

# How *Magnetic Reading* Meets ESSA Level 4 Evidence

Curriculum Associates Guidance Brief | May 2021

## Overview

This research brief describes Curriculum Associates' evidence base for *Magnetic Reading* as well as our commitment to research, and it is designed to meet the Every Student Succeeds Act (ESSA) Level 4 definition of demonstrates a rationale.

## About *Magnetic Reading*

*Magnetic Reading* is an evidence-based, supplemental reading comprehension program designed to help students in Grades 3–5 become independent, lifelong readers. Through rich, engaging texts and lively classroom discourse, *Magnetic Reading* is designed to help students build confidence and master essential reading skills. *Magnetic Reading* engages every student with grade-level content and provides rich, culturally relevant texts that honor the experiences of all learners. In addition, *Magnetic Reading* includes specific scaffolds for teachers to support learner variability and make complex, grade-level texts accessible for all learners.

Each *Magnetic Reading* lesson focuses on a unique skill and includes three different but conceptually related texts. Teachers can use the Grade-Level Scaffolding report to inform instruction, which groups students based on their most recent *i-Ready Diagnostic* score and corresponding Lexile® Reading measure. Because each *Magnetic Reading* lesson focuses on a unique skill, the skill scaffolding groupings within the report are specific to each lesson.

## *Magnetic Reading* Key Claims and Logic Model

The goal of *Magnetic Reading* is to help every student become a skilled and confident reader. Drawing on the literature of research-based practices in vocabulary, comprehension, and knowledge building, *Magnetic Reading* is designed to build students' knowledge base while addressing skills and standards. Teachers will have access to embedded scaffolds and routines to help differentiate instruction and support all students.

The following claims serve as the theoretical underpinning for *Magnetic Reading* and help educators understand the goals of *Magnetic Reading* and how it might fit within a broader system of instructional practices and strategies.

- Engaging, authentic, and culturally responsive texts, complex ideas, and structures in a grade-level text enrich readers' knowledge and vocabulary, which they can draw on in the future (Halladay, 2012).
- Exploring key vocabulary and mapping related words and concepts helps build essential background knowledge (Cervetti & Hiebert, 2005).
- Reading pairs provide good fluency practice for both partners (Meisinger, Schwanenflugel, Bradley, & Stahl, 2004).
- Responding to a prompt and talking with a reading partner facilitates reading comprehension (Zwiers, 2018).

The logic model is another important resource in helping districts understand how *Magnetic Reading* is designed to work. This model visually depicts how *Magnetic Reading* can be used with various teaching strategies and activities to yield certain outputs, which in turn result in short-term outcomes, long-term outcomes, and generalized impacts.

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## Logic Model

### Key Components/Features:

- Authentic texts that provide knowledge-rich content while addressing standards
- Culturally responsive texts, non-dominant narratives, and prevailing ideas
- Clearly identified scaffolds for teachers (such as the Help & Go boxes)
- New vocabulary frequently embedded within the text and introduced with context
- At least three different texts in a lesson, all conceptually related
- Consistent routines to address the standard of focus
- Prompts in final session to connect all texts for that lesson
- Teacher prompts to support discussion-based reading

### Intermediate Outcomes

#### Students

- Encounter new vocabulary with context clues in each text
- See themselves reflected in the texts



- Build content knowledge
- Access grade-level texts
- Authentically engage in class
- Become more empowered readers
- Build reading stamina
- Draw parallels from texts to their own lives
- Synthesize learning through connecting all texts for a lesson
- Discuss thoughts, reactions, and learnings with fellow classmates
- Become more confident speakers
- Enjoy reading

#### Teachers

- Make complex, grade-level texts accessible to all students
- Leverage various routines according to different types of student behaviors
- Strategically address learning needs of their students
- Plan more efficiently and effectively
- Make the most of their instructional time



- Foster conversations between students regarding content and comprehension
- Respond more frequently to students' needs
- Address learner variability regularly and appropriately
- Uncover misunderstandings and student needs
- Develop English Learners' vocabulary and comfort with reading

### Long-Term Outcomes/Impact

- Improved student proficiency in reading
- Improved student growth in reading
- Improved student reading comprehension
- Become independent readers
- Students love reading
- ALL students are able to read grade-level texts
- ALL students are able to comprehend grade-level texts

Assumptions: These relationships are hypothesized to exist when *Magnetic Reading* is used with fidelity throughout the full academic year.

## Commitment to Future Research

Curriculum Associates is committed to conducting research on *Magnetic Reading*, as well as supporting districts in their own research evaluating the effectiveness of *Magnetic Reading*. The Research team at Curriculum Associates is currently conducting a pilot study to collect preliminary efficacy evidence and implementation information for *Magnetic Reading*. A study evaluating implementation across several districts is planned for the 2021–2022 school year, in preparation for a quasi-experimental design study meeting ESSA Level 2 requirements. In addition to these studies, we encourage districts who are able to evaluate the effectiveness of *Magnetic Reading* using their own data. A common study design that may be feasible for a district is to compare the growth or progress of students in classrooms using *Magnetic Reading* to students in classrooms that do not use *Magnetic Reading*. For example, a district can assign classrooms with *Magnetic Reading* to a “treatment” group and classrooms not using *Magnetic Reading* to a “comparison” group. A district can use their students’ *i-Ready Diagnostic*, *i-Ready Standards Mastery*, or other benchmark assessment data to conduct an impact analysis. It is important to note that if a district is interested in measuring student growth, they must have *i-Ready Diagnostic*, *i-Ready Standards Mastery*, or another benchmark assessment data from at least two time points to be able to control for prior achievement. Using an analysis of covariance (i.e., ANCOVA), the district can examine whether students using *Magnetic Reading* have greater growth or achievement compared to students not using *Magnetic Reading*, after controlling for prior achievement.

## References

- Cervetti, G. N., & Hiebert, E. H. (2015). The sixth pillar of reading instruction: Knowledge development. *The Reading Teacher*, 68(7), 548–551.
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- Zwiers, J. (2018). Cultivating students’ inner language of comprehending through classroom conversation. *Handbook of Research on Teaching the English Language Arts*, 183–205.



Built to address the rigor of the new standards, *i-Ready* helps students make real gains. *i-Ready* collects a broad spectrum of rich data on student abilities that identifies areas where a student is struggling, measures growth across a student’s career, supports teacher-led differentiated instruction, and provides a personalized instructional path within a single online solution.

To learn more about evidence on the impact of *i-Ready*, please visit [CurriculumAssociates.com/Research](https://CurriculumAssociates.com/Research).



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