

Inviting All Readers

Facilitating the Reading Experience with *Magnetic Reading*

Magnetic Reading offers an inclusive reading experience for all students to build knowledge about a topic or concept. Texts in *Magnetic Reading* provide students with mirrors of their own cultural identities and windows into the world around them and the people in it.

All students read the same rich, engaging grade-level text, but the level of scaffolding they receive is tailored to their needs.



Some students are ready to read grade-level text on their own.



Some students will benefit from the support of reading with a fluent grade-level peer.



Some students need decoding support and will benefit from reading along with you.

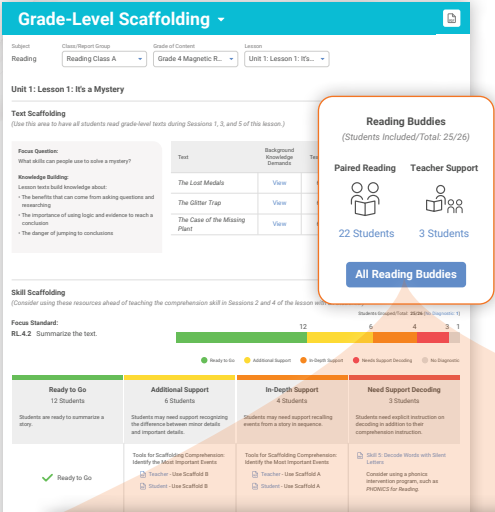
With thoughtful planning, you'll be able to facilitate multiple modes of reading that happen simultaneously in your classroom, creating an inclusive reading experience for students to share in discovery and wonder.

To prepare for an inclusive reading experience with *Magnetic Reading*:

- Understand the *Magnetic Reading* experience.
- Set expectations and establish procedures.
- Perfect your pacing.
- Use strategies to support Buddy Reading.

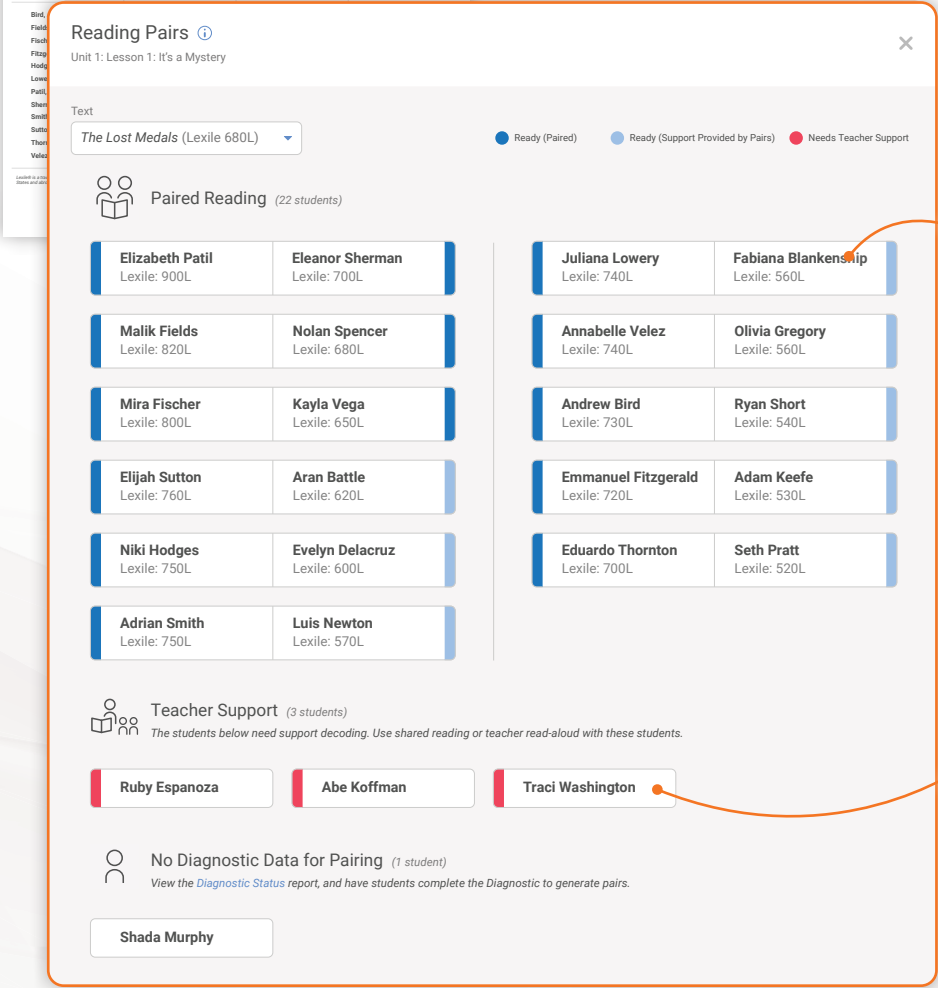


Understand the *Magnetic Reading* Experience



The *i-Ready* Grade-Level Scaffolding report provides actionable insights and data to inform the reading experience in *Magnetic Reading*.

The report generates Reading Buddies, which are mixed-level pairings that rely on student Lexile® data to place students with one or more buddies who are close enough together to provide just the right level of support.



Paired Reading

The student still developing fluency skills benefits from hearing the more fluent reader.

Both students benefit from shared discourse and the exchange of diverse perspectives and background knowledge.



Teacher Support

Some students are not paired because they would benefit from decoding support and are best served by reading along with you in a small group.

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Lesson 0 is a great time to set expectations and procedures at the beginning of the school year. Available on Teacher Toolbox.

Set Expectations and Establish Procedures

Sessions 1, 3, and 5* of *Magnetic Reading* Focus Lessons are dedicated to the experience of reading and discussing grade-level texts. As you get started with *Magnetic Reading*, invest time in setting foundational expectations and procedures for a successful reading experience during these sessions.

Envision how you want students to experience reading in your classroom. Use the guiding questions below to help determine what expectations you need to set for students.

Before Reading	<ul style="list-style-type: none"> • How will students transition from independent work to finding their buddy or small group for reading? • What part of the room will students use for Buddy Reading? What part of the room will you use to read with students in a small group? • What materials should students have with them when they are reading?
During Reading	<ul style="list-style-type: none"> • How will students share reading responsibility? Will students decide how to take turns, or will you set expectations for how reading responsibility is shared? • When students reach a Stop & Discuss moment after reading a section of text, will they self-monitor those moments, or will there be a group discussion they should wait for before moving on to the next text section? • If you are reading with students in a small group and a student who is Buddy Reading has a question or need, how should they get your attention? • Are there expectations for physical cues that show engagement in reading (e.g., sitting up, facing your partner, etc.)? • What noise level are you comfortable with? How will you signal to students if the noise level is too high? • When a student's buddy is reading, what should they be doing?
After Reading	<ul style="list-style-type: none"> • When students finish reading, what should they do next? • How should students indicate they have finished reading? • How can students support one another if they lack understanding about what they read?

**Session 5 is intended for students to read and practice independently. However, you may decide to have students read in pairs or read along with you if students need decoding support.*





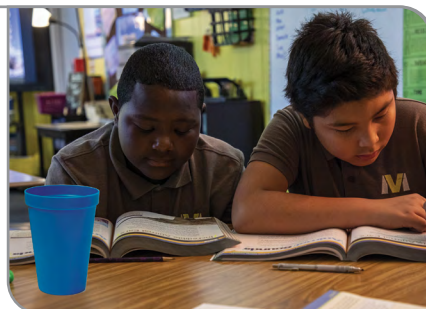
Perfect Your Pacing

When students are Buddy Reading or reading in a small group, it will be important to be aware of pacing to keep students on task and complete the reading within the allotted time for the session. Use the checklist below to mark which tips you will use to perfect your pacing.

1 Make pacing transparent.

When students are reading in pairs, it will be helpful to have a simple way to gauge their pacing. This will allow you to scan the room and gain a sense of where students are at. Try these strategies:

- ☐ Have student pairs show a visual to indicate their pacing. For example, give students a plastic cup and have them turn it upside down when they are finished reading a text section.
- ☐ Ask for a quick status check, and have students hold up fingers to indicate which text section they are on.
- ☐ Other:



2 Leverage the Stop & Discuss moments to keep students on a similar pace.

After each section of text, students are presented with a Stop & Discuss moment. You can use this feature to keep students on a similar pace by having them first discuss the prompt in buddy pairs and then come together as a whole class to briefly discuss the prompt. By bringing all students together for discussion, you eliminate the likelihood of large discrepancies in the time it takes students to finish the entire text. Try these strategies:

- ☐ As students are waiting for their peers to be ready to discuss as a whole class, you can encourage reading buddies to take turns asking questions about the text or making predictions about what they will read next.
- ☐ Prompt students to use the wait time to talk about any words defined in the margins or any other words they encountered that were unfamiliar or interesting.
- ☐ Other:



3 Provide “Do-Next” tasks for buddy pairs who finish reading the entire text ahead of their peers.

It will take students varying amounts of time to finish reading a text. Providing them a Do-Next task will allow students to move on to other work without disrupting other students who are still reading. Here are some examples of Do-Next tasks for students:

- ☐ Add new words they encountered to a vocabulary journal.
- ☐ Write about how the text helps them answer the Focus Question.
- ☐ Independently read a text of their choosing or a text from a list of [extended reading opportunities](#) for the unit.
- ☐ Other:



Use Strategies to Support Buddy Reading

Consider the following strategies to support students' needs as they engage in Buddy Reading.

If ...	Then ...
Buddy pairs are not yet getting along or have difficulty completing tasks together.	<ol style="list-style-type: none">1. Conference with students to better understand what is going on and determine the root of the problem.<ul style="list-style-type: none">• Are students' decoding abilities and comprehension skills too far off? Perhaps one student has progressed at a quicker rate than their buddy.• Are students' personalities or preferred communication styles at odds?2. Provide reminders of the behaviors of a good reading buddy, or model expectations.3. If necessary, make adjustments to the pairing.
Paired students are off task while you are reading with a small group.	<ol style="list-style-type: none">1. Provide reminders of the behaviors of a good reading buddy, or model expectations.2. Ask the pair of students to move closer to you.3. If you are facilitating a small group, invite the students to join the small group for that session.
A student's buddy is absent.	<ol style="list-style-type: none">1. Have a plan for which pairing each student can join if their buddy is absent.2. Remind students about procedures for reading in a triad.

