean. Say the word with me: bean.*

APPLY Write the word *leak*.

Say the Sounds: *Your turn! Say each sound in the word. /l/ /ē/ /k/*

Blend the Sounds Together: *Now blend the sounds together. /lllēēēk/,* leak

Now use the routine and have children blend sounds to say the words below.

tea	squeak	dream
eat	steam	treat

CHECK *Can children decode words with long e spelled ea?*

Not Yet: Use markers to write the word *bead* in thre different colors: b**ea**d. Guide children to say the sou for each different color. Then rewrite the word in one color after they blend the sounds and say the word. Repeat for *leaf* and *seal*. If children continue to strug review the Identify Phonemes lesson to help discrimi between medial short *e* and long *e* sounds.

High-Frequency Words

REVIEW Use the **Super Word Cards** to review this week's words *around*, *found*, *good*, *now* and last week's words *away*, *because*, *each*, and *where*.

APPLY Display the **Super Word Cards** one at a time. Choose a word. Write a dash on the board to represent each letter. Have children call out letters. If the letter is in the word, write it on the appropriate dash. Continue until someone guesses the word. Repeat for each word.

See the practice page for High-Frequency words.

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK	
Phonics	p. 86
Super Words	p. 87

WORD-LEVEL READING FLUENCY

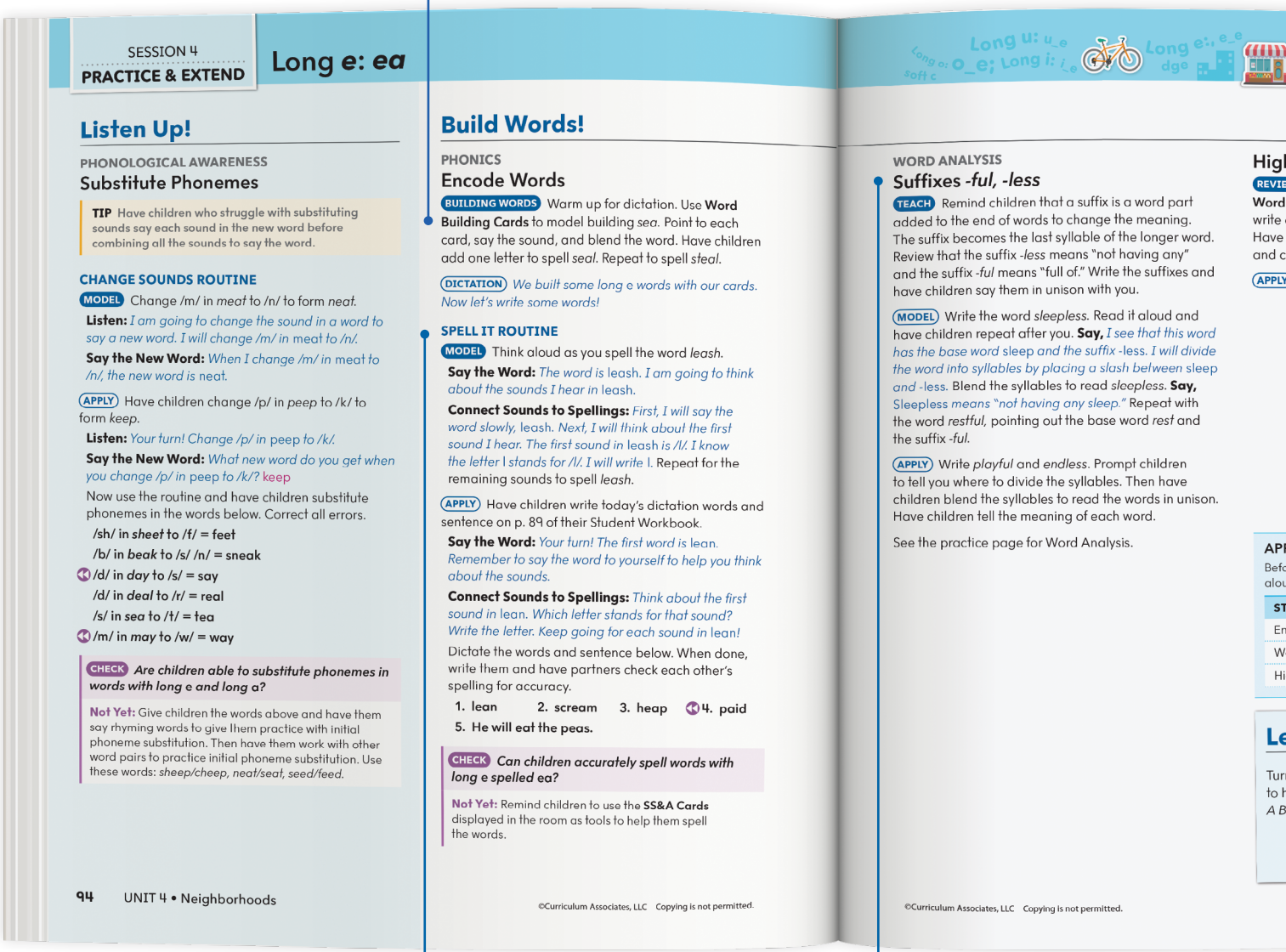
Guide children to read the words on Student Workbook p. 88. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 4 is intended for

In the **Build Words!** part of the session, teachers model how to read words with the new sound spelling. After, students practice in the **Apply/Practice** part of the session.

Teachers use the **Sound Spelling and Articulation Cards** to teach the week's phonics skill. This allows students to connect the sound to the symbol.

Encoding

Students practice word building to warm up for spelling. Teachers explicitly model words, and students practice building them using the **Word Building Cards**. Teachers guide students to change a letter to spell a new word.



SESSION 4
PRACTICE & EXTEND

Long e: *ea*

Listen Up!

PHONOLOGICAL AWARENESS
Substitute Phonemes

TIP Have children who struggle with substituting sounds say each sound in the new word before combining all the sounds to say the word.

CHANGE SOUNDS ROUTINE

MODEL Change /m/ in *meat* to /n/ to form *neat*.

Listen: *I am going to change the sound in a word to say a new word. I will change /m/ in meat to /n/.*

Say the New Word: *When I change /m/ in meat to /n/, the new word is neat.*

APPLY Have children change /p/ in *peep* to /k/ to form *keep*.

Listen: *Your turn! Change /p/ in peep to /k/.*

Say the New Word: *What new word do you get when you change /p/ in peep to /k/?* keep

Now use the routine and have children substitute phonemes in the words below. Correct all errors.

/sh/ in *sheet* to /f/ = feet
/b/ in *beak* to /s/ /n/ = sneak
/d/ in *day* to /s/ = say
/d/ in *deal* to /r/ = real
/s/ in *sea* to /t/ = tea
/m/ in *may* to /w/ = way

CHECK ***Are children able to substitute phonemes in words with long e and long a?***

Not Yet: Give children the words above and have them say rhyming words to give them practice with initial phoneme substitution. Then have them work with other word pairs to practice initial phoneme substitution. Use these words: *sheep/cheep, neat/seat, seed/feed.*

94 UNIT 4 • Neighborhoods

Build Words!

PHONICS
Encode Words

BUILDING WORDS Warm up for dictation. Use **Word Building Cards** to model building *sea*. Point to each card, say the sound, and blend the word. Have children add one letter to spell *seal*. Repeat to spell *steal*.

DICTATION *We built some long e words with our cards. Now let's write some words!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *leash*.

Say the Word: *The word is* leash. *I am going to think about the sounds I hear in* leash.

Connect Sounds to Spellings: *First, I will say the word slowly,* leash. *Next, I will think about the first sound I hear. The first sound in* leash *is /l/. I know the letter* l *stands for /l/. I will write* l. Repeat for the remaining sounds to spell *leash*.

APPLY Have children write today's dictation words and sentence on p. 89 of their Student Workbook.

Say the Word: *Your turn! The first word is* lean. *Remember to say the word to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in* lean. *Which letter stands for that sound? Write the letter. Keep going for each sound in* lean!

Dictate the words and sentence below. When done, write them and have partners check each other's spelling for accuracy.

1. lean 2. scream 3. heap 4. paid
5. He will eat the peas.

CHECK ***Can children accurately spell words with long e spelled ea?***

Not Yet: Remind children to use the **SS&A Cards** displayed in the room as tools to help them spell the words.

WORD ANALYSIS
Suffixes *-ful, -less*

TEACH Remind children that a suffix is a word part added to the end of words to change the meaning. The suffix becomes the last syllable of the longer word. Review that the suffix *-less* means "not having any" and the suffix *-ful* means "full of." Write the suffixes and have children say them in unison with you.

MODEL Write the word *sleepless*. Read it aloud and have children repeat after you. **Say,** *I see that this word has the base word* sleep *and the suffix* -less. *I will divide the word into syllables by placing a slash between* sleep *and* -less. Blend the syllables to read *sleepless*. **Say,** Sleepless *means "not having any sleep."* Repeat with the word *restful,* pointing out the base word *rest* and the suffix *-ful*.

APPLY Write *playful* and *endless*. Prompt children to tell you where to divide the syllables. Then have children blend the syllables to read the words in unison. Have children tell the meaning of each word.

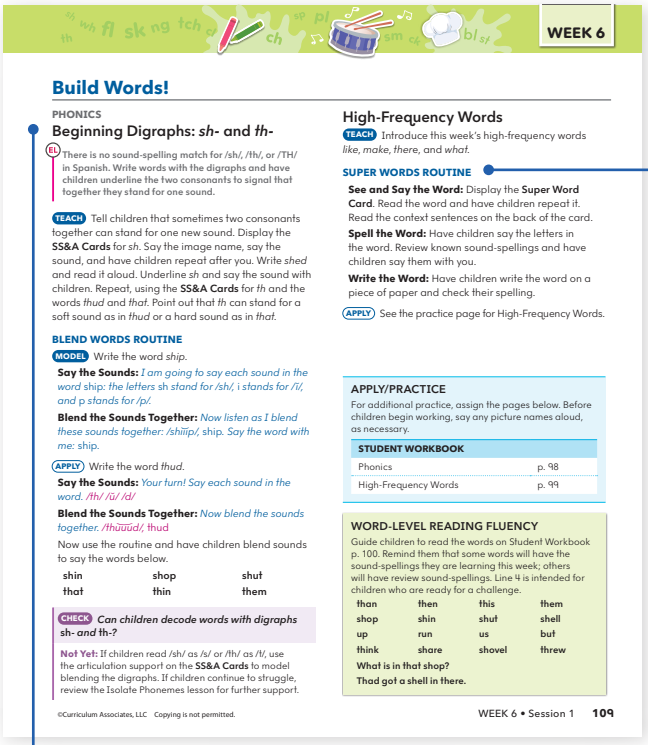
See the practice page for Word Analysis.

Lessons include direct instruction and practice with encoding using the **Spell It Routine**. This gives students the opportunity to practice new sound spellings and review the previous week's sound spellings.

Students learn **word analysis** skills that complement phonics skills to build word knowledge.

High-Frequency Words

The ability to recognize high-frequency words is essential for fluent reading (Blevins, 2017). *Magnetic Reading Foundations* K–2 provides systematic and explicit high-frequency words instruction using a partial decoding approach. This means that high-frequency words are grouped together by pattern, which facilitates orthographic mapping and helps students make analogies to other unknown words (Ehri et al., 2009). This approach helps students retain the words better than if they learned with memorization alone (Miles & Ehri, 2019).



WEEK 6

Build Words!

PHONICS

Beginning Digraphs: *sh-* and *th-*

EL There is no sound-spelling match for /sh/, /th/, or /TH/ in Spanish. Write words with the digraphs and have children underline the two consonants to signal that together they stand for one sound.

TEACH Tell children that sometimes two consonants together can stand for one new sound. Display the **SS&A Cards** for *sh*. Say the image name, say the sound, and have children repeat after you. Write *shed* and read it aloud. Underline *sh* and say the sound with children. Repeat, using the **SS&A Cards** for *th* and the words *thud* and *that*. Point out that *th* can stand for a soft sound as in *thud* or a hard sound as in *that*.

BLEND WORDS ROUTINE

MODEL Write the word *ship*.

Say the Sounds: *I am going to say each sound in the word ship: the letters sh stand for /sh/, i stands for /i/, and p stands for /p/.*

Blend the Sounds Together: *Now listen as I blend these sounds together: /shiip/,* ship. *Say the word with me:* ship.

APPLY Write the word *thud*.

Say the Sounds: *Your turn! Say each sound in the word. /th/ /u/ /d/*

Blend the Sounds Together: *Now blend the sounds together. /thuud/,* thud

Now use the routine and have children blend sounds to say the words below.

shin	shop	shut
that	thin	them

CHECK *Can children decode words with digraphs sh- and th-?*

Not Yet: If children read /sh/ as /s/ or /th/ as /t/, use the articulation support on the **SS&A Cards** to model blending the digraphs. If children continue to struggle, review the Isolate Phonemes lesson for further support.

High-Frequency Words

TEACH Introduce this week's high-frequency words *like, make, there,* and *what*.

SUPER WORDS ROUTINE

See and Say the Word: Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound-spellings and have children say them with you.

Write the Word: Have children write the word on a piece of paper and check their spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STUDENT WORKBOOK	
Phonics	p. 98
High-Frequency Words	p. 99

WORD-LEVEL READING FLUENCY

Guide children to read the words on Student Workbook p. 100. Remind them that some words will have the sound-spellings they are learning this week; others will have review sound-spellings. Line 4 is intended for children who are ready for a challenge.

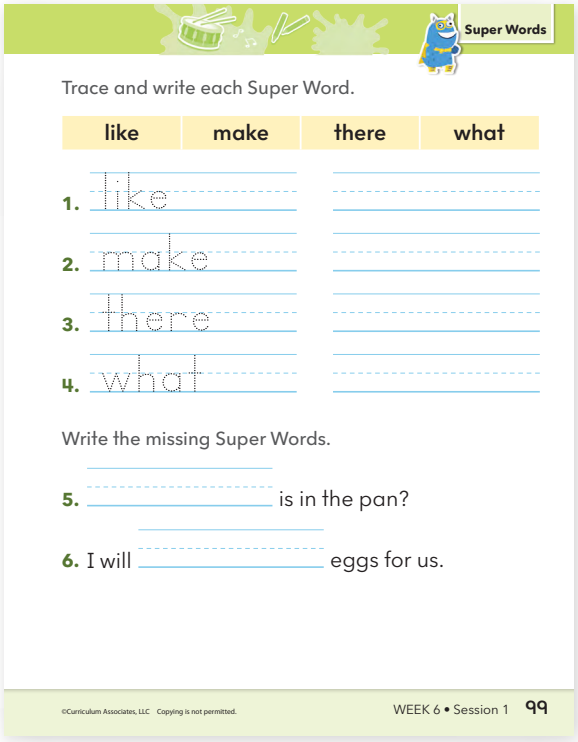
than	then	this	them
shop	shin	shut	shell
up	run	us	but
think	share	shovel	threw

What is in that shop?
Thad got a shell in there.

The **Super Words Routine** provides a structure for introducing Super Words (i.e., high-frequency words). Students hear context sentences and practice words through writing and multimodal activities.

Super Words are grouped together by phonics pattern and often include the week's phonics skills. In this Grade 1 session, the phonics pattern is beginning digraphs (i.e., *sh-*, *th-*, *ch-*, *wh-*), and the high-frequency words *there* and *what* map to those patterns.

There is one **Super Word Card** for each Super Word taught in the program to help students say, spell, and write each word. The cards include the word and context sentences to support meaning and usage.



Super Words

Trace and write each Super Word.

like	make	there	what

1. like
2. make
3. there
4. what

Write the missing Super Words.

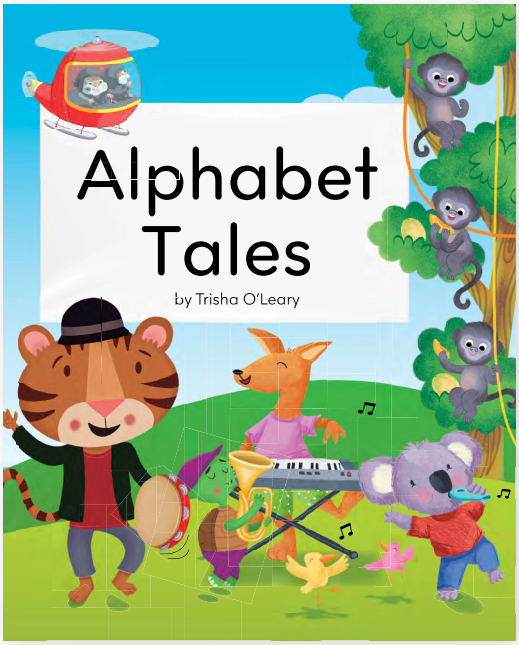
5. _____ is in the pan?
6. I will _____ eggs for us.

Students practice saying, spelling, and writing the Super Words as well as reading them in sentences and connected texts. This provides multiple opportunities to build fluency with the Super Words in various contexts.

Bridging Processes

Literacy Knowledge: Concepts of Print

Researchers agree that the understanding of concepts of print is important for reading acquisition (August & Shanahan, 2006). *Magnetic Reading Foundations* K–2 provides explicit instruction in concepts of print, such as book handling, text features, directionality, punctuation, and how to track text with fingers. Later, as students become more secure in the alphabetic principle, they learn concept of word, which prepares them for decoding (Ehri & Sweet, 1991).



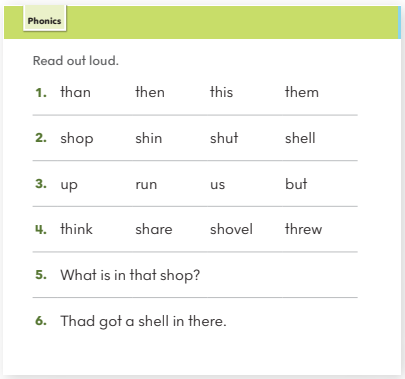
Alphabet Tales, our program-specific Big Book, is used in Grade K to introduce each letter and teach concepts of print in a whole class format.

Alphabet Books are simple, mostly visual little books that help Grade K readers build concepts of print and alphabet knowledge in a whole class or small group format.

Teachers can use **Magnetic Readers** to reinforce concepts of print as needed in small groups.

Fluency

In *Magnetic Reading Foundations* K–2, students practice isolated word reading fluency as well as fluency in connected texts. Research shows that when children practice with isolated words, they have better recall of orthographic patterns and spellings than when they read words in connected text (Ehri, 2020). Reading isolated words is one important type of practice, and reading connected text is another. Reading connected text applies phonics, high-frequency words, word analysis skills, and fluency to the meaning of words (Ehri & Roberts, 1979; Goldenberg, 2020). *Magnetic Reading Foundations* K–2 provides ample opportunities for students to practice word reading fluency and apply the skills they've learned in connected texts.


Phonics

Read out loud.

1.	than	then	this	them
2.	shop	shin	shut	shell
3.	up	run	us	but
4.	think	share	shovel	threw

5. What is in that shop?

6. Thad got a shell in there.

Word Reading Fluency

The Student Worktext gives students an opportunity to practice isolated word-reading fluency before applying the skills they've learned in connected texts.


Read Together! Words with Bb

Sam and Tam play baseball. Tam will hit the ball.

What does Tam have?

bat

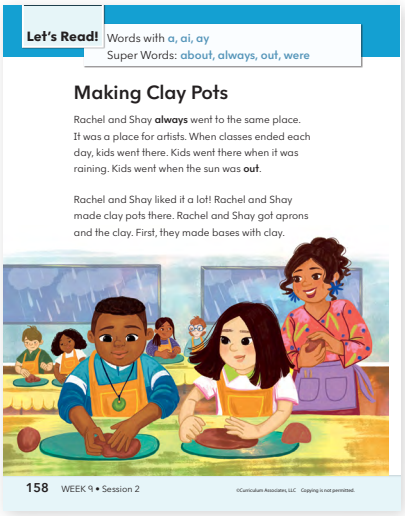
Who will throw the ball?

Sam

56 WEEK 3 • Session 4

Duet Passages

With scaffolded supports, Grade K students learn to decode one word at a time and slowly build to short phrases and sentences.


Let's Read! Words with a, ai, ay

Super Words: about, always, out, were

Making Clay Pots

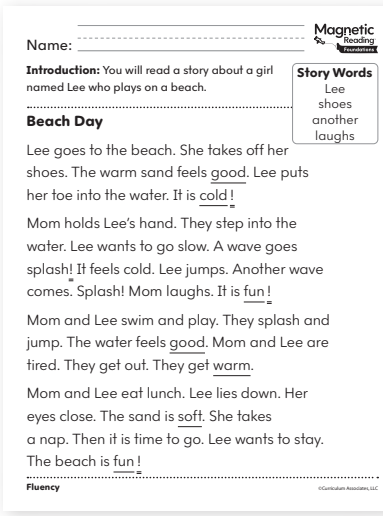
Rachel and Shay **always** went to the same place. It was a place for artists. When classes ended each day, kids went there. Kids went there when it was raining. Kids went when the sun was **out**.

Rachel and Shay liked it a lot! Rachel and Shay made clay pots there. Rachel and Shay got aprons and the clay. First, they made bases with clay.

158 WEEK 9 • Session 2

Connected Texts

Connected Texts are available in the Student Worktext for students to apply their phonics and high-frequency word skills to decodable texts.


Name:

Magnetic Reading Foundations

Introduction: You will read a story about a girl named Lee who plays on a beach.

Story Words
Lee
shoes
another
laughs

Beach Day

Lee goes to the beach. She takes off her shoes. The warm sand feels good. Lee puts her toe into the water. It is cold!

Mom holds Lee's hand. They step into the water. Lee wants to go slow. A wave goes splash! It feels cold. Lee jumps. Another wave comes. Splash! Mom laughs. It is fun!

Mom and Lee swim and play. They splash and jump. The water feels good. Mom and Lee are tired. They get out. They get warm.

Mom and Lee eat lunch. Lee lies down. Her eyes close. The sand is soft. She takes a nap. Then it is time to go. Lee wants to stay. The beach is fun!

Fluency

Fluency Practice and Formative Assessment

Fluency Practice and Formative Assessment is designed to give teachers maximum flexibility for practicing and assessing rate and accuracy, phrasing, expression, and intonation/inflection.

Magnetic Readers

Magnetic Readers are decodable literary and informational little books fully aligned to the *Magnetic Reading Foundations* K–2 scope and sequence. This means they are 100% readable to ensure every student has the potential to read every word in every text.

In the following examples, words are highlighted to illustrate 100% readability of Magnetic Readers.

	Phonics Skill, Sessions 1–2
	Phonics Skill, Sessions 3–4
	High-Frequency Word
	Previous Phonics Skill
	Previous High-Frequency Word
	Unit Word
	Story Word

Grade K: long *o* (*o*, *o*–*e*)

"We can hop rope!
Hop!" said Ike.
"My nose is the rope."
Mike hops rope.
Mole hops rope.

6

A kite takes Mike up.
"Mike!" yells Ike.
"Time for fun!"
Mike dives and is wet!

Grade 1: long *o* (*o*, *oa*)

When Jade gets home, she can tell that something is not **right**. "What is it, Mom?" she asks. "You look upset."

"It's a big mess, Jade. The load of hoses has been stolen! Dad is going to **find** out what he can."

When Dad comes home, he tells them what he knows. "There was a note," he explains. "Evil Dude has taken all the hoses. He is going to use them to float a boat. What a bad idea! This is not good at all."

7

Grade 2: long *o* (*o*, *oa*, *oe*, *ow*)

This blowfish lives in the water close to coastlines. The water is not as cold there as it is in the open sea.

The blowfish is little and slow. To keep safe, it blows up as it fills with water. When it blows up, its spikes stick out. The spikes stop fish from eating it.

4

This fish stays close to the sea bottom. It is named the red-lipped batfish. Do you **know** why? It looks like it has red lips! When little fish get too close to those red lips, it's time for the batfish to eat!

Red-lipped batfish are flat and wide. They don't swim well. They use their fins like toes to creep **over** the sand. This is why they live at the bottom of the sea.

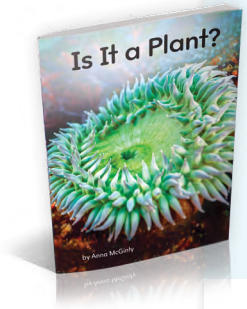
5

Fluency: Foundation for Meaning Making

Research shows that fluency acts as a bridge between word recognition and comprehension (Pikulski & Chard, 2005). Fluent reading requires students to apply accuracy, phrasing, intonation/inflection, and expression to the meaning of words (Kuhn et al., 2010). In *Magnetic Reading Foundations* K–2, fluency instruction begins with accuracy only because there are so many skills to master while reading connected text. As students master skills and gain stamina as readers, fluency instruction progresses to phrasing and intonation/inflection, offering a bridge to comprehension.

SESSIONS 1–4
APPLY TO TEXT

Magnetic Reader



Let's Read! Is It a Plant?

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, The Underwater World. This week they are learning about plants that grow in the sea. In this text, they will look at some of these plants as well as some sea animals that look like plants.

- **Genre:** Informational
- **Unit Words:** *animal, sea, water*
- **Story Words:** *full, lives, living*
- **Super Words:** *any, many, most, want*

SESSION 1 Introduce

EL **Explain the meaning of the phrase *blend in*. Tell children that the word *spring* can be used both as a noun and as an action word. Point out that *spring* is used as an action word in the text.**

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: plants in the ocean provide food and shelter for many sea animals. Preteach the Story Words. Then, guide children to set a purpose for reading, such as to find out how animals can look like plants.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then, model misreading a word and using **Confirm and Correct Word Recognition** to self-correct. Point out that the word you read doesn't make sense. Read the word again by sounding it out and blending the sounds. Model using context to confirm that the word is correct.

Have children read through p. 5. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *What is the sea full of? living things*
- *Is sea grass a plant or an animal? a plant*

SESSION 3 Build Independence

EL **Point out that, unlike punctuation in Spanish, question marks and exclamation marks appear at the end of sentences, not at both the beginning and the end.**

CONCEPTS OF PRINT Remind children that a sentence always ends with a punctuation mark. Point to the first sentence on p. 2. Identify the period and review that a period ends a telling sentence. Ask children to identify the sentences that end with a question mark and an exclamation mark. Discuss the different kinds of end punctuation and review what each mark means.

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the story to self-correct. Then have children retell their favorite part of the story.

After reading, check for understanding by asking:

- *How many animals that look like plants are in this book? three*

SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the story.

Prompt children to make connections.

- **Connect to Self:** *What plants are in or near the place where you live? Answers will vary.* Provide a sentence starter: *Some plants near me are* ___.
- **Connect to Topic:** *How does this book connect to the other texts you read this week? All three tell about ocean plants.*

Fluency instruction begins with accuracy. When a word doesn't make sense, students learn to self-correct by sounding it out and blending the sounds.

Students have the opportunity to practice fluency skills and read for meaning by answering comprehension questions and making connections.

SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Looking at Stars

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, In the Sky. This week they are learning about the stars. In this text, readers will learn interesting facts about stars.

- **Genre:** Informational
- **Unit Words:** *appear, Earth*
- **Story Words:** *colors, scientists, millions, telescopes*
- **Super Words:** *air, full, pull, together*

SESSION 1 Introduce

EL **Preview phrases such as *clumps of dust* and *gases forming a star.* Explain the actions *clump together, explode,* and *pull in.***

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: explain that the stars in this book are objects in space, not famous people. Preteach the Story Words. Then, guide children to set a purpose for reading, such as finding out new information about stars.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading with expression, or reading with feeling, will help them understand the text. Read p. 3 without feeling, making your voice flat. Then demonstrate rereading with appropriate expression, reading with feeling.

Have children read through p. 9. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *Why are stars hard to see in big towns? Lights in big towns block the light shining from the stars.*
- *What is the biggest kind of star called? a giant star*

SESSION 3 Build Independence

EL **Partner children. Ask them each to choose information that they find interesting and to practice reading it aloud with expression to their partner.**

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the text to self-correct. Then have children retell their favorite part of the text.

After reading, check for understanding by asking:

- *What color are the hottest stars? blue*
- *Which star is closest to Earth? the sun*

SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the text.

Prompt children to make connections.

- **Connect to Self:** *What is one question you still have about stars? Answers will vary.* Provide a sentence starter: *My question about stars is ___.*
- **Connect to Topic:** *What are some of the things found in the sky that we have read about in this unit? clouds (gas, water drops, lightning), the sun, the moon, stars (gases, dust, light, North Star, Big Dipper, Little Dipper), colors (sunrise, sunset), jets (blinking lights, jet trails), birds*

Later in Grade 1, fluency instruction progresses to expression. Students learn that reading with expression, or reading with feeling, helps them understand the text.

The Teacher's Guide provides guidance for checking for understanding after students read the text.

Vocabulary

To make meaning and comprehend complex and rigorous texts, all students need background knowledge of vocabulary and domain knowledge specific to the content being covered in the text (Steiner & Magee, 2019; Wexler, 2020; Hirsch, 2006; Willingham & Lovette, 2014). *Magnetic Reading* K–5 resources include conceptually linked words that appear throughout the texts in each unit that are critical for engaging with each lesson topic. Students have multiple exposures to concept words across the lessons' texts. These exposures solidify students' new vocabulary acquisition in the context of the content knowledge they build.

Magnetic Reading Foundations K–2

UNIT 6 | Opener | WEEKS 26–30

Teach

Introduce the Unit Topic: Have children turn to Student Workbook page 189. Use the illustrations to introduce Unit Words and questions.

Unit Words

appear When things appear, people are able to see them.	*In the garden, plants **appear** from the soil.*
Earth The planet we live on is called Earth.	*We live on planet **Earth**.*
moon The moon is an object in space that circles Earth.	*The **moon** helps light up the night.*
weather Weather is what it is like outside in a certain place.	*The **weather** outside is dark and stormy.*

Engage

Read aloud the unit title. Tell children that in this unit they will read about objects and patterns in the sky. Use the following questions to generate curiosity about the topic: *When does the moon appear in the sky? How does the moon seem to change? What is the weather like today? What types of weather do you like best?*

Explain to children that the pictures at the bottom of the page are from texts they will read in this unit. Have them turn and talk with a partner about what they notice. Have them explain which text they are most curious to read and why. Offer discussion and oral language support with the following sentence frame: *I am most curious about reading this text because ___.*

Students are introduced to **Unit Words** that relate to the unit topic. These words repeat across texts, which helps students learn to read them. It also helps students make connections from text to text.

SESSIONS 1-4
APPLY TO TEXT

Magnetic Reader

Let's Read! Sky Patterns

- These sessions may be done throughout the week during whole-group or small-group experiences.
- **Introduce:** Remind children of the Unit Topic, In the Sky. This week they are learning about the daytime and nighttime sky. In this text, repeating patterns in the sky are observed as day changes to night and then back again.

- **Genre:** Informational
- **Unit Words:** *appear, Earth, moon*
- **Story Words:** *clouds, color, noon*
- **Super Words:** *again, does, soon, year*

SESSION 1 Introduce

EL **Support vocabulary by gesturing to show how the sun rises in a sunrise and lowers in a sunset. Ask children to discuss how they see the sun move throughout the day.**

Review the Unit Topic and Weekly Focus with children. Then have children point to the title and read it aloud together. Preview the book. Provide background: explain that a pattern is something that repeats. Preteach the Story Words. Then, guide children to set a purpose for reading, such as learning what kinds of patterns are in the sky.

Read aloud the first page as children follow along. Model pointing to each word and have children do the same as they read aloud. Listen and correct errors.

SESSION 2 Practice and Apply

Remind children that reading each word accurately will help them understand the text. Read aloud a portion of the text fluently as children follow along. Then, model misreading a word and using **Confirm and Correct Word Recognition** to self-correct. Point out that the word you read doesn't make sense. Read the word again by sounding it out and blending the sounds. Model using context to confirm that the word is correct.

Have children read through p. 10. Remind them to think about whether the words make sense as they read. Guide them to self-correct as needed.

After reading, check for understanding by asking:

- *When does the sun seem to be rising? in the morning*

SESSION 3 Build Independence

EL **As children read, have them visualize the movement of the sun and the moon. Have partners help each other read and understand the text.**

Have children read aloud the rest of the book on their own or with a partner. Check that children can decode with automaticity and read with accuracy. Remind them to use what they know about letters and sounds as well as what is happening in the text to self-correct. Then have children retell their favorite part of the text.

After reading, check for understanding by asking:

- *What can we see in a night sky? stars and moon*
- *When does the changing pattern of the moon stop? Never; the pattern happens again and again.*

SESSION 4 Make Connections

Have children reread the book on their own or with a partner. Then ask children to retell the text.

Prompt children to make connections.

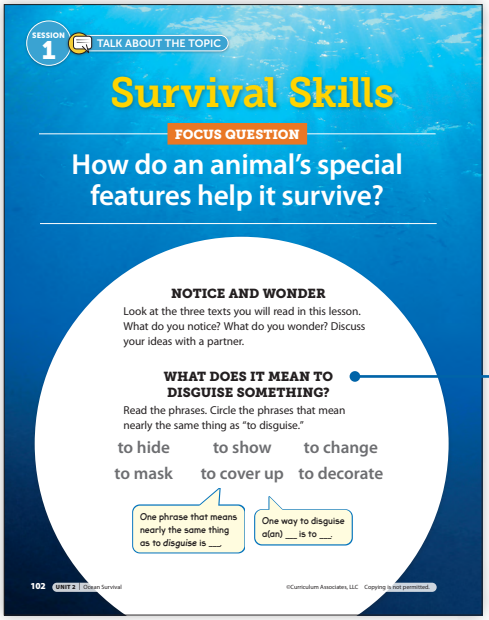
- **Connect to Self:** *What other patterns do you notice in nature? Answers will vary.* Provide a sentence starter: *I notice that the ___.*
- **Connect to Topic:** *How do this week's texts fit in with the Unit Topic In the Sky? All of the texts describe things we can see in the sky, some during the day and some at night.*

Story Words are unique words to each text that are pretaught before students read. These words make texts more interesting and authentic by increasing the bank of decodable and high-frequency words.

Students have the opportunity to use **Unit Words** and **Story Words** during the **Make Connections** part of the lesson when they talk about the texts after reading.

Magnetic Reading 3–5

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

Survival Skills

FOCUS QUESTION

How do an animal's special features help it survive?

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 DOES IT MEAN TO DISGUISE SOMETHING?

Read the phrases. Circle the phrases that mean nearly the same thing as "to disguise."

to hide to show to change
to mask to cover up to decorate

One phrase that means nearly the same thing as *to disguise* is ___.

One way to disguise a(an) ___ is to ___.

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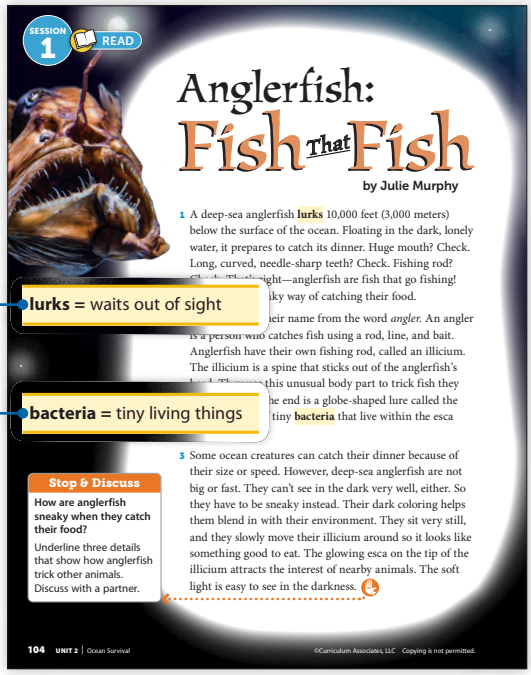
Students explore networks of conceptually related words at the beginning of each lesson. In this Grade 3 lesson, students discuss the meaning of *disguise* with a partner and as a class before reading about how animals disguise themselves to survive.

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


SESSION 1 READ

Anglerfish: Fish That Fish

by Julie Murphy

1 A deep-sea anglerfish **lurks** 10,000 feet (3,000 meters) below the surface of the ocean. Floating in the dark, lonely water, it prepares to catch its dinner. Huge mouth? Check. Long, curved, needle-sharp teeth? Check. Fishing rod? Check. The right—anglerfish are fish that go fishing! ...iky way of catching their food.

...eir name from the word *angler*. An angler ...is a person who catches fish using a rod, line, and bait. Anglerfish have their own fishing rod, called an illicium. The illicium is a spine that sticks out of the anglerfish's ... this unusual body part to trick fish they ... the end is a globe-shaped lure called the ... tiny **bacteria** that live within the esca

lurks = waits out of sight

bacteria = tiny living things

3 Some ocean creatures can catch their dinner because of their size or speed. However, deep-sea anglerfish are not big or fast. They can't see in the dark very well, either. So they have to be sneaky instead. Their dark coloring helps them blend in with their environment. They sit very still, and they slowly move their illicium around so it looks like something good to eat. The glowing esca on the tip of the illicium attracts the interest of nearby animals. The soft light is easy to see in the darkness.

Stop & Discuss

How are anglerfish sneaky when they catch their food?

Underline three details that show how anglerfish trick other animals. Discuss with a partner.

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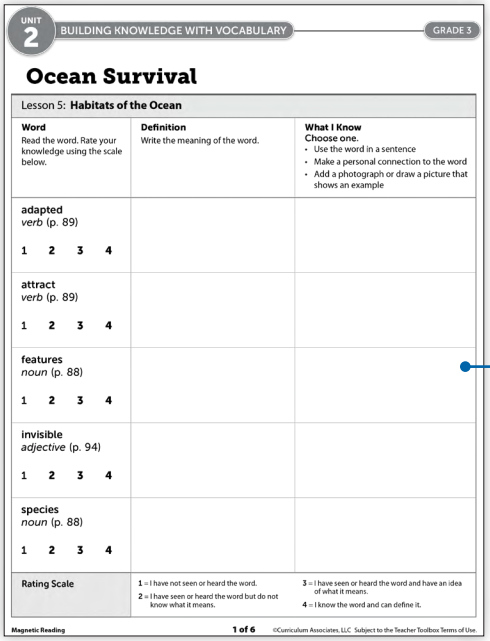
UNIT 2 BUILDING KNOWLEDGE WITH VOCABULARY GRADE 3

Ocean Survival

Lesson 5: **Habitats of the Ocean**

Word Read the word. Rate your knowledge using the scale below.	Definition Write the meaning of the word.	What I Know Choose one. • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
adapted *verb* (p. 89) 1 2 3 4		
attract *verb* (p. 89) 1 2 3 4		
features *noun* (p. 88) 1 2 3 4		
invisible *adjective* (p. 94) 1 2 3 4		
species *noun* (p. 88) 1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.

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The **Building Knowledge with Vocabulary** resources for each unit support students' vocabulary acquisition by exploring words above and beyond the supports and activities included in the lessons.

SESSION 2 PRACTICE

1 Determine the Main Idea

- The **main idea** of a text is what the text is mostly about. It is the big idea that the author wants readers to understand.
- **Key details** are important facts, examples, or other pieces of information in a text that help explain the main idea.
- To figure out the main idea, think about what the text is mostly about. Then identify key details that support the main idea.

2 Reread/Think

Reread "Anglerfish: Fish That Fish." In the chart, write the main idea and the key details that support it.

Main Idea		
Anglerfish have a sneaky way of catching their food.		
Key Details (paragraphs 1 and 2)	**Key Details (paragraph 3)**	**Key Details (paragraphs 4 and 5)**
• The illicium is like their own fishing rod used to trick the fish they want to eat. • At the end is a lure called an esca.	They stay still and move the esca around to attract the fish they want to eat.	• They suck in their prey with a mouthful of water. • They eat their food in one gulp.

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Academic Talk words and phrases are taught, modeled, and used throughout each lesson to support successful acquisition of reading comprehension skills.

Help & Go scaffolds for Vocabulary 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

1 Support Reading

- Set a purpose for reading. **Say,** *You will read to learn about one type of squid's hiding tricks.*
- Have students **Shout Out** one descriptive word about the squid from the pictures.
- Have students read paragraphs 1–3. Guide them to circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** along with **Help & Go** scaffolds to support students as needed.
- **CHECK IN** Students understand the meaning of *squirts* and *invisible* in paragraph 3.

HELP & GO: Vocabulary

- Remind students to look around the word for clues to understand *squirts*. **Ask,** *Which context clues help you understand the verb* squirts? *Squirts out shows action; forms a cloud describes the shape the ink takes in the water.*
- Have students look around the word *invisible* to understand the meaning. **Ask,** *What does the squid do to hide in open water? It disappears. How? It becomes almost see-through. Why is the squid able to get away? Other animals can't see it.*

2 Stop & Discuss

- Have students complete the **Stop & Discuss**, then **Turn and Talk**.
- Before drawing pictures, have students recount the squid's hiding tricks. EL
- **LOOK FOR** Students draw one way the squid hides from predators and explain their drawings.

HELP & GO: Comprehension

- Guide students to understand the two ways bobtail squid hide from fish. **Say,** *Reread paragraphs 2 and 3. What details describe how squid hide? In paragraph 2 they hide in the sand and snuggle into the sea floor. In paragraph 3 they hide by squirting ink and then changing color to look almost see-through.*

108 UNIT 2 | Ocean Survival

SESSION 3 READ

Bobtail Squid:
Masters of Disguise
by Dan Risch

1 Hawaiian bobtail squid must taste good. During the day, big, hungry fish try to find and eat them. At night, seals try to gobble them up. So what's a little squirt like a bobtail squid to do? Become invisible! Bobtail squid have many ways of hiding from predators.

2 During the day, tiny bobtail squid hide in the sand. They snuggle into the sea floor in the waters off the coast of Hawaii. Then they use their **tentacles** to flip sand onto their backs. Their sticky skin holds the sand in place. Not even a predator like a sharp-eyed barracuda will spot a sand-covered bobtail squid.

tentacles = long, thin body parts or feelers

3 But what if a bobtail squid is **attacked** in open water, with no place to hide? When that happens, the squid disappears by tricking predators. First, the bobtail squid squirts out ink. The ink forms a cloud that is similar to the size and shape of the squid. Then the squid itself changes color and becomes almost see-through. The predator sees the ink cloud and bites the inky shape while the nearly invisible squid swims to safety.

attacked = put in danger

2 **Stop & Discuss**
What do bobtail squid do to hide from hungry fish?
Draw a picture showing one way they hide from predators. Then tell a partner what you drew and why.

A bobtail squid in the sand

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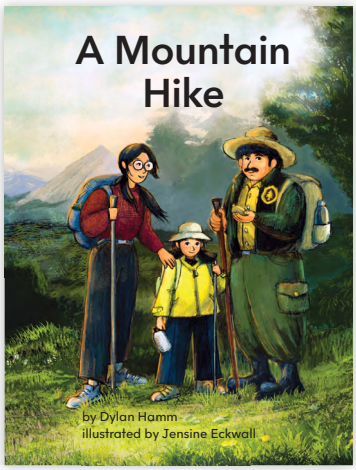
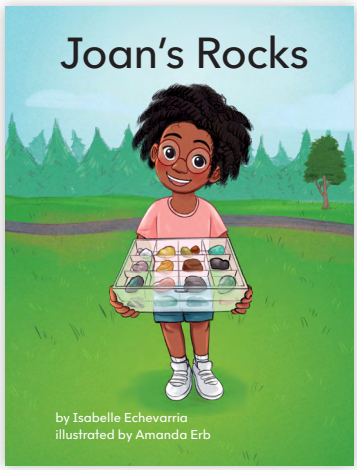
Language Comprehension

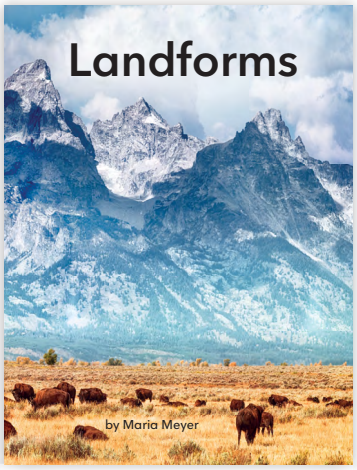
Literacy Knowledge: Genres and Text Features

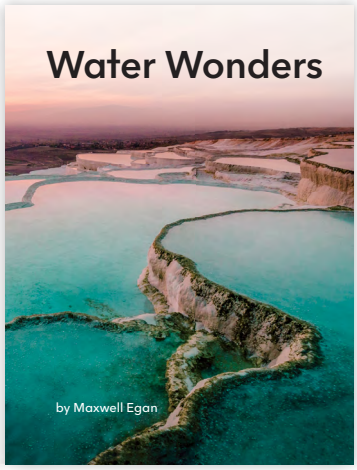
Magnetic Reading Foundations K–2 includes decodable readers that build knowledge of genres and text features by exposing students to authentic reading experiences with literary and informational texts as soon as they begin reading. *Magnetic Reading* 3–5 also supports students in building genre knowledge. In each unit, students read rich and varied literary and informational texts that support them in understanding the purpose, characteristics, and features of text types.

Content-Rich Decodable Texts—*Magnetic Reading Foundations* K–2

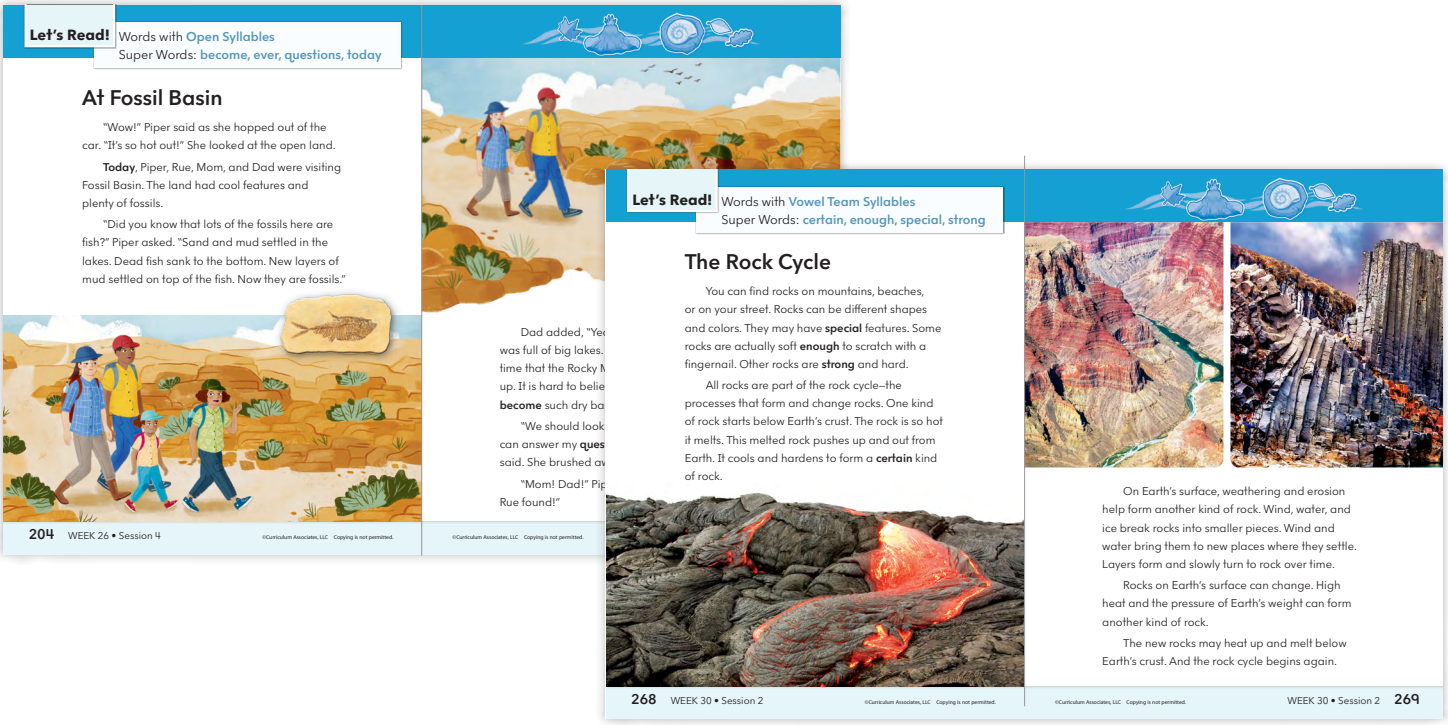






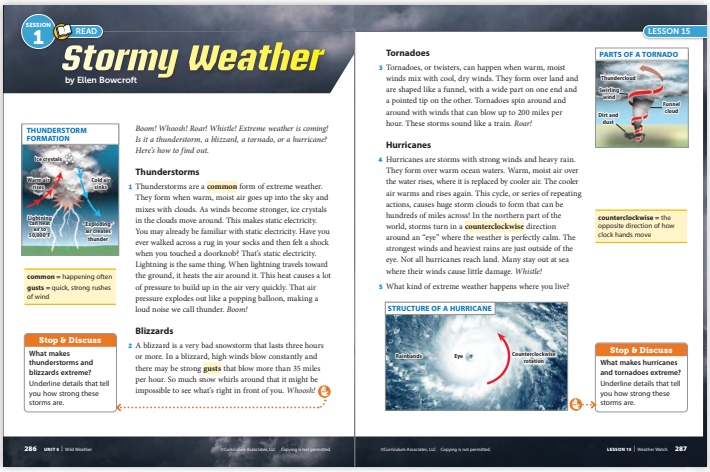


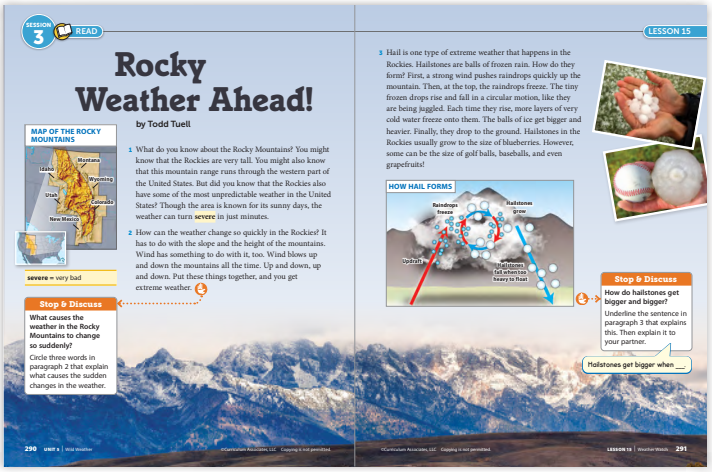
In Grade 2, Unit 6, students learn about land and water while building knowledge of genres and text features as they read both literary and informational texts.

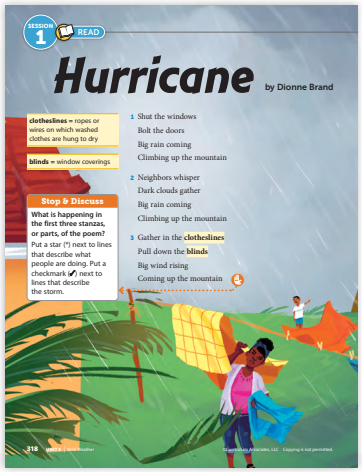


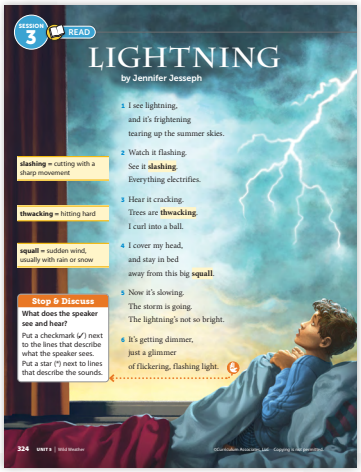
Reading across Genres—*Magnetic Reading* 3–5

In Grade 3, Unit 5, students read multiple literary and informational texts to build knowledge about extreme weather.







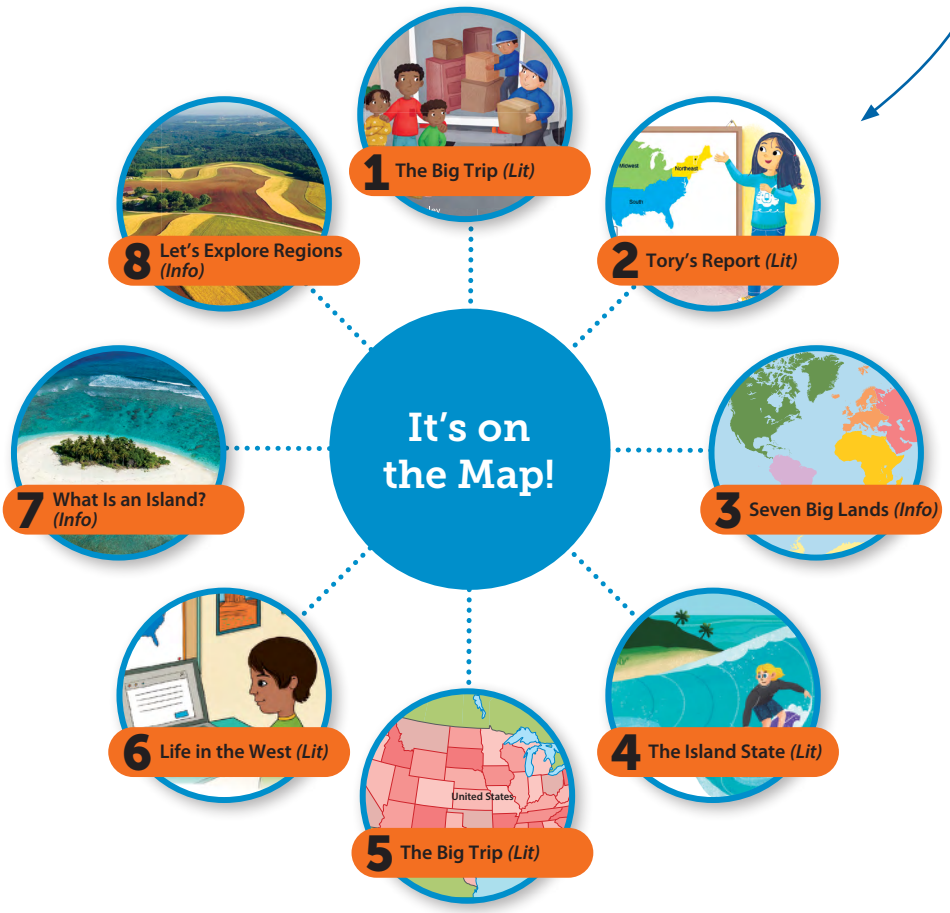


Building Background Knowledge: Content and Cultural

Unit Topics Designed to Build Knowledge

Magnetic Reading K–5 resources are dedicated to explicitly building knowledge through a curated series of coherent texts that are rich, compelling, and accessible. As students build knowledge, they add to their stored background knowledge they can use anytime they encounter new texts. Research shows that all students need exposure to grade-level texts—and the background knowledge to comprehend them—to promote grade-level proficiency for every learner in the classroom (Steiner et al., 2018; Shanahan, 2019; Martinez, 2021). In each *Magnetic Reading* K–5 unit, students read grade-level-appropriate and conceptually connected literary and informational texts that pertain to a topic.

***Magnetic Reading Foundations* K–2**						
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Grade K	All about Me	Express Yourself	Leaves, Wings, and Furry Things	In My Community	Stories About . . .	What's the Weather?
Grade 1	Friendship	Create Every Day	The Underwater World	Neighborhoods	Imagine That!	In the Sky
Grade 2	Getting Along with Others	Making Art	What's That Habitat?	**It's on the Map!**	Tell Me about It	Land and Water



This image illustrates some of the various literary and informational decodable texts that students read as they begin to build knowledge in the Grade 2 **It's on the Map!** unit.

Magnetic Reading 3–5						
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Grade 3	Solving Problems	Ocean Survival	Making a Difference	Changes in the West	Wild Weather	Artful Ideas
Grade 4	Facing Challenges	Technology	Exploring	Traditions	Sports	**Humans and Energy**
Grade 5	Overcoming Obstacles	Art in America	Earth's Water	Survival	Underground Railroad	Communication

This image illustrates some of the various literary and informational texts that students read to build knowledge in the Grade 4 **Humans and Energy** unit.

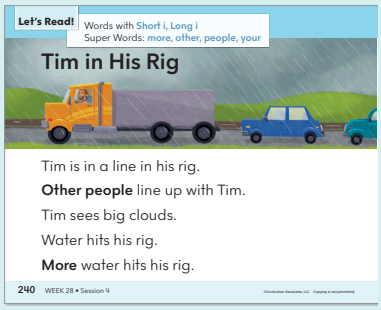
Conceptually Connected Texts

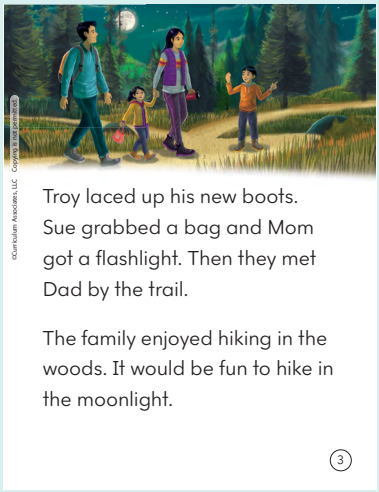
Magnetic Reading K–5 resources develop readers for today and tomorrow by inviting students to learn about and engage with the world. It is in the content-rich and diverse grade-level texts that students begin to explore their world, chart new paths, and find novel destinations (Davidson & Liben, 2019). Students start building knowledge early and often by reading conceptually connected grade-level texts. Our robust text sets are intentionally designed to connect across grade levels to build knowledge systematically in service to deep and transferable understanding for future reading.

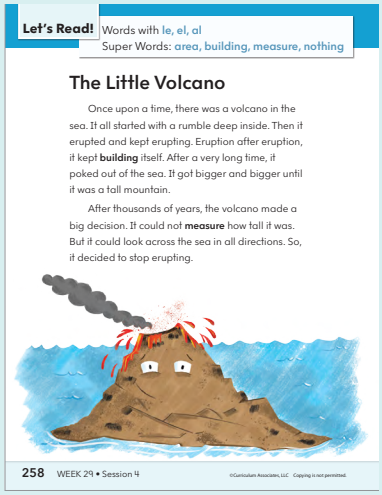
Topic: Earth Science

Grade K, Unit 6: What's the Weather? → **Grade 1, Unit 6:** In the Sky → **Grade 2, Unit 6:** Land and Water

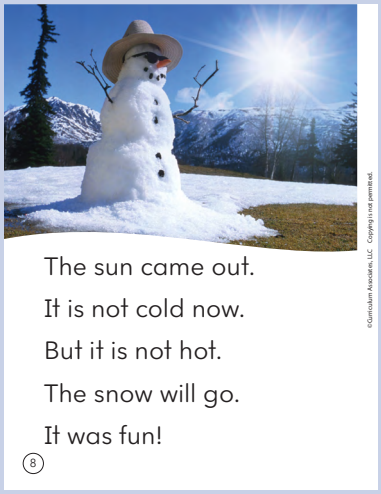
Literary Texts

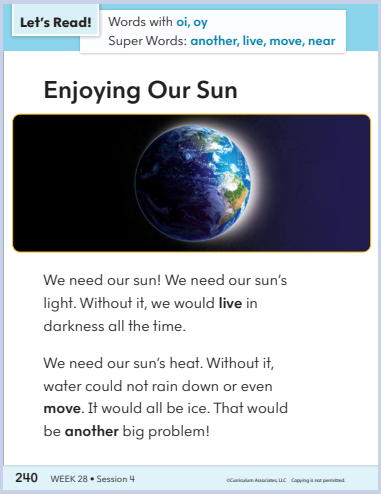


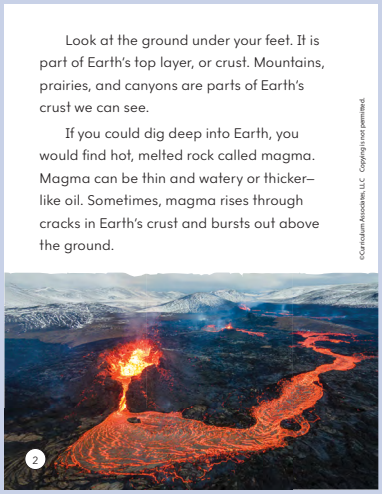




Informational Texts





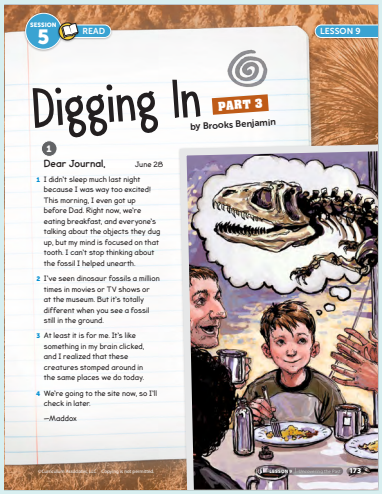


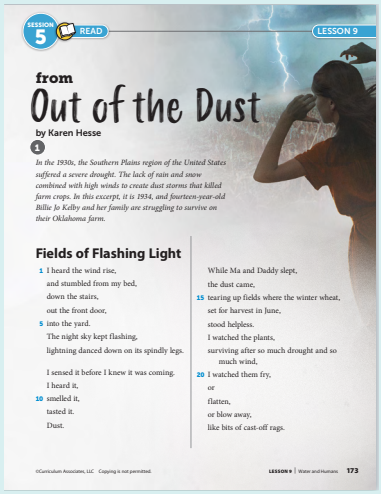
Students read several literary and informational texts throughout a unit to build knowledge in key content areas and relevant social-emotional themes within and across grade levels.

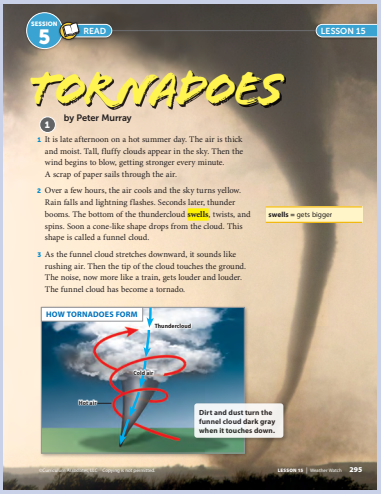
Grade 3, Unit 5:
Wild Weather

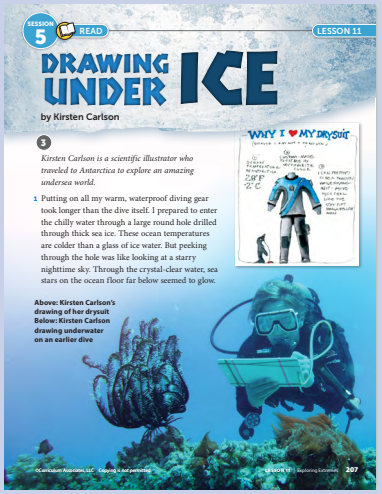
Grade 4, Unit 3:
Exploring

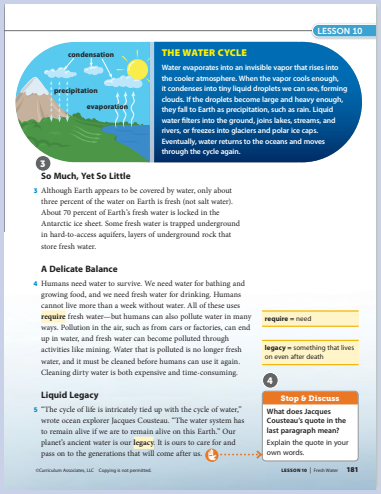
Grade 5, Unit 3:
Earth's Water





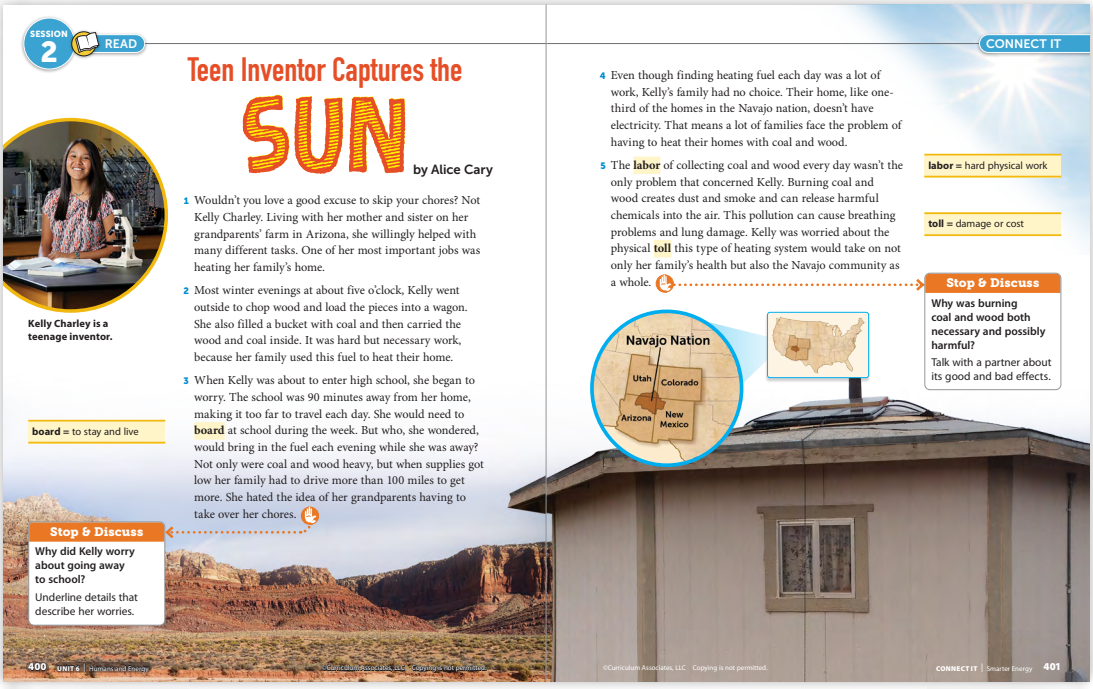






Knowledge Building (Cultural)

Research shows that knowledge from students' cultural experiences affects reading comprehension (Bell & Clark, 1998). *Magnetic Reading* 3–5 provides students with exposure to a wide range of texts that mirror many cultural backgrounds and experiences. Within these texts, students can make personal connections to the lesson topic. This gives students an opportunity to share their cultures, providing other students with a window into cultures that may be unfamiliar. This helps all students build knowledge, which improves reading comprehension (Knowledge Matters Campaign, 2021).



SESSION 2 READ

Teen Inventor Captures the SUN

by Alice Cary

Kelly Charley is a teenage inventor.

1 Wouldn't you love a good excuse to skip your chores? Not Kelly Charley. Living with her mother and sister on her grandparents' farm in Arizona, she willingly helped with many different tasks. One of her most important jobs was heating her family's home.

2 Most winter evenings at about five o'clock, Kelly went outside to chop wood and load the pieces into a wagon. She also filled a bucket with coal and then carried the wood and coal inside. It was hard but necessary work, because her family used this fuel to heat their home.

3 When Kelly was about to enter high school, she began to worry. The school was 90 minutes away from her home, making it too far to travel each day. She would need to **board** at school during the week. But who, she wondered, would bring in the fuel each evening while she was away? Not only were coal and wood heavy, but when supplies got low her family had to drive more than 100 miles to get more. She hated the idea of her grandparents having to take over her chores.

board = to stay and live

Stop & Discuss
Why did Kelly worry about going away to school?
Underline details that describe her worries.

CONNECT IT

4 Even though finding heating fuel each day was a lot of work, Kelly's family had no choice. Their home, like one-third of the homes in the Navajo nation, doesn't have electricity. That means a lot of families face the problem of having to heat their homes with coal and wood.

5 The **labor** of collecting coal and wood every day wasn't the only problem that concerned Kelly. Burning coal and wood creates dust and smoke and can release harmful chemicals into the air. This pollution can cause breathing problems and lung damage. Kelly was worried about the physical **toll** this type of heating system would take on not only her family's health but also the Navajo community as a whole.

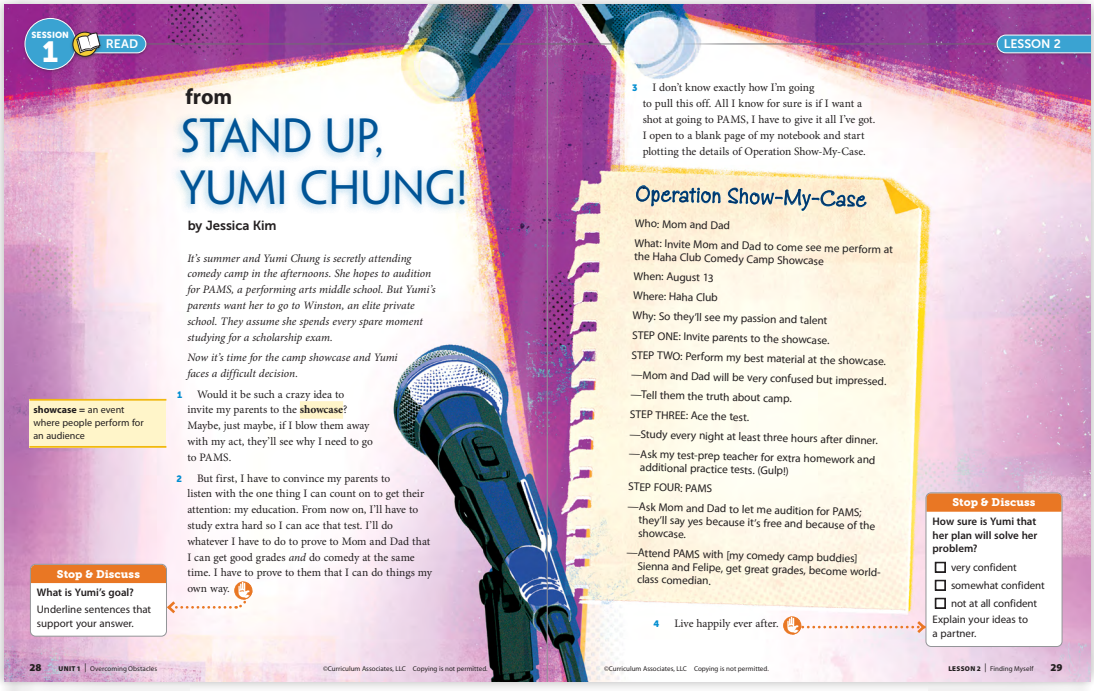
labor = hard physical work

toll = damage or cost

Stop & Discuss
Why was burning coal and wood both necessary and possibly harmful?
Talk with a partner about its good and bad effects.

Some texts illuminate the cultural identities and experiences of a particular group, such as deeper beliefs and customs.

Other texts illuminate cultural identities through "surface-level" details, such as food and dress.



SESSION 1 READ

LESSON 2

from

STAND UP, YUMI CHUNG!

by Jessica Kim

It's summer and Yumi Chung is secretly attending comedy camp in the afternoons. She hopes to audition for PAMS, a performing arts middle school. But Yumi's parents want her to go to Winston, an elite private school. They assume she spends every spare moment studying for a scholarship exam.

Now it's time for the camp showcase and Yumi faces a difficult decision.

1 Would it be such a crazy idea to invite my parents to the **showcase**? Maybe, just maybe, if I blow them away with my act, they'll see why I need to go to PAMS.

2 But first, I have to convince my parents to listen with the one thing I can count on to get their attention: my education. From now on, I'll have to study extra hard so I can ace that test. I'll do whatever I have to do to prove to Mom and Dad that I can get good grades *and* do comedy at the same time. I have to prove to them that I can do things my own way.

showcase = an event where people perform for an audience

Stop & Discuss
What is Yumi's goal?
Underline sentences that support your answer.

3 I don't know exactly how I'm going to pull this off. All I know for sure is if I want a shot at going to PAMS, I have to give it all I've got. I open to a blank page of my notebook and start plotting the details of Operation Show-My-Case.

Operation Show-My-Case

Who: Mom and Dad
What: Invite Mom and Dad to come see me perform at the Haha Club Comedy Camp Showcase
When: August 13
Where: Haha Club
Why: So they'll see my passion and talent
STEP ONE: Invite parents to the showcase.
STEP TWO: Perform my best material at the showcase.
—Mom and Dad will be very confused but impressed.
—Tell them the truth about camp.
STEP THREE: Ace the test.
—Study every night at least three hours after dinner.
—Ask my test-prep teacher for extra homework and additional practice tests. (Gulp!)
STEP FOUR: PAMS
—Ask Mom and Dad to let me audition for PAMS; they'll say yes because it's free and because of the showcase.
—Attend PAMS with [my comedy camp buddies] Sienna and Felipe, get great grades, become world-class comedian.

4 Live happily ever after.

Stop & Discuss
How sure is Yumi that her plan will solve her problem?
- ☐ very confident
- ☐ somewhat confident
- ☐ not at all confident

Explain your ideas to a partner.

SESSION 1 READ

Rafael's Plan

Part 1

by Cindy L. Rodriguez

1 One November morning, my teacher gave my class a project. It was the same assignment all the grades got every November: writing letters to veterans.

2 "If you know someone who has served in the military, you can write to that person," said Ms. Ortíz. "If not, your note will go to one of the veterans at the local veterans center. I will mail them all in time for Veterans Day. Whether you write a short note or a long letter, please write something from your heart. Make it feel personal."

3 I wanted to get my ideas down as quickly as possible, so I grabbed a pencil and my thoughts poured out in a letter to my aunt Aída. She was in the Army about ten years ago, before she became a **lawyer**.

lawyer = a person whose job is to know about the law

4 *Dear tía Aída,*

5 *Hi! It's Rafael. Please don't tell my other aunts and uncles, but you're my favorite! You are strong and smart. You tell good stories about being in the Army. You always make me feel better when I'm sad. It's so cool that you can belly crawl across the floor in the blink of an eye. I've been practicing so that I can be as quick as you. Let's have a crawling race soon!*

6 *Love, Rafael*

Stop & Discuss

How does Rafael feel about his aunt?

Underline two details that tell how he feels about his tía.

7 I peeked at my friend Danny's note. It said, *"Thank you for your service."*

8 "Are you going to write more?" I asked.

9 "No, this is what I write every year," Danny said with a **shrug**.

10 "Do you know any veterans?"

11 Danny shook his head.

12 I was glad I could write something special to my aunt. I felt bad for the people who would be getting dull, emotionless notes like Danny's, from kids they didn't know. I wished Danny could meet tía Aída and some of her friends.

13 Suddenly, I had an idea. I jumped up out of my chair, but then quickly sat back down. I didn't want to be **disrespectful** or make Ms. Ortíz think her assignment was bad. At the same time, my idea was too good not to share. I calmed myself down and pulled it together. I raised my hand and took a deep breath.

14 "I think writing notes is great," I said. "But maybe we could do something different this year."

shrug = when you raise your shoulders to show you do not care

disrespectful = not polite

Stop & Discuss

What does Rafael hope would happen if Danny could meet tía Aída and her friends?

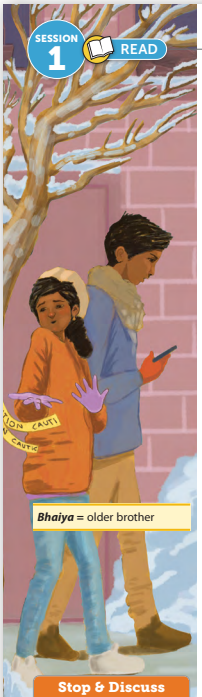
Discuss your response and a detail that helps you understand what Rafael hopes would happen.

A mix of cultural representation—from deeper beliefs and customs to surface-level culture—gives students the opportunity to build knowledge by connecting to their own experiences and learning from others.

SESSION 1 READ

The Cherry Blossoms of High Street Part 1

by Nandini Bajpai



1 My older brother was waiting for me when I got off the bus, like he did every day after school. But on our chilly walk home, something was different. The cherry blossom trees along our street had bright yellow tape tied around them, the loose ends flapping in the wind.

2 "Samar ***Bhaiya***," I said to my brother, "what's the tape for?"

3 Samar made a whirring sound, like an electric saw. "The city marked the trees they're going to cut down," he said. "Then they're going to widen High Street."

4 My heart pounded. "What? That's horrible!"

5 "But look at the traffic, Jiya," he said, pointing at the long line of cars waiting at the stop light. "The bus takes forever. It'll be faster when the street has another lane."

6 "Couldn't they widen a different road?"

7 Samar shrugged. "It's not a big deal."

8 But it was a big deal. Even in the winter, the trees on High Street stood graceful and tall, holding up their bare branches like friends waving hello. When we moved to Michigan from India, I missed my friends. I also missed the *kachnar* trees near our old home in Delhi. They were covered in pink flowers every spring. My first spring in Michigan, seeing the pink cherry blossoms made me feel better. They were so much like the *kachnar* flowers.

Bhaiya = older brother

Stop & Discuss

Why is Jiya upset?

Discuss with a partner.

9 We walked up the stairs to our apartment. Inside, I dropped my backpack and took off my shoes.

10 "Mama," I said, "Samar *Bhaiya* says the cherry blossom trees are going to be cut down!"

11 "I'm sorry, Jiya," Mama said. She knew I loved the trees. "We got a **notice** about it, but I forgot to tell you."

12 I looked out the window. The branches were making long, lacy shadows on the sidewalk.

13 "I wish I could see the cherry blossoms bloom one more time," I said. *Wait—maybe I could!*

14 I pulled out my art supplies and cut a bunch of small, delicate flowers from pink construction paper. I punched a hole in each one and made a loop with string. Soon I'd created a huge heap of paper blossoms.

15 Samar poked his head into the room. He eyed the pink paper scraps and bits of string littering the floor.

16 "Mama's not going to like this mess," he said.

17 I gathered up a bunch of flowers in my arms. "I'll clean it later. Help me take these outside."

18 **Grumbling**, Samar helped me tie the flowers to the lower branches of the tree in front of our building. Soon the paper flowers danced in the breeze.

notice = a note that shares news

grumbling = complaining in a low voice

Stop & Discuss

How does Jiya get her wish to see the cherry blossom trees bloom one more time?

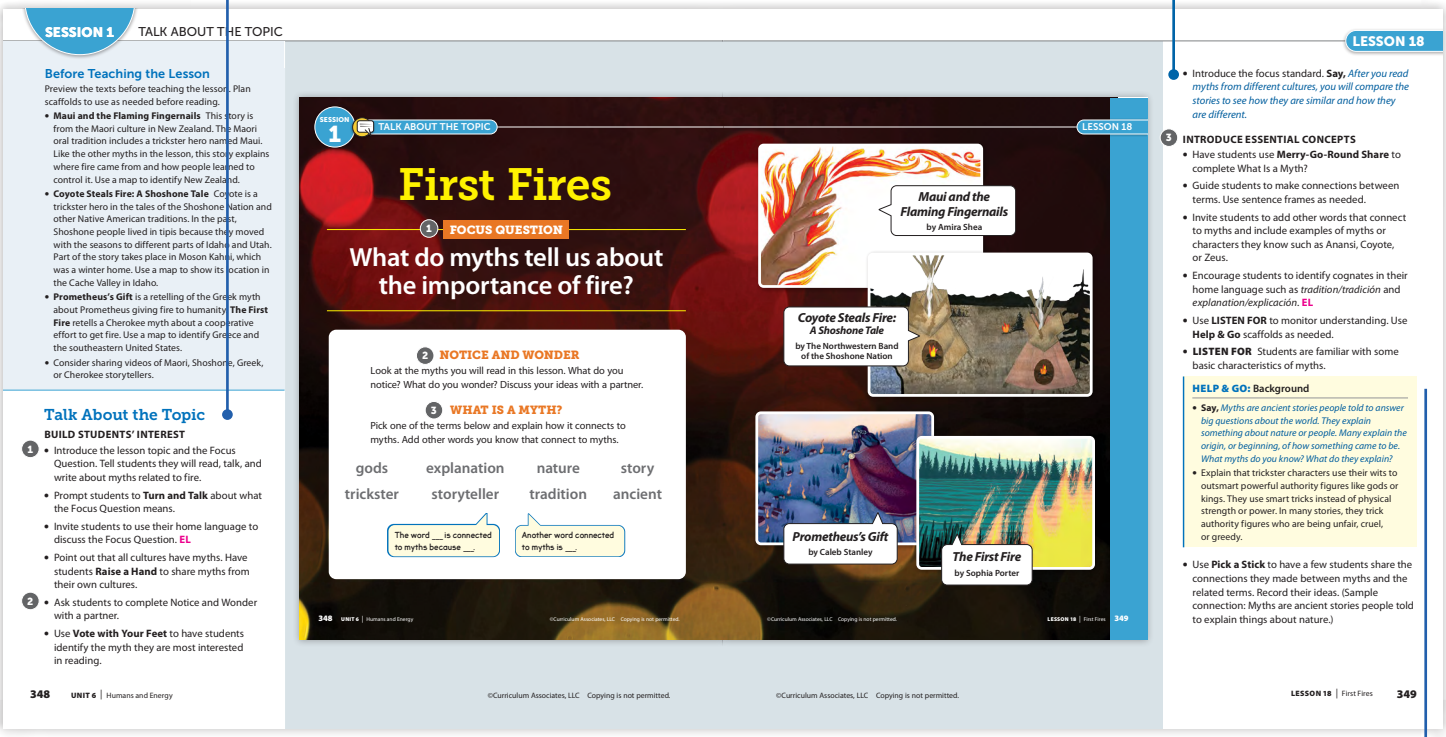
Talk to a partner about what Jiya does.

Jiya sees the cherry blossom trees bloom by ___.

Verbal Reasoning

The ability to comprehend and analyze complex texts is key to students' success in the classroom and beyond. To deeply comprehend and analyze a variety of complex texts, students must learn to think about what the text says explicitly as well as its implied meaning. *Magnetic Reading* 3–5 provides explicit instruction in figurative language that helps students interpret what the author means to convey. Additionally, students have ample opportunities to practice drawing conclusions by connecting new information to what is already known, facilitating independence and participation in grade-level reading and discourse.

Students begin every lesson with **Talk about the Topic**, during which they make connections to their own background knowledge and the new concepts in the lesson.



SESSION 1 TALK ABOUT THE TOPIC

Before Teaching the Lesson

Preview the texts before teaching the lesson. Plan scaffolds to use as needed before reading.

- **Maui and the Flaming Fingernails** This story is from the Maori culture in New Zealand. The Maori oral tradition includes a trickster hero named Maui. Like the other myths in the lesson, this story explains where fire came from and how people learned to control it. Use a map to identify New Zealand.
- **Coyote Steals Fire: A Shoshone Tale** Coyote is a trickster hero in the tales of the Shoshone Nation and other Native American traditions. In the past, Shoshone people lived in tipis because they moved with the seasons to different parts of Idaho and Utah. Part of the story takes place in Moson Kahni, which was a winter home. Use a map to show its location in the Cache Valley in Idaho.
- **Prometheus's Gift** is a retelling of the Greek myth about Prometheus giving fire to humanity. **The First Fire** retells a Cherokee myth about a cooperative effort to get fire. Use a map to identify Greece and the southeastern United States.
- Consider sharing videos of Maori, Shoshone, Greek, or Cherokee storytellers.

Talk About the Topic

BUILD STUDENTS' INTEREST

1. Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about myths related to fire.
   - Prompt students to **Turn and Talk** about what the Focus Question means.
   - Invite students to use their home language to discuss the Focus Question. EL
   - Point out that all cultures have myths. Have students **Raise a Hand** to share myths from their own cultures.
2. Ask students to complete Notice and Wonder with a partner.
   - Use **Vote with Your Feet** to have students identify the myth they are most interested in reading.

348 UNIT 6 | Humans and Energy

SESSION 1 TALK ABOUT THE TOPIC LESSON 18

First Fires

1 FOCUS QUESTION

What do myths tell us about the importance of fire?

2 NOTICE AND WONDER

Look at the myths you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3 WHAT IS A MYTH?

Pick one of the terms below and explain how it connects to myths. Add other words you know that connect to myths.

gods explanation nature story
trickster storyteller tradition ancient

The word ___ is connected to myths because ___.

Another word connected to myths is ___.

Maui and the Flaming Fingernails by Amira Shea

Coyote Steals Fire: A Shoshone Tale by The Northwestern Band of the Shoshone Nation

Prometheus's Gift by Caleb Stanley

The First Fire by Sophia Porter

348 UNIT 6 | Humans and Energy

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LESSON 18 | First Fires 349

LESSON 18

- Introduce the focus standard. **Say,** *After you read myths from different cultures, you will compare the stories to see how they are similar and how they are different.*

3 **INTRODUCE ESSENTIAL CONCEPTS**

- Have students use **Merry-Go-Round Share** to complete What Is a Myth?
- Guide students to make connections between terms. Use sentence frames as needed.
- Invite students to add other words that connect to myths and include examples of myths or characters they know such as Anansi, Coyote, or Zeus.
- Encourage students to identify cognates in their home language such as *tradition/tradición* and *explanation/explicación*. EL
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students are familiar with some basic characteristics of myths.

HELP & GO: Background

- **Say,** *Myths are ancient stories people told to answer big questions about the world. They explain something about nature or people. Many explain the origin, or beginning, of how something came to be. What myths do you know? What do they explain?*
- Explain that trickster characters use their wits to outsmart powerful authority figures like gods or kings. They use smart tricks instead of physical strength or power. In many stories, they trick authority figures who are being unfair, cruel, or greedy.

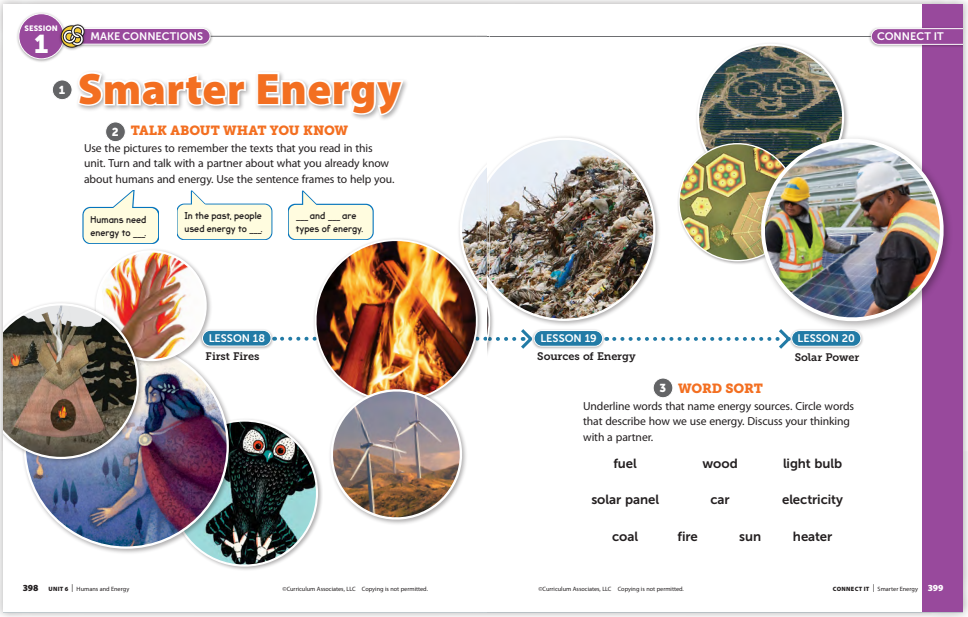
- Use **Pick a Stick** to have a few students share the connections they made between myths and the related terms. Record their ideas. (Sample connection: Myths are ancient stories people told to explain things about nature.)

LESSON 18 | First Fires 349

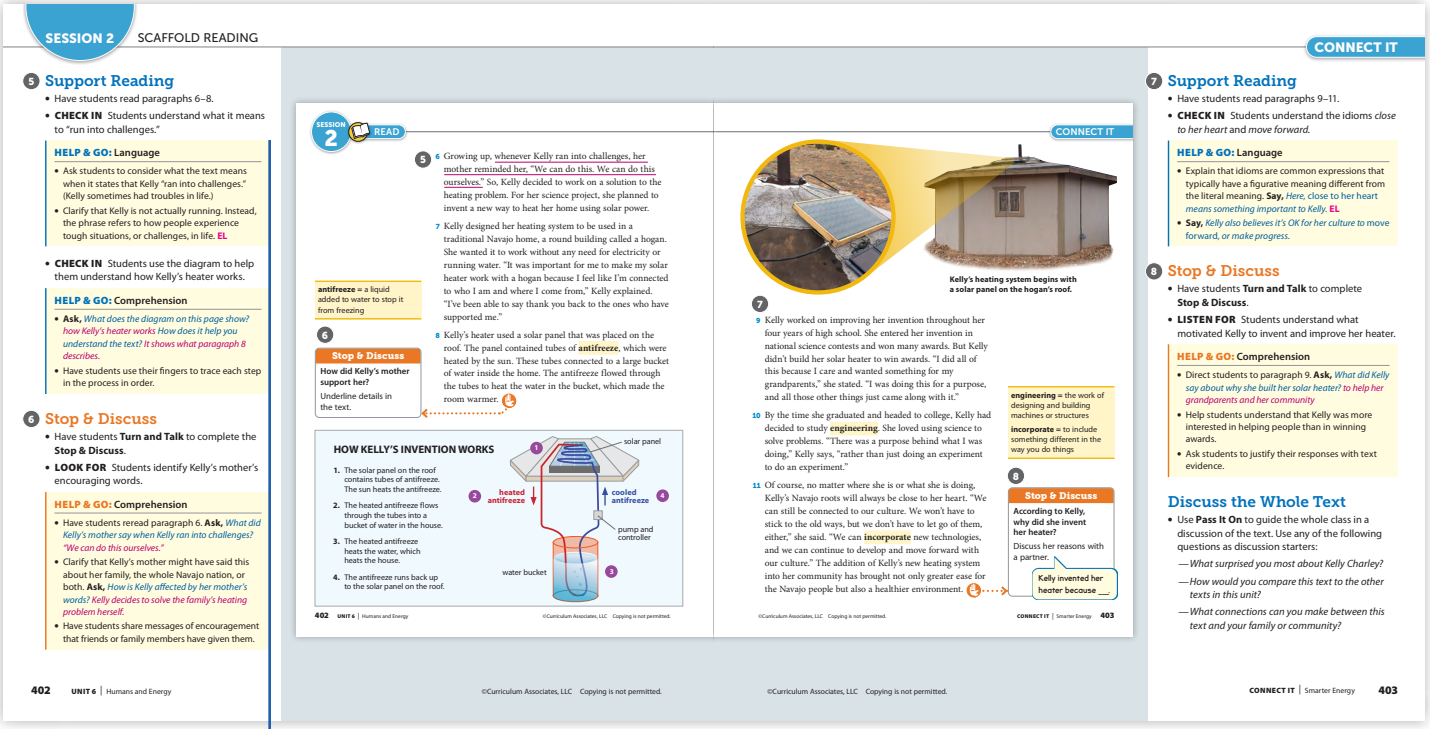
Help & Go scaffolds for Background support students in connecting to prior knowledge so they can draw conclusions throughout the lesson.

HELP & GO: Background

- **Say,** *Myths are ancient stories people told to answer big questions about the world. They explain something about nature or people. Many explain the origin, or beginning, of how something came to be. What myths do you know? What do they explain?*
- Explain that trickster characters use their wits to outsmart powerful authority figures like gods or kings. They use smart tricks instead of physical strength or power. In many stories, they trick authority figures who are being unfair, cruel, or greedy.



A **Connect It** lesson at the end of every unit culminates learning as students analyze a longer text, draw conclusions, and make connections between the other unit texts.



HELP & GO: Language

- Ask students to consider what the text means when it states that Kelly "ran into challenges." (Kelly sometimes had troubles in life.)
- Clarify that Kelly is not actually running. Instead, the phrase refers to how people experience tough situations, or challenges, in life. **EL**

Help & Go scaffolds for Language give teachers flexible opportunities to support students in interpreting figurative language, such as metaphors, similes, and idioms, understanding shades of meaning, and analyzing multiple-meaning words.

Language Structures

The order of words (i.e., syntax) and the meaning of those words (i.e., semantics) combine to allow students to understand a text in the way the author intended. Awareness of sentence structure helps students make sense of the meaning behind the words (Sorenson Duncan et al., 2021). When students have a broader understanding of the meanings of words and phrases, they are able to make connections within the context of a text to comprehend what they are reading. *Magnetic Reading* 3–5 resources support students' language development with strategic scaffolds and instructional routines.

SESSION 3 SCAFFOLD READING

5 Support Reading

- Have students read paragraphs 8–10.
- **CHECK IN** Students understand complex sentences in paragraphs 8 and 9.

HELP & GO: Sentence Comprehension

- Break apart long sentences into shorter sentences. Model this skill using the dialogue in paragraph 8. **Say,** *Why should I want more land and work? This would take me away from my trees. It might cause me to lose them.*
- Have students practice this skill using the dialogue in paragraph 9. **Ask,** *How would you break this sentence into pieces? I do not need the new field. It would be better to care for my silver trees.* Have students share their sentences.

6 Stop & Discuss

- Have students complete **Stop & Discuss** independently, then **Turn and Talk**.
- **LOOK FOR** Students underline the farmer's decision in paragraph 9.

HELP & GO: Comprehension

- **Ask,** *What does the farmer say as he starts to go? "I do not need the new field, and I would be better off caring for my silver trees." What does this suggest he plans to do? He plans to focus on his trees and not buy the land.*
- Partner students who speak the same home language to discuss the farmer's decision in the language of their choice. EL

Discuss the Whole Text

Use **Compare and Connect** to revisit the Focus Question. **Ask,** *What has Aden learned about how people help each other solve problems? What is he still trying to find out?* Use **Stand and Share** to have students share their responses. Record students' ideas.

50 UNIT 1 | Solving Problems

SESSION 3 READ

5 8 The man **blushed**. "That I couldn't say, sir, but I do know I am happiest while looking upon their shining leaves." He sighed. "Why should I want more land and more work, which would take me away from them? Or cause me to lose them . . ." He fell silent then, his eyebrows moving up and down as he thought. All the while, the old hermit said nothing.

9 When the farmer finished his melon, he rose to go. "I think you are right," he said. "I do not need the new field, and I would be better off caring for my silver trees. I thank you very much."

10 Aden stared in surprise as the man walked away whistling a tune. *Why was he so happy?* Aden wondered. *The hermit hadn't given him any advice at all!*

11 Aden's confusion only grew with each new visitor. Though he listened and watched like a hawk, he heard the wise man give no answers. Yet most of the people who traveled up the mountain thanked the hermit for his wise words, as if he had told them exactly what to do.

12 Several months passed, but Aden felt no closer to discovering the hermit's secret.

blushed = became red in the face

6 Stop & Discuss

What does the farmer decide to do about his problem?

Underline the farmer's choice. Then discuss whether you think he makes the right choice.

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SESSION 5 INDEPENDENT READING

LESSON 3

SESSION 5 READ

LESSON 3

The Hermit's Secret

Part 3 by Leslie J. Wyatt

1 One morning, the old man became ill and had to stay in bed. As Aden brought him soup, there came a knock on the door.

2 "Oh, no!" exclaimed Aden. "Someone is here to see you. Shall I tell them to come back another day?"

3 The old man smiled. "No, you go."

4 With his heart in his stomach, Aden greeted the visitor at the door. "Hello," he said uncertainly.

5 "Good morning," she replied. "I am here to see the wise old man."

6 Aden bowed low. "I am truly sorry, but he is sick today. Is there anything I can do to help?"

7 The woman sighed and sank into a chair. "What answer could you give me? You are so young. You don't know how it is to have a son who wants to become a merchant and leave me and our farm behind."

8 "How difficult that must be for you," Aden said. He was sorry that he had no words of wisdom.

9 "Yes, it is difficult. I **desperately** need someone to take care of the farm. All my son wants to do is buy and sell and make money."

10 "Mmmm," murmured Aden as he handed her a cup of tea. "It's hard to know what to do, isn't it?"

desperately = very badly

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LESSON 3 | The Simplest Solution 53

Reconnect to the Texts

- Display responses to the Focus Question for Parts 1 and 2 of "The Hermit's Secret."
- Provide a word bank to support student pairs in retelling Parts 1 and 2 of the story: *hermit, secret, travelers, problem, listen,* and *help.* EL
- Use **Pass It On** to have students retell the first two parts of the story.

1 Independent Reading

- Set a purpose for learning. **Say,** *Today you will independently read to learn what Aden discovers about the hermit. As you read, ask and answer questions about the text to help you understand it.*
- If students need more support, work with them in small groups to guide reading. Use **CHECK INs** and **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand the phrase *words of wisdom.*

HELP & GO: Language

- Direct students to the phrase *words of wisdom* in paragraph 8. **Ask,** *Thinking back to what you have read and using what you know, what does Aden mean by* words of wisdom? *good advice How do you know that? Earlier in the story, the visitors thank the hermit for his wise words, which also means advice.*
- Encourage students to explain the concept of *wisdom* in their home language. EL

- **CHECK IN** Students understand the woman's problem and why Aden listens to her.

HELP & GO: Comprehension

- **Ask,** *What is the woman's problem? Her son wants to move away to become a merchant instead of helping her with the family farm.*
- **Ask,** *Why does Aden listen to her problem? The hermit is not feeling well, so Aden talks to her.*

LESSON 3 | The Simplest Solution 53

HELP & GO: Sentence Comprehension

- Break apart long sentences into shorter sentences. Model this skill using the dialogue in paragraph 8. **Say,** *Why should I want more land and work? This would take me away from my trees. It might cause me to lose them.*
- Have students practice this skill using the dialogue in paragraph 9. **Ask,** *How would you break this sentence into pieces? I do not need the new field. It would be better to care for my silver trees.* Have students share their sentences.

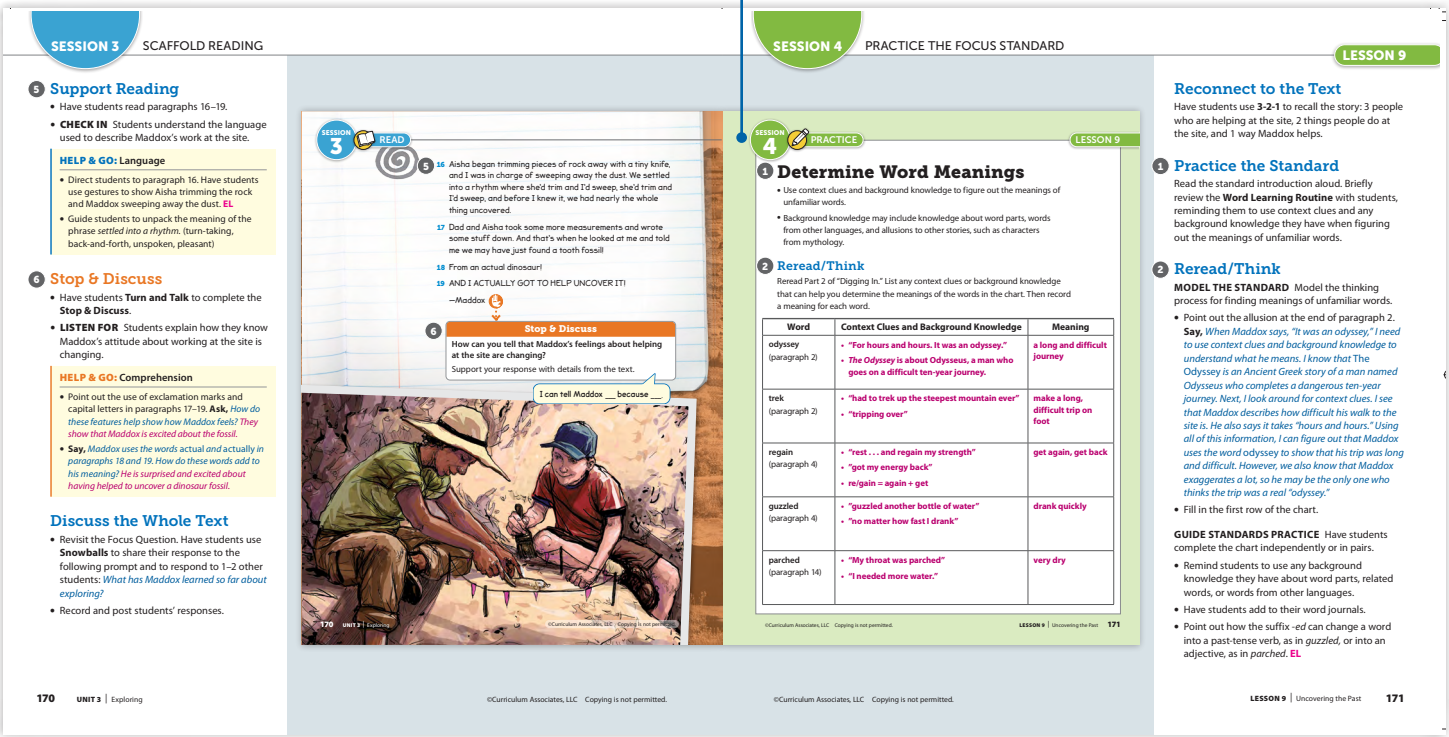
Help & Go scaffolds for Sentence Comprehension support students in recognizing and comprehending longer, more complex sentences.

HELP & GO: Language

- Direct students to the phrase *words of wisdom* in paragraph 8. **Ask,** *Thinking back to what you have read and using what you know, what does Aden mean by* words of wisdom? *good advice How do you know that? Earlier in the story, the visitors thank the hermit for his wise words, which also means advice.*
- Encourage students to explain the concept of *wisdom* in their home language. **EL**

Help & Go scaffolds for Language help students broaden their understanding of words and phrases.

Lessons in *Magnetic Reading* 3–5 provide explicit instruction in determining word meaning using word parts, context clues, and background information.



SESSION 3 SCAFFOLD READING

5 Support Reading

- Have students read paragraphs 16–19.
- **CHECK IN** Students understand the language used to describe Maddox's work at the site.

HELP & GO: Language

- Direct students to paragraph 16. Have students use gestures to show Aisha trimming the rock and Maddox sweeping away the dust. EL
- Guide students to unpack the meaning of the phrase *settled into a rhythm.* (turn-taking, back-and-forth, unspoken, pleasant)

6 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students explain how they know Maddox's attitude about working at the site is changing.

HELP & GO: Comprehension

- Point out the use of exclamation marks and capital letters in paragraphs 17–19. **Ask,** *How do these features help show how Maddox feels? They show that Maddox is excited about the fossil.*
- **Say,** *Maddox uses the words* actual *and* actually *in paragraphs 18 and 19. How do these words add to his meaning? He is surprised and excited about having helped to uncover a dinosaur fossil.*

Discuss the Whole Text

- Revisit the Focus Question. Have students use **Snowballs** to share their response to the following prompt and to respond to 1–2 other students: *What has Maddox learned so far about exploring?*
- Record and post students' responses.

170 UNIT 3 | Exploring

SESSION 3 READ

16 Aisha began trimming pieces of rock away with a tiny knife, and I was in charge of sweeping away the dust. We settled into a rhythm where she'd trim and I'd sweep, she'd trim and I'd sweep, and before I knew it, we had nearly the whole thing uncovered.

17 Dad and Aisha took some more measurements and wrote some stuff down. And that's when he looked at me and told me we may have just found a tooth fossil!

18 From an actual dinosaur!

19 AND I ACTUALLY GOT TO HELP UNCOVER IT!

—Maddox

6 Stop & Discuss

How can you tell that Maddox's feelings about helping at the site are changing?

Support your response with details from the text.

I can tell Maddox ___ because ___

SESSION 4 PRACTICE THE FOCUS STANDARD

LESSON 9

1 Determine Word Meanings

- Use context clues and background knowledge to figure out the meanings of unfamiliar words.
- Background knowledge may include knowledge about word parts, words from other languages, and allusions to other stories, such as characters from mythology.

2 Reread/Think

Reread Part 2 of "Digging In." List any context clues or background knowledge that can help you determine the meanings of the words in the chart. Then record a meaning for each word.

Word	Context Clues and Background Knowledge	Meaning
odyssey (paragraph 2)	• "For hours and hours. It was an odyssey." • *The Odyssey* is about Odysseus, a man who goes on a difficult ten-year journey.	a long and difficult journey
trek (paragraph 2)	• "had to trek up the steepest mountain ever" • "tripping over"	make a long, difficult trip on foot
regain (paragraph 4)	• "rest . . . and regain my strength" • "got my energy back" • re/gain = again + get	get again, get back
guzzled (paragraph 4)	• "guzzled another bottle of water" • "no matter how fast I drank"	drank quickly
parched (paragraph 14)	• "My throat was parched" • "I needed more water."	very dry

LESSON 9 | Uncovering the Past 171

Reconnect to the Text

Have students use **3-2-1** to recall the story: 3 people who are helping at the site, 2 things people do at the site, and 1 way Maddox helps.

1 Practice the Standard

Read the standard introduction aloud. Briefly review the **Word Learning Routine** with students, reminding them to use context clues and any background knowledge they have when figuring out the meanings of unfamiliar words.

2 Reread/Think

MODEL THE STANDARD Model the thinking process for finding meanings of unfamiliar words.

- Point out the allusion at the end of paragraph 2. **Say,** *When Maddox says, "It was an odyssey," I need to use context clues and background knowledge to understand what he means. I know that* The Odyssey *is an Ancient Greek story of a man named Odysseus who completes a dangerous ten-year journey. Next, I look around for context clues. I see that Maddox describes how difficult his walk to the site is. He also says it takes "hours and hours." Using all of this information, I can figure out that Maddox uses the word* odyssey *to show that his trip was long and difficult. However, we also know that Maddox exaggerates a lot, so he may be the only one who thinks the trip was a real "odyssey."*
- Fill in the first row of the chart.

GUIDE STANDARDS PRACTICE Have students complete the chart independently or in pairs.

- Remind students to use any background knowledge they have about word parts, related words, or words from other languages.
- Have students add to their word journals.
- Point out how the suffix *-ed* can change a word into a past-tense verb, as in *guzzled,* or into an adjective, as in *parched.* EL

LESSON 9 | Uncovering the Past 171

The **Word Learning Routine** prompts students to look for familiar word parts and clues in the context of the text to determine the meaning of unfamiliar words or phrases.

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?"

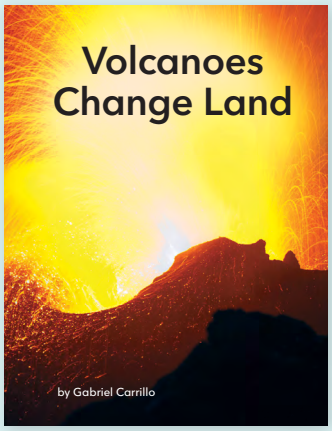
Active Self-Regulation

Motivation and Engagement

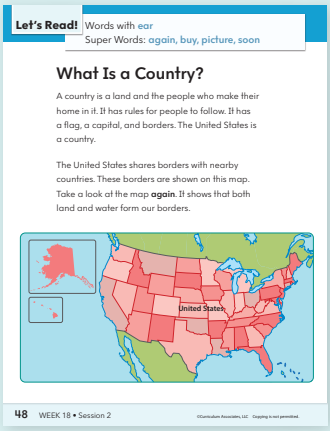
Research shows that implementing reading practices that foster engagement improves reading achievement (Guthrie & Klauda, 2014; McBreen & Savage, 2020). Engagement goes beyond recruiting student interest by providing motivation through creative, hands-on, meaningful instruction (CAST, 2020; Courey et al., 2012). *Magnetic Reading* K–5 fosters engagement with compelling text sets that connect every student to new worlds of grade-level reading. Students are motivated with creative, developmentally appropriate instructional strategies that intentionally help them build the skills they need to be successful at various stages in their reading journey.

Engaging Text Sets

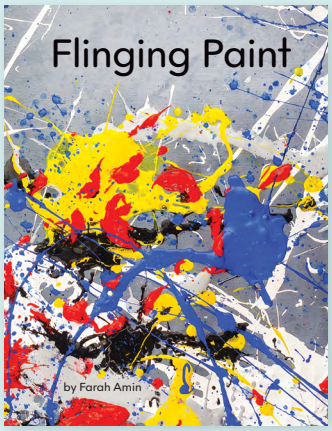
Informational texts offer fresh perspectives on science, social studies, and the arts.



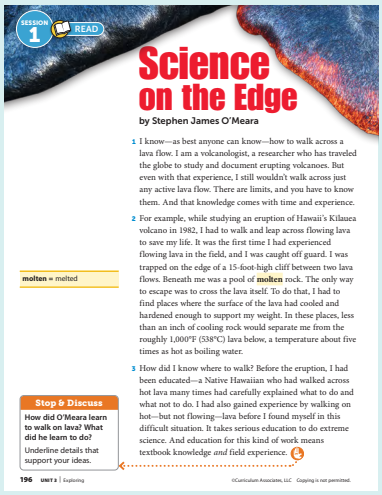
Grade K
Science



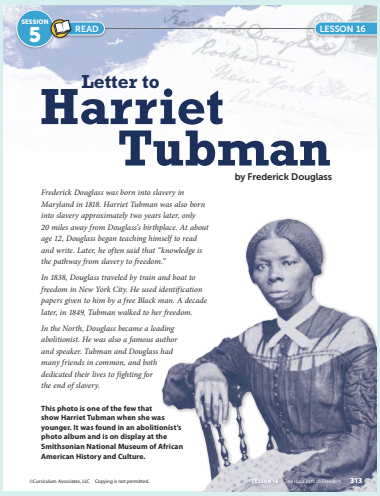
Grade 1
Social Studies



Grade 2
The Arts



Grade 3
Science

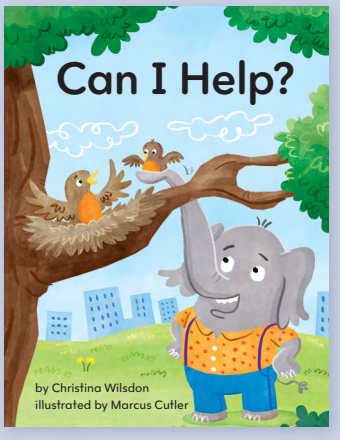


Grade 4
Social Studies

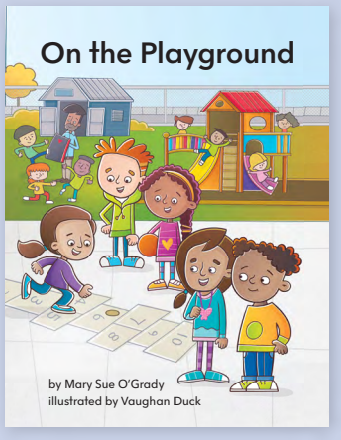
Grade 5
The Arts

Literary texts focus on developmentally appropriate topics and themes that students will relate to and learn from.

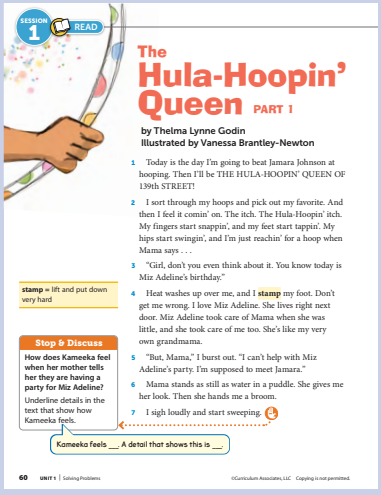
Grade K
All about Me



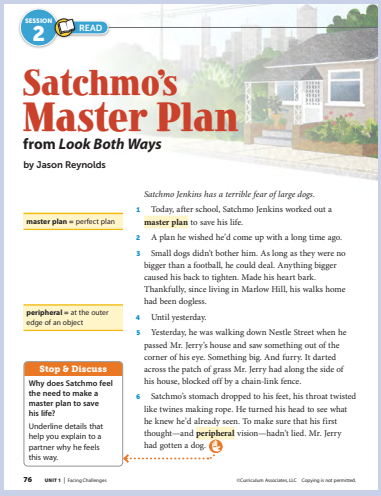
Grade 1
Friendship



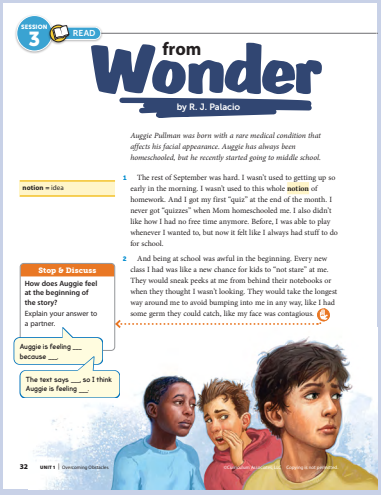
Grade 2
Getting Along with Others



Grade 3
Making Mistakes



Grade 4
Facing Your Fears



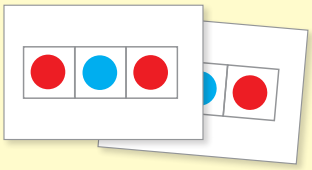
Grade 5
Building Empathy and Awareness

Instructional Strategies, *Magnetic Reading Foundations* K–2

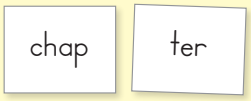
Magnetic Reading Foundations K–2 goes beyond recruiting student interest by providing motivation through creative, hands-on, meaningful multimodal and multisensory instruction. *Magnetic Reading Foundations* K–2 provides opportunities for students to engage in visual, kinesthetic, and tactical learning because research shows students navigate their learning environment and express what they know in different ways (CAST, 2020). This allows teachers to improve the quality of teaching by matching content delivery with the best mode of learning for each student.

SUPPORT LEARNER VARIABILITY: Options for Differentiation

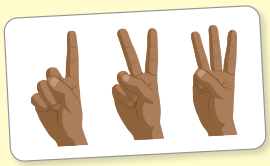
Make It Visual
Use counters such as tiles, cubes, cards, or chips to visually represent each syllable, phoneme, onset, or rime.



Attach Print
Adding print can be an effective scaffold for phonological awareness activities. Follow the routine, adding letters to index cards or Elkonin Boxes as you go.



Add Movement
Have children use their fists or fingers to represent each syllable or sound. For syllable or onset and rime tasks, use a fist to represent each part of the word. For phoneme-blending tasks, have children tap the sounds by bringing each finger to their thumb.



SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual
Use cards! *Magnetic Reading Foundations* cards support all phonics lessons.

Sound-Spelling & Articulation (SS&A) Cards
Use the **Sound-Spelling Cards** to introduce and review sound-spellings. Point to the sound-spelling on the card, say the sound, and name the image that supports the sound.

Use the **Articulation Cards** to support the proper formation of each sound. Use the image on the front of the card as a visual model as you share the articulation steps on the back of the card with children.

Word Building Cards
Use the Word Building Cards to support decoding and encoding lessons. Model building and blending words with the cards. Then have children use the cards to practice blending and building words.

EL English Learners
Have children use Elkonin Boxes to reinforce sound-spelling connections as they decode and encode words.

Instructional Strategies, *Magnetic Reading* 3–5

Magnetic Reading 3–5 provides teachers with strategies to intentionally leverage students' strengths toward a deeper engagement with learning. Protocols for engagement and accountability encourage varied forms of participation and engagement with the texts and with peers around the texts (Hollie, 2017).

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
Stand and Share	1	spontaneity, movement, connectedness
Silent Appointment	1	social interaction, nonverbal expression
Somebody Who	1, 2, 4, 5	social interaction
Give One, Get One	2, 4	movement, shared responsibility
Individual Think Time	3	independence
Pass It On	3, 4	spontaneity, connectedness
Shout Out	5	spontaneity, multiple ways to show focus
Merry-Go-Round Share	6	multiple ways to show focus, connectedness

Discuss the Whole Text

- Revisit the Focus Question. Have students **Raise a Hand** to answer the following questions:
  - —**Ask,** *What difficult situation does Oren face, and how does he get through it?*
  - —**Ask,** *How does Oren's family or culture help him in this story?*

- Ask students to describe artwork they have seen or created in their cultures of origin. Discuss how this art has told people's stories. **EL**

Discuss the Whole Text

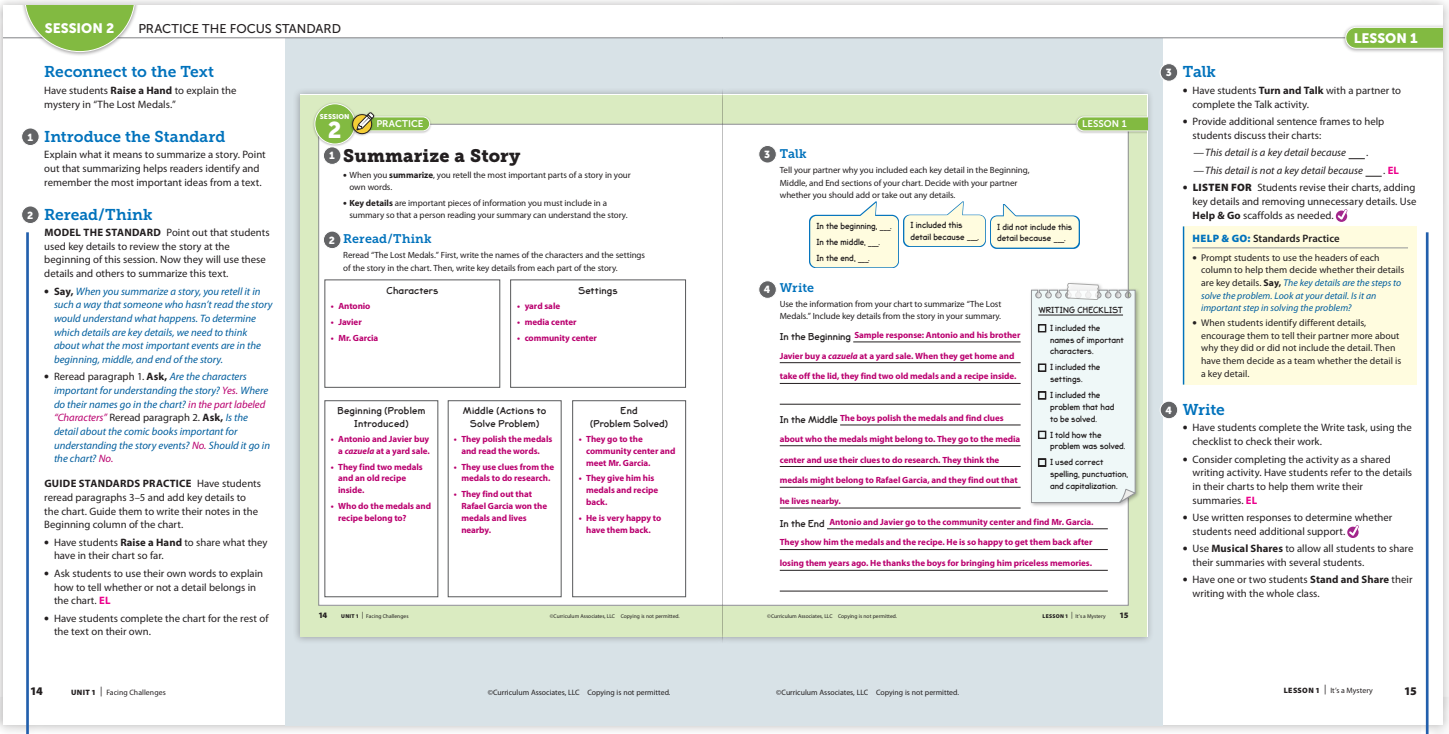
- Revisit the Focus Question. Have students **Raise a Hand** to respond to the following.
  - —**Ask,** *What difficult situation did Stef face? What helped her get through her problem?*
  - —Discuss the challenges that Stef and Oren face. Note that Oren is proud of his cultural heritage, while Stef is initially embarrassed by hers.

RESPONSE PROTOCOLS

Name	Time	Description	Cultural Behaviors
VOLUNTARY RESPONSE PROTOCOLS			
Raise a Hand	1–2 mins.	Students raise a hand or fist to volunteer information.	• **VA:** verbal expressiveness • **BB:** turn-taking
Shout Out	< 1 min.	Students *softly* shout out responses at the same time. This protocol can be used for one-word or very short answers. Posed questions can require either one correct answer or a variety of short answers.	• **VA:** conversational overlap, spontaneity, verbal expressiveness, multiple ways to show focus
Stand and Share	1–2 mins.	When a student wants to share a response, they stand and share it. After sharing, they sit down.	• **VA:** spontaneity, movement, subjectivity, connectedness

Comprehension Strategies

Research shows that comprehension strategies, such as asking questions while reading or visualizing the text, have a positive impact on reading ability (Samuelstuen & Bråten, 2005). *Magnetic Reading* 3–5 includes direct and explicit instruction in comprehension strategies and opportunities to apply those strategies to reading grade-level texts. Additional scaffolds are provided to support students as needed in developing independence with comprehension strategies.



SESSION 2 PRACTICE THE FOCUS STANDARD

Reconnect to the Text
Have students **Raise a Hand** to explain the mystery in "The Lost Medals."

1 Introduce the Standard
Explain what it means to summarize a story. Point out that summarizing helps readers identify and remember the most important ideas from a text.

2 Reread/Think
MODEL THE STANDARD Point out that students used key details to review the story at the beginning of this session. Now they will use these details and others to summarize this text.
- **Say,** *When you summarize a story, you retell it in such a way that someone who hasn't read the story would understand what happens. To determine which details are key details, we need to think about what the most important events are in the beginning, middle, and end of the story.*
- Reread paragraph 1. **Ask,** *Are the characters important for understanding the story? Yes. Where do their names go in the chart? in the part labeled "Characters"* Reread paragraph 2. **Ask,** *Is the detail about the comic books important for understanding the story events? No. Should it go in the chart? No.*

GUIDE STANDARDS PRACTICE Have students reread paragraphs 3–5 and add key details to the chart. Guide them to write their notes in the Beginning column of the chart.
- Have students **Raise a Hand** to share what they have in their chart so far.
- Ask students to use their own words to explain how to tell whether or not a detail belongs in the chart. EL
- Have students complete the chart for the rest of the text on their own.

14 UNIT 1 | Facing Challenges

SESSION 2 PRACTICE — LESSON 1

1 Summarize a Story
- When you **summarize**, you retell the most important parts of a story in your own words.
- **Key details** are important pieces of information you must include in a summary so that a person reading your summary can understand the story.

2 Reread/Think
Reread "The Lost Medals." First, write the names of the characters and the settings of the story in the chart. Then, write key details from each part of the story.

Characters	Settings
• Antonio • Javier • Mr. Garcia	• yard sale • media center • community center

Beginning (Problem Introduced)	Middle (Actions to Solve Problem)	End (Problem Solved)
• Antonio and Javier buy a *cazuela* at a yard sale. • They find two medals and an old recipe inside. • Who do the medals and recipe belong to?	• They polish the medals and read the words. • They use clues from the medals to do research. • They find out that Rafael Garcia won the medals and lives nearby.	• They go to the community center and meet Mr. Garcia. • They give him his medals and recipe back. • He is very happy to have them back.

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3 Talk
Tell your partner why you included each key detail in the Beginning, Middle, and End sections of your chart. Decide with your partner whether you should add or take out any details.

In the beginning, ___. In the middle, ___. In the end, ___. | I included this detail because ___ | I did not include this detail because ___

4 Write
Use the information from your chart to summarize "The Lost Medals." Include key details from the story in your summary.

In the Beginning Sample response: Antonio and his brother Javier buy a *cazuela* at a yard sale. When they get home and take off the lid, they find two old medals and a recipe inside.

In the Middle The boys polish the medals and find clues about who the medals might belong to. They go to the media center and use their clues to do research. They think the medals might belong to Rafael Garcia, and they find out that he lives nearby.

In the End Antonio and Javier go to the community center and find Mr. Garcia. They show him the medals and the recipe. He is so happy to get them back after losing them years ago. He thanks the boys for bringing him priceless memories.

WRITING CHECKLIST
- ☐ I included the names of important characters.
- ☐ I included the setting.
- ☐ I included the problem that had to be solved.
- ☐ I told how the problem was solved.
- ☐ I used correct spelling, punctuation, and capitalization.

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LESSON 1 | It's a Mystery 15

3 Talk
- Have students **Turn and Talk** with a partner to complete the Talk activity.
- Provide additional sentence frames to help students discuss their charts:
  — *This detail is a key detail because ___.*
  — *This detail is not a key detail because ___.* EL
- **LISTEN FOR** Students revise their charts, adding key details and removing unnecessary details. Use **Help & Go** scaffolds as needed.

HELP & GO: Standards Practice
- Prompt students to use the headers of each column to help them decide whether their details are key details. **Say,** *The key details are the steps to solve the problem. Look at your detail. Is it an important step in solving the problem?*
- When students identify different details, encourage them to tell their partner more about why they did or did not include the detail. Then have them decide as a team whether the detail is a key detail.

4 Write
- Have students complete the Write task, using the checklist to check their work.
- Consider completing the activity as a shared writing activity. Have students refer to the details in their charts to help them write their summaries. EL
- Use written responses to determine whether students need additional support.
- Use **Musical Shares** to allow all students to share their summaries with several students.
- Have one or two students **Stand and Share** their writing with the whole class.

LESSON 1 | It's a Mystery 15

2 Reread/Think

MODEL THE STANDARD Point out that students used key details to review the story at the beginning of this session. Now they will use these details and others to summarize this text.

- **Say,** *When you summarize a story, you retell it in such a way that someone who hasn't read the story would understand what happens. To determine which details are key details, we need to think about what the most important events are in the beginning, middle, and end of the story.*
- Reread paragraph 1. **Ask,** *Are the characters important for understanding the story? Yes. Where do their names go in the chart? in the part labeled "Characters"* Reread paragraph 2. **Ask,** *Is the detail about the comic books important for understanding the story events? No. Should it go in the chart? No.*

Detailed teacher modeling is provided to support students in applying comprehension strategies to skills and standards.

HELP & GO: Standards Practice
- Prompt students to use the headers of each column to help them decide whether their details are key details. **Say,** *The key details are the steps to solve the problem. Look at your detail. Is it an important step in solving the problem?*
- When students identify different details, encourage them to tell their partner more about why they did or did not include the detail. Then have them decide as a team whether the detail is a key detail.

Help & Go scaffolds for Standards Practice can be used flexibly and as needed. These scaffolds provide an additional layer of support for students who are developing independence with comprehension strategies.

Conclusion

Magnetic Reading K–5 provides teachers with resources based in the Science of Reading to move students from foundational skills to reading fluency, from learning to read to reading to learn, while building knowledge and vocabulary along the way. *Magnetic Reading* K–5 connects every student to new worlds of grade-level reading with engaging fiction and nonfiction text. Research-based scaffolding supports ensure all students gain access to grade-level content that is appropriate for their age and interests.

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