

Authors and Advisors

Magnetic Reading provides research-based instruction informed by practical classroom experience. Guidance from our program authors and advisors ensures that the program is rigorous for students and manageable for teachers to implement.

Authors



James W. Cunningham, Ph.D.

Awards and Key Positions

- Reading Hall of Fame
- National Reading Conference Board of Directors
- *International Encyclopedia of Education* contributor

Advisory Focus

- Text complexity
- Reading comprehension
- Vocabulary
- Writing (K–8)



D. Ray Reutzel, Ph.D.

Awards and Key Positions

- Literacy Researchers Association Board of Directors
- International Reading Association Board of Directors
- John C. Manning Public School Service Award

Advisory Focus

- Informational text
- Reading comprehension
- Reading assessment
- Response to Intervention—at-risk children
- Fluency

Advisors



Culturally Responsive Texts and Instruction

Sharroky Hollie, Ph.D.

Dr. Sharroky Hollie is the Executive Director of the National Institute of Culturally Responsive Teaching and Learning. A national educator who provides professional development in cultural responsiveness, Dr. Hollie has trained more than 150,000 educators and worked in nearly 2,000 classrooms since 2005. He has authored several texts and journal articles, including *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and a chapter in the *Oxford Handbook of African American Language* (2015).



Universal Design for Learning (UDL)

David A. Dockterman, Ph.D.

Dr. David Dockterman, a lecturer at the Harvard Graduate School of Education, has more than 35 years of experience translating research into scalable and effective educational programs. He works with publishers and academic and nonprofit organizations, and he teaches courses in evidence-driven innovation and adaptive learning with a focus on responding effectively to multiple dimensions of learner variability.



Cultural Authenticity

Odia Wood-Krueger

Odia Wood-Krueger focuses on culturally relevant content, curriculum writing, and community engagement in public education. She worked for nine years in the Indian Education Department at Minneapolis Public Schools. Her projects include the first-of-its-kind Native American Freedom Schools®, sensitivity writing for publishers, and community outreach for *The Bias Inside Us*, a Smithsonian Institution exhibition on implicit bias. Wood-Krueger is a member of the Central Urban Métis Federation, Inc. (CUMFI).

English Learners

English Learner Success Forum

ELSF is a collaboration of researchers, teachers, education leaders, and content creators who are dedicated to improving the quality and accessibility of instructional materials for English learners (ELs). ELSF's experts provide guidance to curriculum developers in addressing the linguistic and cultural assets and needs of ELs. The goal of our collaborative efforts is to provide ELs full access to grade-level content and quality learning.

Knowledge Building

Johns Hopkins Institute for Education Policy

The Johns Hopkins Institute for Education Policy is dedicated to integrating the domains of research, policy, and practice to achieve educational excellence for all of America's students. Experts team up with educational publishers and other organizations to ensure that instructional units are comprised of texts that effectively build knowledge in critical areas.

African American History and Culture

Schomburg Center for Research in Black Culture

The Schomburg Center for Research in Black Culture is a world-leading cultural institution devoted to the research, preservation, and exhibition of materials focused on African American, African Diaspora, and African experiences. Through content reviews, the Schomburg Center has provided guidance on the representation of African American history and experience.