

Teacher Digital Experience

Walkthrough



GRADES
3-5

Access *Magnetic Reading*
digitally for even more
support in teaching
reading comprehension.



This guide will walk you through how to access the comprehensive materials contained in one easy-to-use platform.

i-ReadyConnect.com is your one-stop resource for accessing all print and digital instructional materials and assessments for *Magnetic Reading*.



Intuitive

Efficient navigation for busy teachers



Comprehensive

Everything for delivering whole class and small group instruction

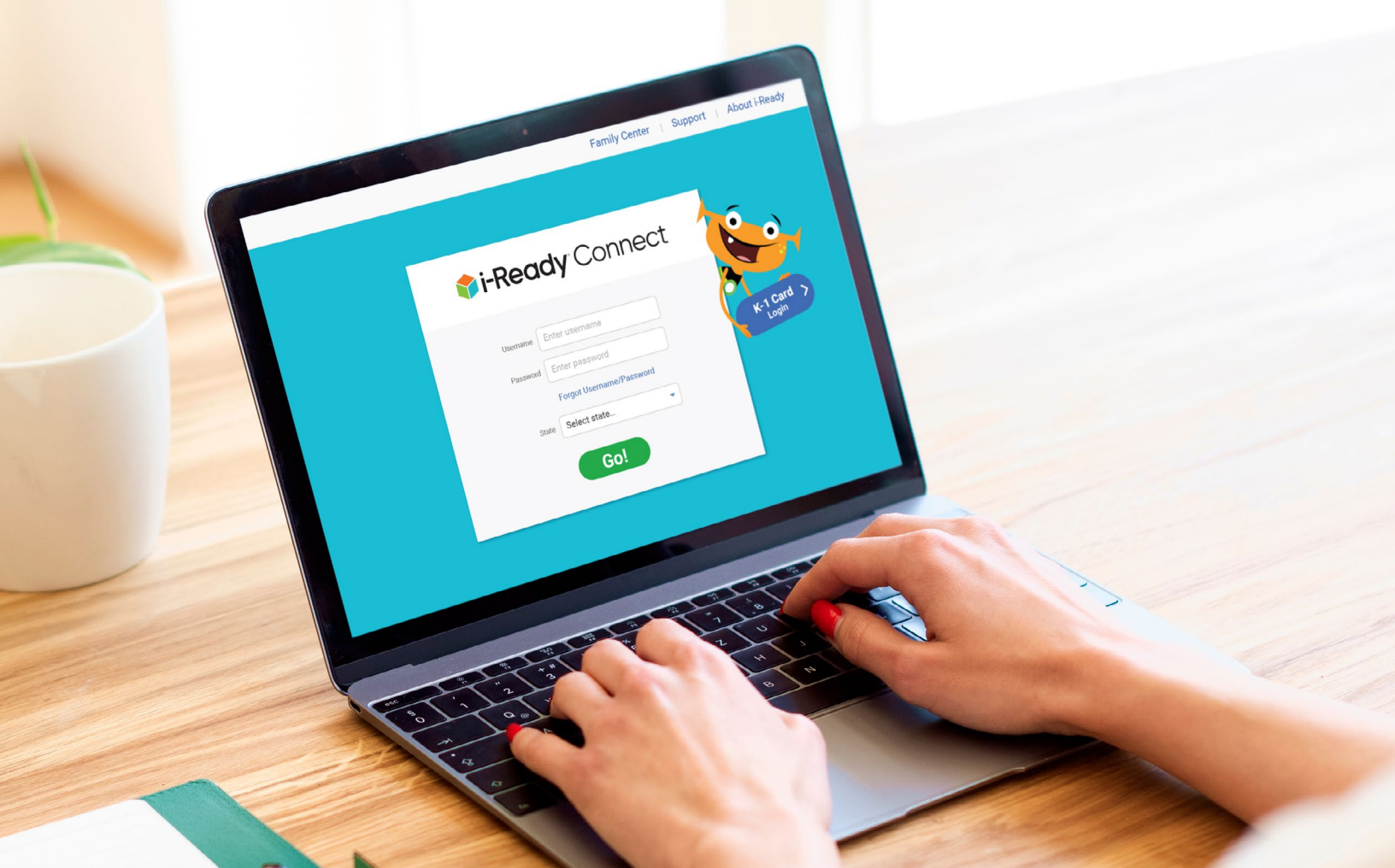


Actionable

Resources for moving students forward

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Get Started: **Set Up a Demo Account**

Your representative
may have provided
demo access
credentials.
If not, email
contact@cainc.com
for a free trial.

To get started with your *Magnetic Reading* demo account:

1 Go to [PD.i-Ready.com/Login/PD](https://pd.i-ready.com/Login/PD).
Note: Login credentials will only work at this website.

2 Enter your **username**.

3 Enter your **password**.

4 Select your **state**.

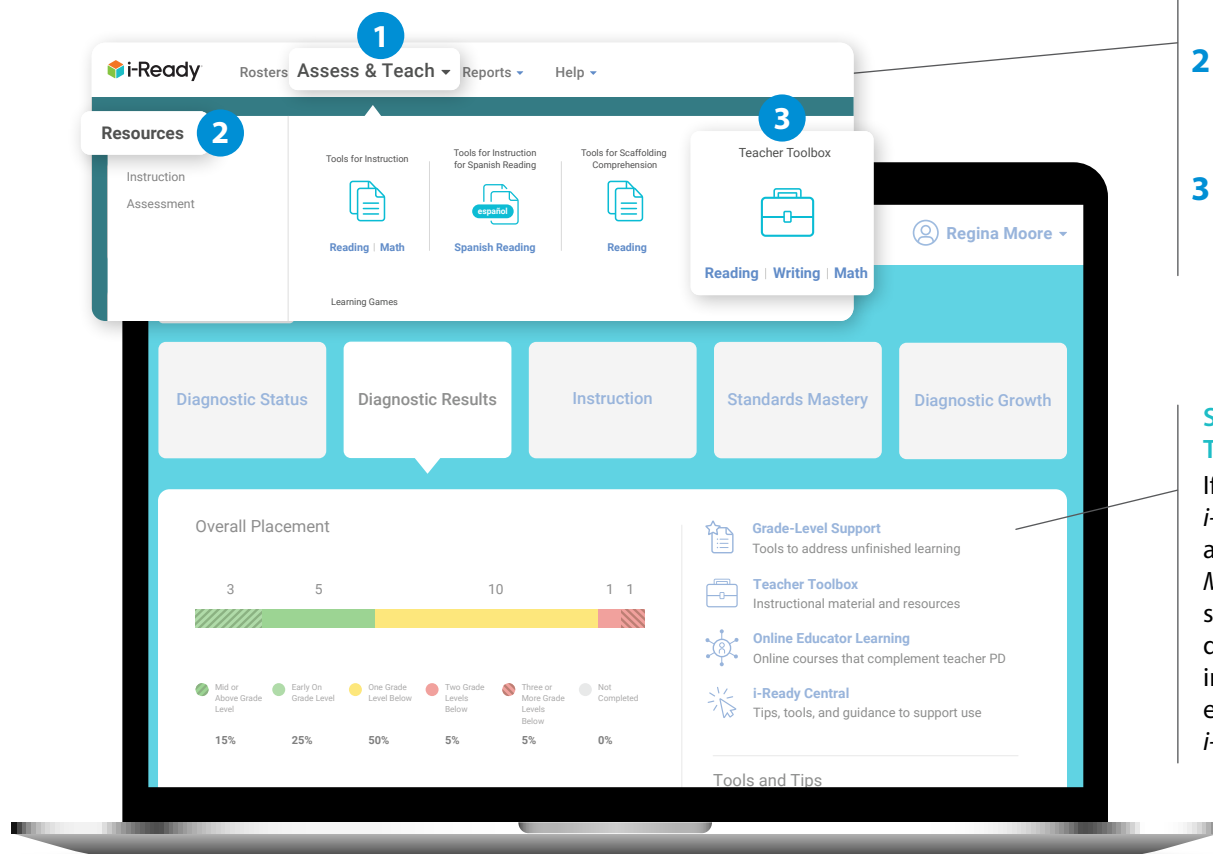
5 Select **Go!**



Navigate to: Teacher Toolbox

Gain quick digital access to all *Magnetic Reading* for Grades 3–5 materials on one easy-to-use platform.

- 1 Click on **Assess & Teach** at the top of the screen.
- 2 **Resources** will be selected automatically.
- 3 Click on **Reading** below the **Teacher Toolbox** icon.



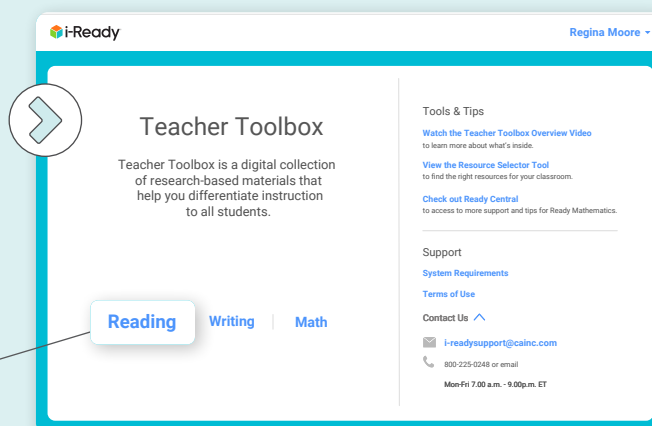
Stop to Explore: *i-Ready* Teacher Dashboard

If you're reviewing *i-Ready* assessments and reports alongside *Magnetic Reading*, you'll see the *i-Ready* teacher dashboard after logging in. Use the dashboard to explore key aspects of *i-Ready*.

Does your dashboard look like this?

If you are not licensed for *i-Ready* assessments and reports, you'll see this screen.

Click **Reading** to enter the Teacher Toolbox.



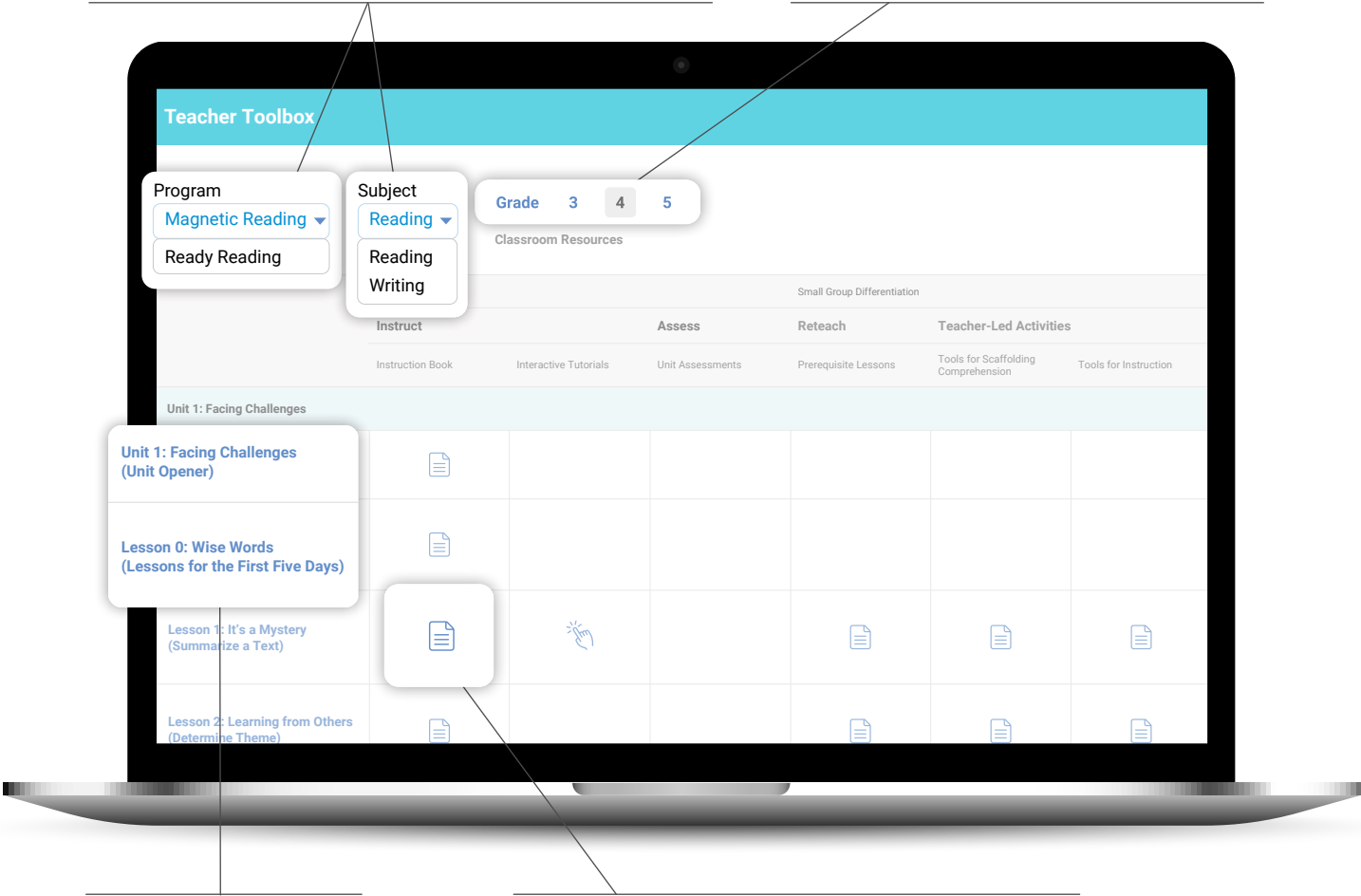
What’s inside the Teacher Toolbox?

Everything you need for effective teaching and learning

Select Reading from the Subject dropdown and Magnetic Reading from the Program dropdown.

Access to Ready® Reading and Ready Writing content is also available through the Teacher Toolbox.

All Grades 3–5 Resources in One Place
Easily click between grade levels.

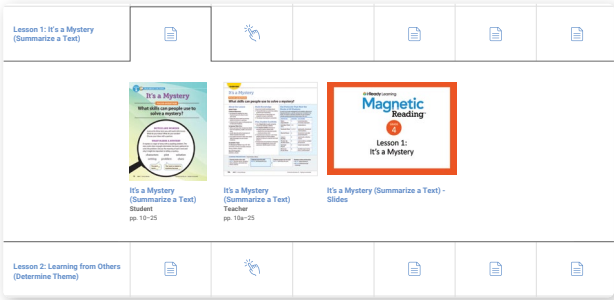


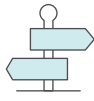
Interactive Table of Contents

Resources are organized by unit and lesson as well as skill or standard.

Intuitive Design

- Select an icon to find resources that support your classroom needs.
- Scroll down within the expanded tab to explore all resources.





Navigate to: Classroom Resources

Your whole class and small group resources for efficiently teaching grade-level reading skills

Teacher Toolbox

Program

Magnetic Reading

Subject

Reading

Grade

3

4

5

Classroom Resources

Explore **Classroom Resources** for content to support every learner.

Whole Class

Instruct

Assess

Instruction Book

Interactive Tutorials

Unit Assessments

Small Group Differentiation

Reteach

Teacher-Led Activities

Prerequisite Lessons

Tools for Scaffolding Comprehension

Tools for Instruction

Find resources for **Whole Class Instruction** (see [pages 7–9](#)).

Find resources for **Small Group Differentiation** (see [pages 10–11](#)).

Whole Class Instruction

Instruct

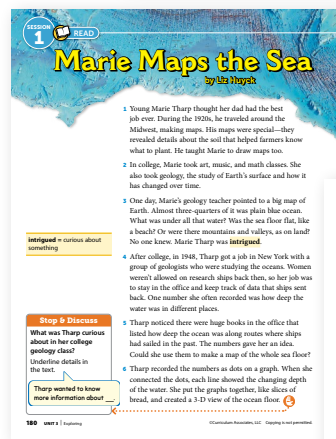
The Instruct columns include resources for planning and supporting daily instruction and practice.

Teacher's Guide PDFs: Digital versions of your Teacher's Guide pages so you have access no matter where you do your planning

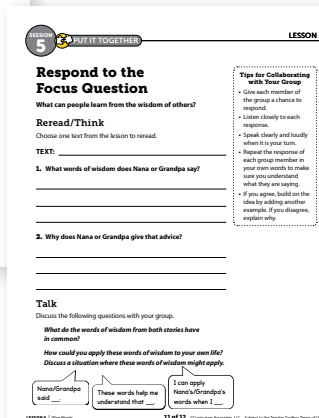
Student Worktext PDFs: Digital versions of your students' Worktext pages

Lesson 0: Prepare students by familiarizing them with the structure of lessons and establishing learning protocols at the beginning of the school year.

Whole Class		
Instruct	Assess	
Instruction Book	Interactive Tutorials	Unit Assessments



Easily assign any page of the Student Worktext to **Google Classroom**.



Instruct, Cont'd.

Interactive Tutorials: Engage students in key concepts and skills using interactive digital lessons.

Lessons can be paused to build in time for discussion with students.

Lesson Presentation Slides: Easily guide students through the main activities and practice in each session, with support from facilitator notes.

Small Group Differentiation

Small Group Differentiation

Reteach

Teacher-Led Activities

Prerequisite Lessons

Tools for Scaffolding Comprehension

Tools for Instruction

Reteach: Prerequisite Lessons—Available for Grades 4 and 5

Lessons from previous grade levels help address students’ unfinished learning.

SESSION 1

READ



Lili Negron

Little Free Libraries

by Jacqueline Adams

1 When Lili Negron was 12 years old, she built a library in a local park. If you are imagining a big brick building, think smaller. Lili's library was a Little Free Library.

2 A Little Free Library is a waterproof box full of books. People have built them in their yards, in public parks, and on city streets. Anyone is welcome to take some books. You can bring the books back later or replace them with different ones. The motto of Little Free Libraries is "Take a book, leave a book." A volunteer called a **steward** takes care of the library.

3 Lili was the steward of her Little Free Library. She created it because books were very important to her. Lili's brain was injured before she was born from the way her skull formed. Because of this, she had memory problems that made it difficult for her to learn to read. But Lili got help, and as she got better at reading, she discovered she loved it. "I want to share the benefits of reading with everyone in the community," she said.

4 The first Little Free Library appeared in 2009, when a man in Wisconsin built a box shaped like a little schoolhouse. People were so excited about the idea that they wanted to build their own. Within 10 years, more than 100,000 Little Free Libraries had popped up in 108 countries.

motto = a short sentence that tells an idea about how to live or act

steward = a person who takes care of something

Stop & Discuss

Why did Lili build a Little Free Library? Underline three details in paragraph 3 that explain Lili's reasons.

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UNIT 3 | Making a Difference

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SESSION 2

PRACTICE

Ask and Answer Questions

• After reading part of a text, stop and make sure you understand what it says. To better understand the text, ask a question about it that begins with who, what, where, when, why, or how.

• To answer a question, look for **text evidence**, or details in the text. Sometimes the answers are stated in the text.

Reread/Think

Reread "Little Free Libraries." Answer questions 1–4 using details from the text. You will complete item 5 later.

Questions	Answers
1. What is a Little Free Library?	Paragraph 2:
2. Where do people build Little Free Libraries?	Paragraph 2:
3. Who can borrow a book from a Little Free Library?	Paragraphs 2 and 5:
4. What are the benefits of Little Free Libraries?	Paragraphs 5 and 6:
5.	Paragraph: _____

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UNIT 3 | Making a Difference

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LESSON 10

Talk

Review your chart with a partner. Compare and contrast the details you each collected. Then talk with your partner about a question you each still have about the text. Write your question in the bottom row of the chart.

After reading, I am still not sure about _____. My question is _____.

Now discuss how to answer your questions. Talk about where you find details to answer them.

We can each answer our question by _____. One detail that helps answer my question is in paragraph _____. The text says _____.

Write

Use the plan you discussed with your partner to answer the question you wrote in the chart. Explain how and where you found the answer to the question and what the answer is.

WRITING CHECKLIST

- ☐ I asked a question in my writing.
- ☐ I explained where I found the answer to my question.
- ☐ I used text details to answer my question.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

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LESSON 10 | Books Change the World

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Identify the Most Important Events

To Assign to Google Classroom™

Sign in with Google

COMPREHENSION TOOLS

Answer to these comprehension questions

The Mix Up

Read the passage and answer the questions. Write your answers in the space provided.

1. What is the main idea of the passage?

2. What is the author's purpose for writing this passage?

3. What is the author's tone?

4. What is the author's point of view?

5. What is the author's main message?

6. What is the author's main message?

7. What is the author's main message?

8. What is the author's main message?

9. What is the author's main message?

10. What is the author's main message?

Identify the Most Important Events Student

Open | Assign to Google Classroom™

Student PDFs work with many learning management systems!

Easily assign resources to Google Classroom.



Teacher-Led Activities: Tools for Scaffolding Comprehension

Address unique learning needs with the two scaffolds included in each resource. Scaffolds A and B are uniquely designed to provide a different level of support with the same structure.

Each scaffold provides guidance for Before, During, and After reading.

Engage students with **high-interest texts and activities** for practicing comprehension skills.

Teacher-Led Activities: Tools for Instruction

Targeted lessons for reteaching skills and concepts in a different way

Tools for Instruction

Cite Textual Evidence

Citing textual evidence to support statements is an essential skill that students are expected to demonstrate in their writing and in class discussions. This skill reflects close reading, which is central to understanding both literary and informational text. For students often struggle with the difference between paraphrasing and direct quotation, and they tend to rely on opinion or background knowledge instead of textual evidence, to support statements about a text. Challenge students by frequently asking questions such as, *Did the author say that? Can you show me exactly where? Teach them to cite textual evidence properly, whether through paraphrase or direct quotation.*

Three Ways to Teach

Use Paraphrasing or Direct Quotation 30-35 minutes

Help students distinguish between paraphrasing and direct quotation, and to understand when to utilize each.

- Say, *After you write about a text, you are expected to make reasonable statements about it. To support their statements by referring to specific details from the text. This is called citing textual evidence. Doing so helps you to confirm that your statements are reasonable.*
- Explain that there are two ways to cite textual evidence: through direct quotation and paraphrasing. Display these terms and explain their meanings. Then use a current text to provide examples. The following examples are based on about *Time of First Look or One and Only*, by Bruce Knapp.

Type of Citation	How To Do It	Example
Direct Quotation	Copy the author's exact words, and place them in quotation marks.	"Spring makes hand-forged (metal) and polished (steel) clock springs."
Paraphrase	Retell the author's words in your own words.	The spring makes metal and polished all of the springs for the clock to hand.

- Point out that paraphrasing must be worded differently enough to distinguish it from the author's wording. Otherwise, students might mistakenly be claiming an author's ideas as their own.
- Distribute **Textual Evidence Chart** (page 3). Using the same text, model creating a statement and then supporting it with one paraphrase and one directly quoted piece of evidence. These examples should be different from the examples in the chart above.
- Repeat this exercise, guiding students to give the statements and provide the evidence. Monitor their paraphrasing and offer corrections for wording that is too close to the original or that does not capture the same idea as the original.

Support Special Education Students: Help students paraphrase by focusing on one or two sentences in the text. Have the student read sentences, close the book, and repeat what was just read. Write down what the student says, and compare what you wrote with the author's exact words. Make further revisions, as needed, to create a paraphrase.

Ready.com Reading Comprehension | Grades 4-5 | Cite Textual Evidence | Page 1 of 2

Tools for Instruction

Make Inferences

Authors expect readers to make inferences—combining what they know with details in the text to figure out what is not said explicitly. This is particularly true in literary texts. One of the challenges students face in reading chapter books is making inferences about the personality traits of characters and missing their inferences as they keep reading. Use *Think Aloud* and *Class Discussion* to help readers make inferences about characters as they read. Analyze dialogue (conversations between characters), inner thoughts (the thinking that goes on inside characters' heads), actions (what characters do), and interactions (what characters do and say with each other).

Step by Step

- Introduce making inferences in everyday life.**
 - Explain that when you make inferences, you use clues to figure out something that has not been said directly.
 - Share an example such as this.

Suppose a computer screen was broken in class. The teacher calls everyone together and asks, "Who did this?" One girl bursts into tears. What can you infer? (The girl probably did it, or knows who did it.)
 - Encourage students to share other examples. Discuss how students use what they saw and heard as clues to figure out what was not said directly.
- Explain and model making inferences about characters.**
 - Say, *You can use details in the text as clues to figure out something that the author doesn't say directly. Explain that authors often expect readers to make inferences about characters.*
 - Select a literary text on students' reading level, and use sticky notes to flag pages that focus on one particular character. Use the sticky notes to sort and label the details on these pages into different categories.

Events	What happens to the character
Dialogue	What the character says or hears
Inner Thoughts	What the character thinks
Actions	What the character does
Interactions	What characters do to each other

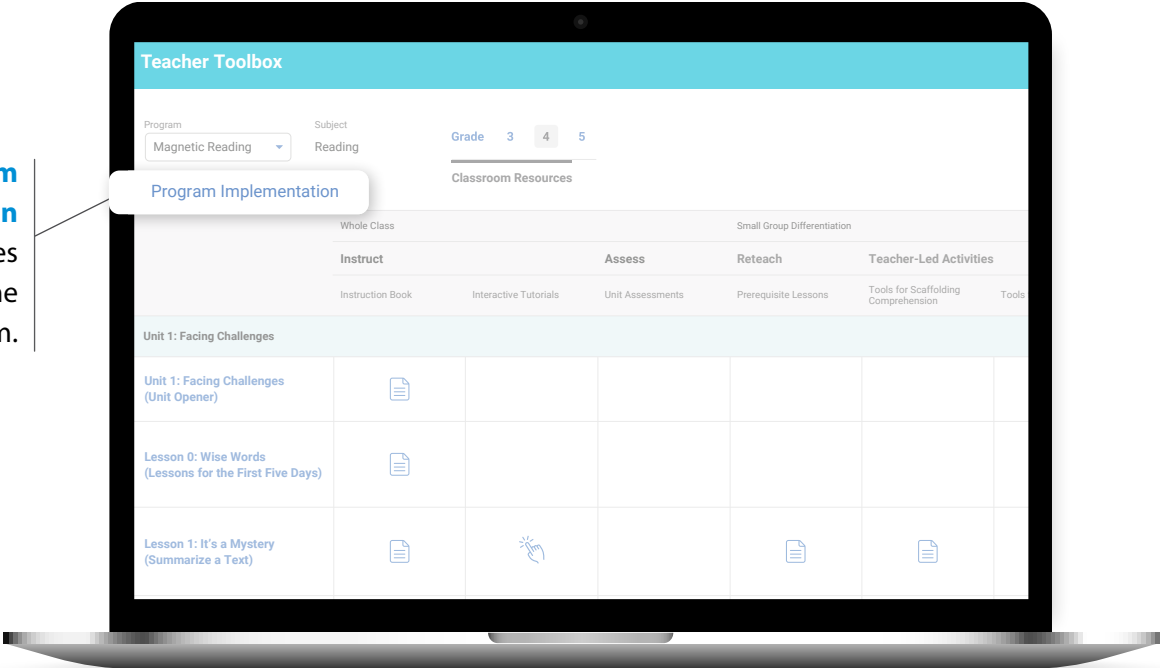
- Share the text with the sticky notes. Identify the character you are focusing on. Then model making an inference about events, dialogues, inner thoughts, actions, or interactions.

Ready.com Reading Comprehension | Grades 4-5 | Make Inferences | Page 1 of 3

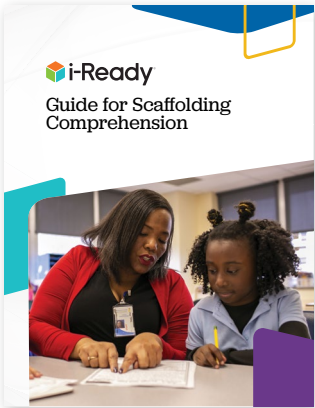
Navigate to: Program Implementation

Comprehensive materials to support program delivery, efficacy, and engagement

Click on the **Program Implementation** tab to see resources that apply to the full program.



Guide for Scaffolding Comprehension helps you accelerate students toward grade-level content.

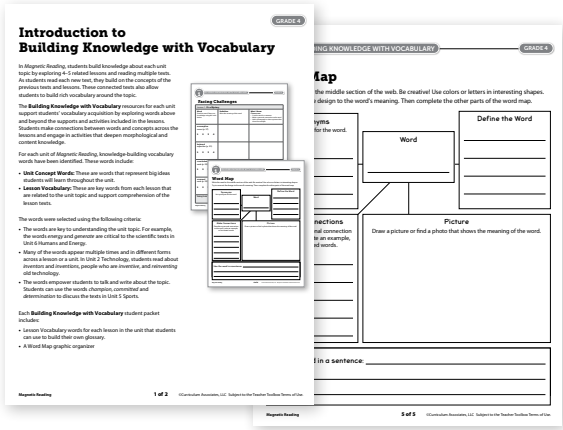


Differentiate with Teacher Toolbox Resources:

- Resource Selector Tool
- Tools for Scaffolding Comprehension
- Guidance for Interactive Tutorials

Program Overview:

- Ongoing opportunities to monitor comprehension
- Introduction to Building Knowledge with Vocabulary
- Glossary
- Language Handbook Table of Contents



Introduction to Building Knowledge with Vocabulary provides guidance for using these unit-level resources.

Plan Instruction:

- Pacing and Building Knowledge
- Inviting All Readers: Facilitating the Reading Experience
- Knowledge-Building Text Selector Tool
- Lexile® List
- Extended reading lists
- Correlation chart
- Sequencing guides

[illegible]

With the **Knowledge-Building Text Selector Tool**, find texts for Grades 3–5 aligned to the knowledge topic that you want to build on.

Scaffold Instruction:

- Supporting students to read complex texts
- Graphic organizers

[illegible]

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Support learner variability with a **variety of routines** to learn words, make connections to text, discuss, and revise writing.

Opinion Lines

Use this routine to share and discuss opinions that you and your classmates have about a statement or question related to the lesson topic.

1. **Read the opinion statement.**
2. **Think about how you feel about the statement.** Do you *strongly agree*? *Strongly disagree*? *Feel somewhere in the middle*?
3. **Stand on the part of the opinion line that matches how you feel.**
4. **Talk to the people around you.** Share your reasons for standing where you are. Listen to the reasons others share.
5. **Talk to one person who has a very different opinion from you.** Share your opinion and reasons. Listen to the other person's opinion and reasons.

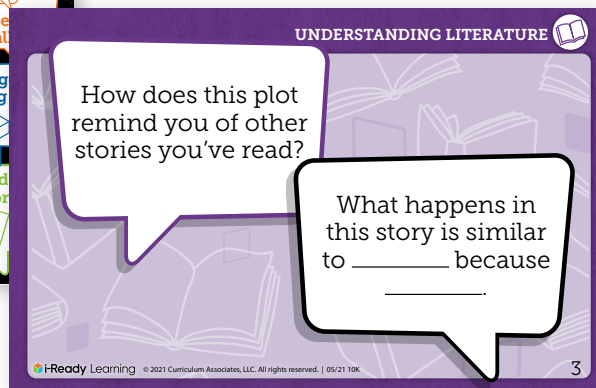
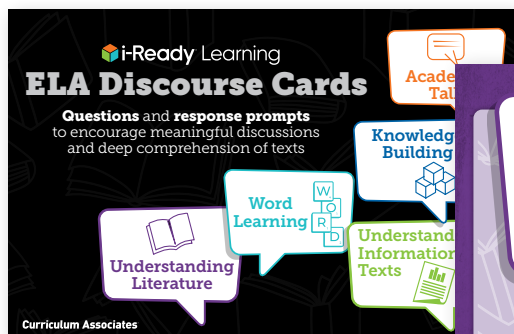
I think _____
because _____

I agree
because _____

I disagree because _____

Learner Variability and English Learners:

- Learner Variability and Equity
- Routines and protocols
- Discourse Cards



Provide structure to the classroom conversation and deepen student understanding of texts with **Discourse Cards**.

Assess:

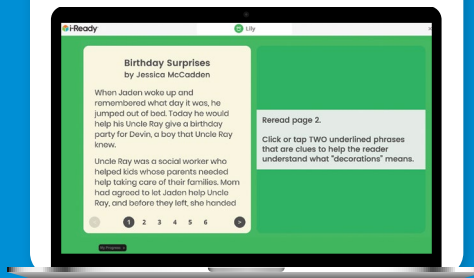
- Unit Assessment Answer Keys
- Cognitive Rigor Matrix
- Writing Rubrics

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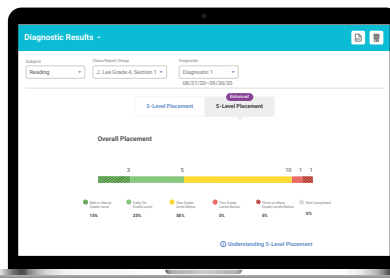


Pair *Magnetic Reading* with *i-Ready* to lead data-informed instruction.

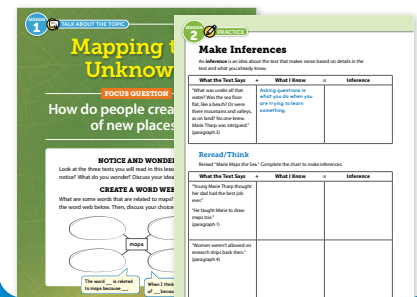
Students take the *i-Ready Diagnostic for Reading*—an online adaptive test that assesses Grades K–12 skills and growth.



Data from the *Diagnostic* provides you with a complete picture of student performance.

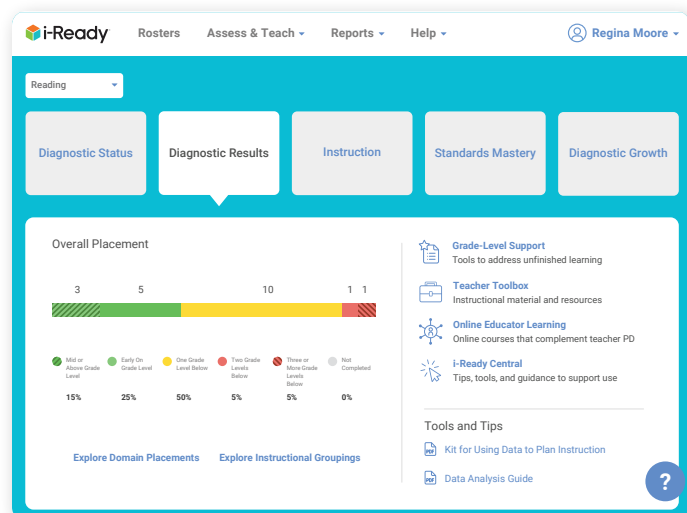


You are directed to *Magnetic Reading* resources to accelerate each student's growth, based on their unique needs.



Ready to Explore *i-Ready* Assessments and Reports?

If you're licensed for *i-Ready* assessments and reports alongside *Magnetic Reading*, return to your *i-Ready* dashboard to gain insights for leading instruction (see [page 5](#)).

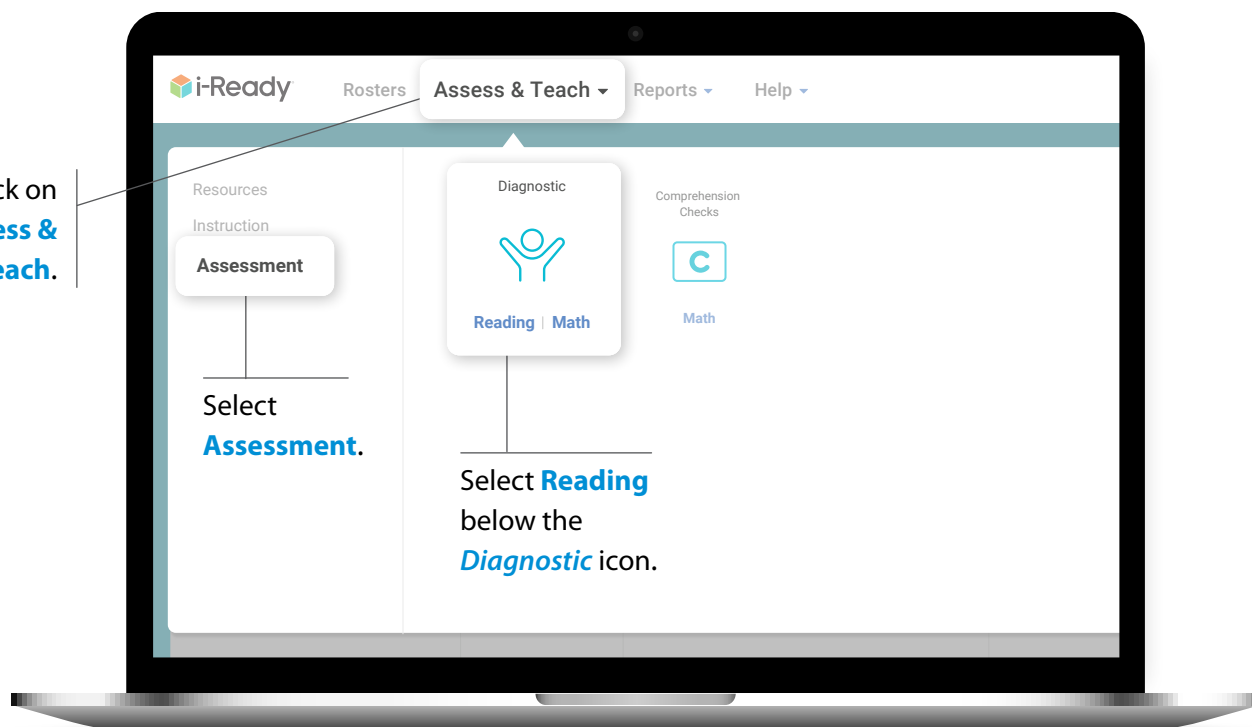




Navigate to: Digital Assessment

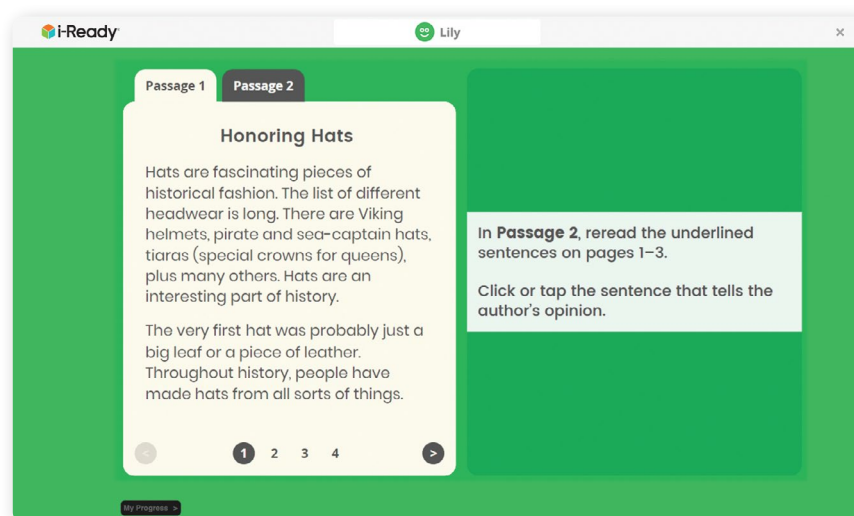
Gain insights to inform instructional decisions using the *i-Ready Diagnostic*.

Click on
**Assess &
Teach.**

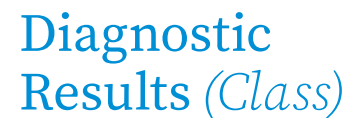


Diagnostic

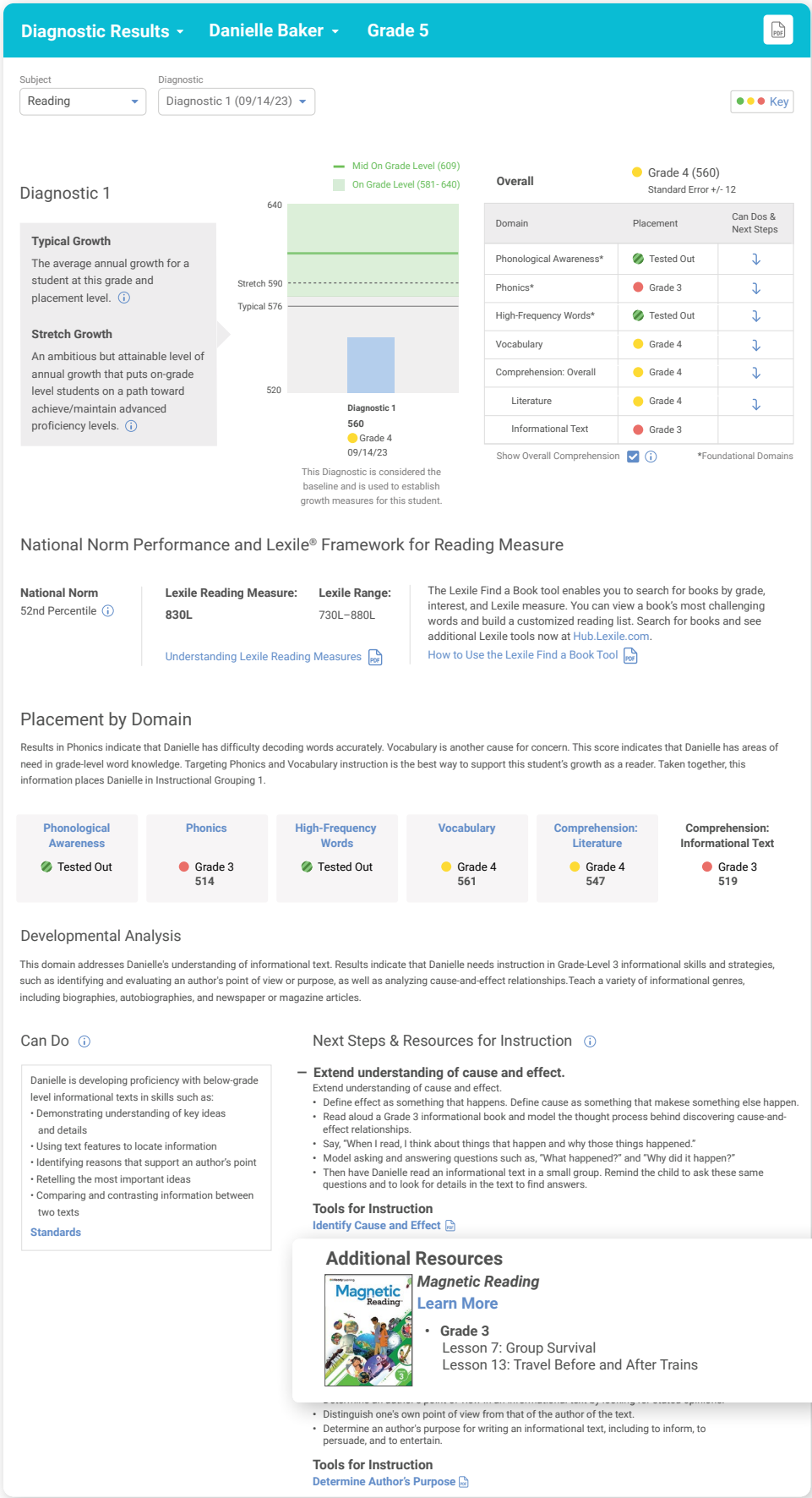
The Diagnostic is an adaptive online assessment that provides comprehensive insight into student learning and growth across all Grades K–12 skills. This assessment drives the Diagnostic Results report, which provides data for instructional decisions based on students' needs. To learn more about these reports, see [pages 16–19](#).



Click on **Reports**.



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National Norm Performance and Lexile® Framework for Reading Measure

National Norm

52nd Percentile

Lexile Reading Measure:

830L

Lexile Range:

730L–880L

The Lexile Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at [Hub.Lexile.com](#).

How to Use the Lexile Find a Book Tool

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has areas of need in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

Phonological Awareness

Tested Out

Phonics

Grade 3

514

High-Frequency Words

Tested Out

Vocabulary

Grade 4

561

Comprehension: Literature

Grade 4

547

Comprehension: Informational Text

Grade 3

519

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle needs instruction in Grade-Level 3 informational skills and strategies, such as identifying and evaluating an author's point of view or purpose, as well as analyzing cause-and-effect relationships. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do

Danielle is developing proficiency with below-grade level informational texts in skills such as:

Demonstrating understanding of key ideas and details

Using text features to locate information

Identifying reasons that support an author's point

Retelling the most important ideas

Comparing and contrasting information between two texts

Standards

Next Steps & Resources for Instruction

Extend understanding of cause and effect.

Extend understanding of cause and effect.

Define effect as something that happens. Define cause as something that makes something else happen.

Read aloud a Grade 3 informational book and model the thought process behind discovering cause-and-effect relationships.

Say, "When I read, I think about things that happen and why those things happened."

Model asking and answering questions such as, "What happened?" and "Why did it happen?"

Then have Danielle read an informational text in a small group. Remind the child to ask these same questions and to look for details in the text to find answers.

Tools for Instruction

Identify Cause and Effect

Additional Resources

Magnetic Reading

Learn More

Grade 3

Lesson 7: Group Survival

Lesson 13: Travel Before and After Trains

Distinguish one's own point of view from that of the author of the text.

Determine an author's purpose for writing an informational text, including to inform, to persuade, and to entertain.

Tools for Instruction

Determine Author's Purpose

Diagnostic Results

(Student)

Dive into the Diagnostic Results report for each student to understand what skills they have mastered and where they need the most support.

The report recommends instructional next steps and areas where Magnetic Reading will meet the student's learning needs.

Class

Student

Batch

Diagnostic

Instruction

Standards Mastery

Historical

Diagnostic Status

Diagnostic Results

Prerequisites

Reading | Math

Reading | Math

Math

Grade-Level Scaffolding

Reading

Select **Grade-Level Scaffolding—Reading**.

Grade-Level Scaffolding Report

Driven by the power of the Diagnostic, this report predicts whether students would be ready to learn a particular skill in the weekly *Magnetic Reading* lesson.

Grade-Level Scaffolding

Subject: Reading

Class/Report Group: Reading Class A

Grade of Content: Grade 5 Magnetic R...

Lesson: Unit 2: Lesson 7: Dus...

Unit 2: Lesson 7: Dust Bowl

Text Scaffolding

Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.

Focus Question:
How did people respond to the Dust Bowl?

Knowledge Building:
Lesson texts build knowledge about:
• How the Dust Bowl affected farm families and led to migration
• The work of photographer Dorothea Lange, who documents the plight of Dust Bowl residents and refugees
• Folk musician Woody Guthrie and the inspiration for his music

Text	Background Knowledge Demands	Lexile® Text Measure
From Letters from the Dust Bowl	View	1020L
Turning Dust into Art	View	920L
The Social Poet	View	980L

Reading Buddies

(Students Included/Total: 24/24)

Paired Reading

Teacher Support

21 Students

3 Students

All Reading Buddies

Skill Scaffolding

Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson with all students.

Focus Skill:
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.

Students Grouped/Total: 24/24 (No Diagnostic: 0)

16

4

1

3

Ready to Go

Additional Support

In-Depth Support

Needs Support Decoding

No Diagnostic

Ready to Go

4 Students

In-Depth Support

Needs Support Decoding

Students are ready to explain the development of an author's purpose.

Students may need support describing causes and effects to help them understand a change.

Students may need support recognizing making comparisons.

Students need explicit instruction on decoding in addition to their comprehension instruction.

Tools for Scaffolding Comprehension:
Describe Relationships in a Text

Teacher - Use Scaffold B

Student - Use Scaffold B

Words with r-Controlled Vowels

Consider using a phonics intervention program, such as PHONICS for Reading.

Alvina, Zandy

Bowers, Tara

Choi, Isabelle

Lowe, Noah

Malone, Carla

McDonald, Kal

Patel, Mia

Powell, Elijah

Baker, Danielle

Cochran, Damon

Hess, Michael

Jones, Anna

Simmons, Tristan

Espanoza, Ruby

Koffman, Abe

Washington, Traci

Learn more about **Reading Buddies** on the [next page!](#)

Learn more about **Tools for Scaffolding Comprehension** on [page 11](#).

For students who require **additional support**, the report recommends targeted scaffolds to help them master the necessary skills to access the lesson content.

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Reading Buddies

If you choose to have students read *Magnetic Reading* texts together in pairs, the Grade-Level Scaffolding report carefully pairs readers using their Lexile score.

Grade-Level Scaffolding

Subject

Class/Report Group

Grade of Content

Lesson

Reading

Reading Class A

Grade 5 Magnetic R...

Unit 2: Lesson 7: Dus...

Unit 2: Lesson 7 | Dust Bowl

Reading Buddies

Text (Lexile® Text Measure)

Turning Dust into Art (920L)

Ready (Paired)

Ready (Pairing Provides Support)

Needs Teacher Support

Paired Reading (21 students)

Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

<div>Zandy Avina</div> <div>Lexile: 1165L</div>	<div>Kal McDonald</div> <div>Lexile: 985L</div>	<div>Isaiah Vo</div> <div>Lexile: 1060L</div>	<div>Noah Lowe</div> <div>Lexile: 870L</div>
<div>Mia Patel</div> <div>Lexile: 975L</div>	<div>Brian Singh</div> <div>Lexile: 1050L</div>	<div>Anna Jones</div> <div>Lexile: 850L</div>	
<div>Abby Sanchez</div> <div>Lexile: 1165L</div>	<div>Danielle Baker</div> <div>Lexile: 960L</div>	<div>Antino Warren</div> <div>Lexile: 1040L</div>	<div>Tara Bowers</div> <div>Lexile: 820L</div>
<div>Seena Stanton</div> <div>Lexile: 1105L</div>	<div>Justin Ruiz</div> <div>Lexile: 935L</div>	<div>Elijah Powell</div> <div>Lexile: 1035L</div>	<div>Damon Cochran</div> <div>Lexile: 645L</div>
<div>Kiara Wade</div> <div>Lexile: 1090L</div>	<div>Carla Malone</div> <div>Lexile: 880L</div>	<div>Isabelle Choi</div> <div>Lexile: 1005L</div>	<div>Tristan Simmons</div> <div>Lexile: 500L</div>
<div>Melanie Tan</div> <div>Lexile: 1085L</div>	<div>Michael Hess</div> <div>Lexile: 875L</div>		

Teacher Support (3 students)

The students below need support decoding. Use shared reading or teacher read-aloud with these students.

Ruby Espanoza

Abe Koffman

Traci Washington

No Diagnostic Data for Pairing (0 students)

View the Diagnostic Status report, and have students complete the Diagnostic to generate pairs.

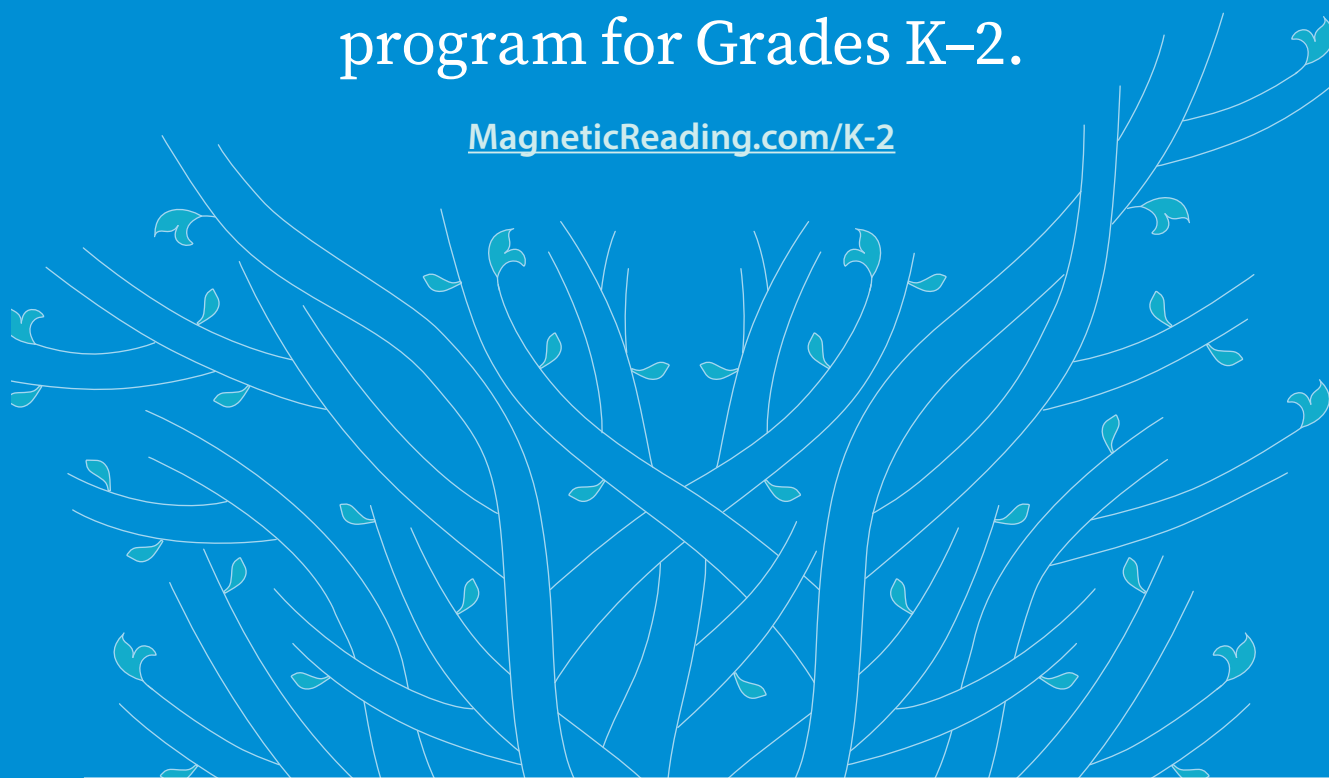
Alvina, Zandy Bowers, Tara Choi, Isabelle Lowe, Noah Malone, Carla McDonald, Kal	Baker, Danielle Cochran, Damon Hess, Michael Jones, Anna	Simmons, Tristan	Espanoza, Ruby Koffman, Abe Washington, Traci
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Student pairs are far enough apart that the higher reader can support the lower reader, and the lower reader can still keep up.

Shared reading or teacher read-aloud is recommended for students who need support decoding.

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