i-Ready Learning

Magnetic Reading™

Magnetic Reading 3–5 Research Base

Building Knowledge, Honoring All Learners, and Cultivating the Love of Reading

The mission of Curriculum Associates is to make classrooms better places for teachers and students.

Contents

Introduction

Curriculum Associates holds a strong commitment to equity in all that we do. We believe that all students deserve access to high-quality, equitable educational resources. In *Magnetic Reading*, we abide by this commitment by providing an evidence-based reading comprehension program for students in Grades 3–5 that meets the needs of learners and is inclusive of all abilities, identities, cultures, and linguistic backgrounds. *Magnetic Reading* builds knowledge from complex, grade-level texts that reflect and honor who students are as readers and as people. In this way, students are powerfully drawn to the center of learning.

Magnetic Reading provides research-based instruction informed by practical classroom experience, an understanding of the cultural and developmental needs of all learners, and the science of reading. The design of *Magnetic Reading* is informed by a validated body of research on the science of reading that, according to Dr. Louisa Moats in a recent interview, "has revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work best for the most students" (Stuart & Fugnitto, 2020).

Magnetic Reading also recognizes that there is no such thing as an average learner (Rose, 2016), and every student brings their own unique assets, backgrounds, and variables to their learning. Instruction in *Magnetic Reading* reflects best practices of effective reading instruction, the guidelines of the Universal Design for Learning (UDL) framework, principles of culturally responsive pedagogy, and best practices for students who are multilingual learners. Our authors and advisors designed a rigorous, supplemental reading comprehension program that provides students with opportunities to apply new knowledge purposefully and meaningfully while being manageable for teachers to implement.

In the following pages, we will introduce you to the authors and advisors who contributed to *Magnetic Reading*, the underlying logic model, key program components, and the evidence base upon which *Magnetic Reading* was built. Specifically, we will address how *Magnetic Reading* is aligned to four pedagogical pillars of instructional design, and how the practices built into the program live up to the promise of each pillar.

Authors and Advisors

Magnetic Reading provides evidence-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

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
- Reading fluency
- Response to Intervention (RTI) and students who are at academic risk

Advisors

Sharroky Hollie, Ph.D. | Advisor for Culturally Responsive Texts and Instruction

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* and a chapter in the *Oxford Handbook of African American Language*.

David A. Dockterman, Ph.D. | Advisor for Universal Design for Learning (UDL)

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.

Odia Wood-Krueger | Advisor for Cultural Authenticity

Odia Wood-Krueger focuses on culturally relevant content, curriculum writing, and community engagement in public education. She has worked in public education for over twenty years, including 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.

English Learner Success Forum | Advisor for English Learners

English Learner Success Forum (ELSF) is a collaboration of researchers, teachers, state and district leaders, content creators, and education funders who are dedicated to improving the quality and accessibility of instructional materials for English learners. Through consultation and review of materials in development, ELSF's experts in English learners and literacy provide guidance to curriculum developers in addressing the linguistic and cultural assets and needs of English learners. The goal of our collaborative efforts is to provide English learners full access to grade-level content and quality learning. ELSF was able to review and give recommendations to Magnetic Reading Grades 3 - 5. These refinements may or may not be reflected in the published product. ELSF does not rate or endorse materials. We encourage all selection of materials to go through a robust adoption process using English learner inclusive criteria.

Schomburg Center for Research in Black Culture | Advisor for African American History and 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.

Johns Hopkins Institute for Education Policy | Advisor for Knowledge Building

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.

Logic Model

Built on four complementary and overlapping pedagogical pillars, *Magnetic Reading* scaffolds to support learner variability, provides knowledge-rich learning, is culturally and linguistically responsive, and leverages actionable data insights from the *i-Ready Diagnostic* to inform lesson-level instruction. *Magnetic Reading's* comprehensive theory of action is grounded in these pillars. As shown in the logic model below, the key components and features of *Magnetic Reading* can be used with various teaching strategies and activities to lead to intermediate outcomes that will ultimately result in long-term outcomes for students such as improving their reading comprehension, being able to read grade-level texts, and developing a lifelong love of reading.

Key Components/ Features:

- Authentic texts that provide knowledge-rich content while addressing standards
- Culturally responsive texts, authentic narratives from diverse viewpoints
- Embedded scaffolds throughout the program (e.g., chunked text, paired reading routines, comprehension built through discourse)
- New vocabulary frequently embeded within the text and introduced with context
- Three or more 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
- Prompts to support discussion-based reading

Intermediate Outcomes

Students

- Encounter new vocabulary with context clues in each text
- See themselves and their peers 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)

Students

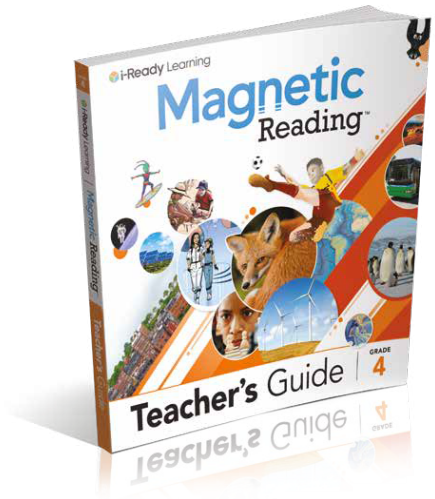
- Improve reading ability (i.e., show growth)
- Become more proficient readers
- Improve their reading comprehension
- Are able to read independently
- Are able to read grade-level texts
- Are able to comprehend grade-level texts
- Develop a love for reading

Program Components

Whether using *Magnetic Reading* as a stand-alone program or in conjunction with other components of an English language arts curriculum, educators have the resources and flexibility to meet all their instruction and assessment needs.

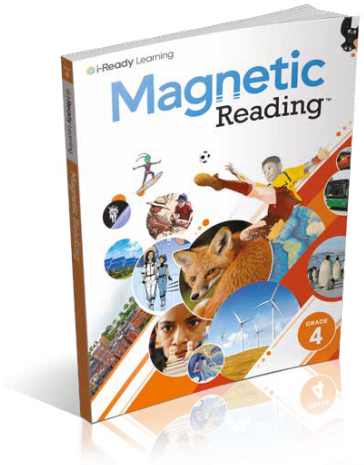
Teacher's Guide

Everything that teachers need in one book, including standards-aligned curriculum, content roadmap, scaffolded activities, and assessments.



Student Book

A powerful resource for students to become better readers. Scaffolded supports throughout help students to build stamina in reading grade-level content.

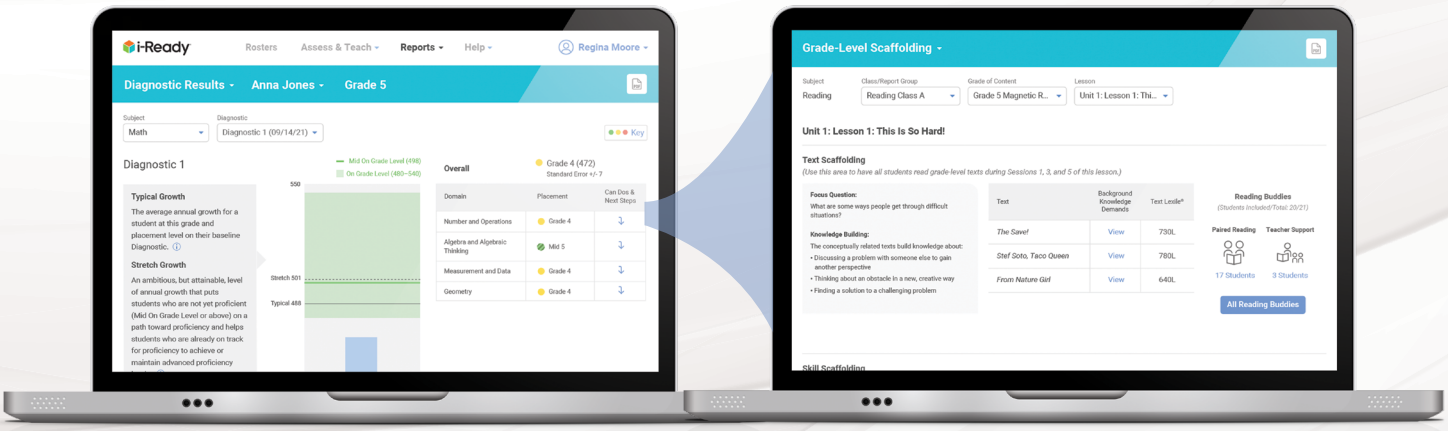


i-Ready Diagnostic

See a portrait of student growth and a path to proficiency with this adaptive diagnostic assessment.

Grade-Level Scaffolding Report

Consult before teaching each lesson to plan reading and standards-based instructional scaffolds with students' individual needs in mind.



Program Structure

Magnetic Reading includes six units. Within each conceptually interconnected unit, several Focus Lessons culminate with a Connect It Lesson. Each Focus Lesson targets a single literary or informational standard and builds knowledge on the lesson topic. The Connect It Lesson synthesizes skills and knowledge from across the unit.

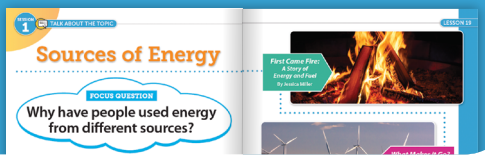
Focus Lessons

Each **Focus Lesson** takes place across six 30-45 minute sessions.

Session 1:

Scaffold Reading

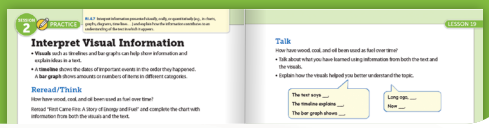
- Build background knowledge.
- Explore conceptual vocabulary.
- Read/Discuss Text 1.



Session 2:

Practice the Focus Standard

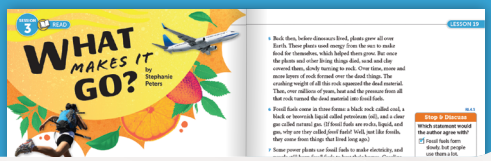
- Discuss the focus standard.
- Apply focus standard to analyze Text 1.



Session 3:

Scaffold Reading

- Read/Discuss Text 2.
- Build knowledge of lesson topic.



Session 4:

Practice the Focus Standard

- Revisit focus standard.
- Apply focus standard to analyze Text 2.

Session 5:

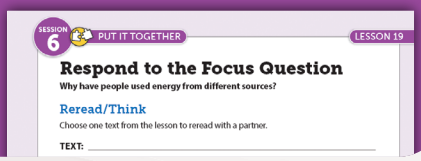
Independent Reading and Practice

- Read Text 3.
- Build knowledge of lesson topic.
- Independently apply focus standard.

Session 6:

Respond to the Focus Question

Synthesize knowledge from Texts 1, 2, and 3.



Primary Instructional Focus

Although students read, apply standards, and build knowledge in every session, each session is color-coded according to its primary instructional focus.

Purple Pages: Knowledge Building **Blue Pages:** Reading **Green Pages:** Standards Practice

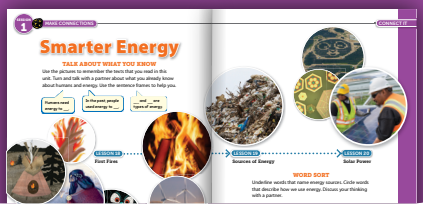
Connect It Lessons

A **Connect It Lesson** at the end of each unit consolidates learning. Students read and analyze a longer text and integrate knowledge and standards practice gained across the unit. Each **Connect It Lesson** takes place across four 30–45-minute sessions. The Teacher's Guide provides additional resources for reteaching and suggestions for projects to extend learning.

Session 1:

Connect Concepts, Build Background

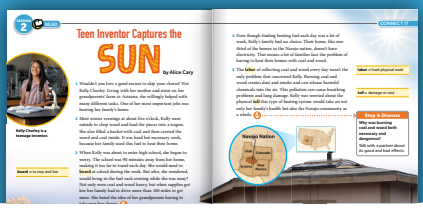
Build on key unit concepts and explore vocabulary to build background knowledge for the unit's culminating text.



Session 2:

Read a Culminating Text

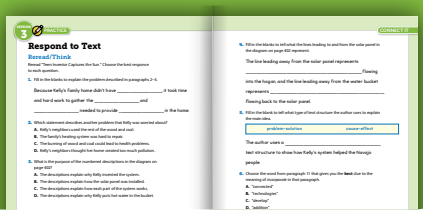
Students read a longer, culminating text that builds on knowledge gained in previous lessons.



Session 3:

Practice the Unit Standards

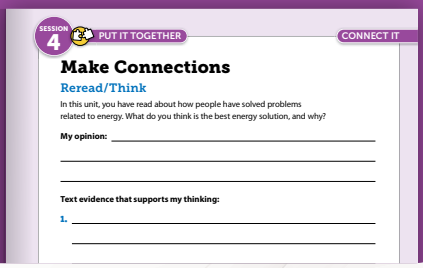
Students work independently to complete tasks that integrate practice of previously taught unit standards.



Session 4:

Synthesize Knowledge across Unit Texts

Students "put it all together" in an activity that explores the unit topic and requires students to make connections between the Connect It text and other unit texts.



Primary Instructional Focus

Although students read, apply standards, and build knowledge in every session, each session is color-coded according to its primary instructional focus.

Purple Pages: Knowledge Building **Blue Pages:** Reading **Green Pages:** Standards Practice

Research and Results
Early Research Study Findings

In spring 2021, a study was conducted to better understand student perceptions of *Magnetic Reading*. Sixty-three students across three classrooms received the new *Magnetic Reading* curriculum through the unit "Changes in the West" over the course of four weeks. After experiencing one unit of *Magnetic Reading*, students reported feeling engaged, indicated that they had learned new things about the topic area, and reported improvements in self-efficacy.

Students reported feeling **engaged** with *Magnetic Reading*'s texts

- **87%** of students reported feeling always or sometimes excited to do *Magnetic Reading*.
- **90%** of students reported enjoying what they read about in *Magnetic Reading*.

Students reported **building new content knowledge**

- **90%** of students said they learned new things about traveling to the west from *Magnetic Reading*.

Students reported improvements in **self-efficacy**

- The percentage of students who agreed with the statement "I believe I can do well in my Reading lessons" increased from **87%** to **92%** over the course of the four-weeks spent on the unit.

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 regularly conducts ongoing product development, efficacy and implementation research on our instructional programs. We are currently planning a quasi-experimental design study intended to meet the Every Student Succeeds Act (ESSA) evidence standards, and will release results once available. In addition, we encourage districts who are able to evaluate the effectiveness of Magnetic Reading using their own data to do so.

To learn more about our research efforts, visit CurriculumAssociates.com/Research.

References

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. Learning Disabilities Research and Practice, 20(1), 50–57.

August, D., McCardle, P., & Shanahan, T. (2014). Developing literacy in English language learners: Findings from a review of the experimental research. School Psychology Review, 43(4), 490–498.

Bassford, E. (2021). Building knowledge now: A guide for choosing reading resources for today's objectives. Curriculum Associates.

Bunch, G. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the New Standards Era. Review of Research in Education, 37(1), 298–341.

Cai, J., Morris, A., Hohensee, C., Hwang, S., Robison, V., & Hiebert, J. (2018). Using data to understand and improve students' learning: Empowering teachers and researchers through building and using a knowledge base. Journal for Research in Mathematics Education, 49(4), 362–372.

CAST. (2020). UDL guidelines. Retrieved from https://udlguidelines.cast.org.

Cervetti, G, & Hiebert, E. (2015). The sixth pillar of reading instruction: Knowledge development. *The Reading Teacher, 68(7), 548–551.*

Chen, Y., Thompson, M., Kromrey, J., & Chang, G. (2011). Relations of student perceptions of teacher oral feedback with teacher expectancies and student self-concept. *The Journal of Experimental Education, 79*(4), 452–477.

Claro, S., Paunesku, D., & Dweck, C. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences of the United States of America, 113(31), 8664–8668.*

Connor, C. (2019). Using technology and assessment to personalize instruction: Preventing reading problems. *Prevention Science, 20*(1), 89–99.

Courey, S., Tappe, P., Siker, J., & LePage, P. (2012). Improved lesson planning with Universal Design for Learning (UDL). *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 36(1), 7–27.*

Davidson, B., & Liben, D. (2019). *What a knowledge-building approach looks like in the classroom. Perspectives on Language and Literacy, 45(4), 31–35.*

Dockterman, D. (2018). *Insights from 200+ years of personalized learning.* NPJ Science of Learning, 3(15), 1–6.

English Learner Success Forum (XXXX). *Guidelines for improving English language arts materials for English learners.* https://www.elsuccessforum.org/ela-guidelines

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice.* Teachers College Press.

Halverson, R., Grigg, J. Prichett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in school. Journal of School Leadership, 17(2), 159–194.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making. IES practice guide. (NCEE 2009-4067). National Center for Education Evaluation and Regional Assistance. Retrieved from* https://files.eric.ed.gov/fulltext/ED506645.pdf

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Corwin.

Hirsch, E. D. (2006). *Building knowledge: The case for bringing content into the language arts block and for a knowledge-rich curriculum core for all children.* American Educator, 30(1)

Hollie, S. (2015). *Strategies for culturally and linguistically responsive teaching and learning*. Shell Education.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

Kintsch, W. (2004). The construction-integration model of text comprehension and its implications for instruction. In R. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading*, *5*, 1270–1328. International Reading Association.

Knowledge Matters Campaign. (2021). *Knowledge Matters Campaign: Restoring wonder and excitement to the classroom* [PDF file]. Knowledge Matters Campaign. Retrieved from https://knowledgematterscampaign.org/wp-content/uploads/2016/03/WhyKnowledgeMatters-1.pdf.

Lan, S-W., & de Oliveira, L. (2019). English language learners' participation in the discourse of a multilingual science classroom. *International Journal of Science Education, 41(9), 1246–1270*.

López, F. (2017). Altering the trajectory of the self-fulling prophecy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education, 68(2), 193–212*.

Malkus, N. (2019, September 20). Is the achievement gap actually a knowledge gap? The Report Card with Nat Malkus. Podcast retrieved from https://www.aei.org/podcast/is-the-achievement-gap-actually-a-knowledge-gap-with-natalie-wexler-and-ashley-berner/.

Martinez, G. (2021). *Four personalized learning essentials*. Curriculum Associates. Retrieved from https://www.curriculumassociates.com/blog/personalized-learning-programs.

McGee Banks, C., & Banks, J. (1995). Equity pedagogy: An essential component of multicultural education. *Theory into Practice, 34*(3), 152–158.

Meisinger, E. B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). Interaction quality during partner reading. Journal of Literacy Research, 36(2), 111–140. https://doi.org/10.1207/s15548430jlr3602_1

Merton, R. (1968). The Matthew effect in science: The reward and communication systems of science are considered. *Science, 159*(3810), 56–63.

Moats, L. (2020). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. *American Educator, 44*(2), 4–9.

Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy. Scholastic Inc.*

National Center for Education Statistics. (2021). English language learners in public schools. National Center for Education Statistics. Retrieved from https://nces.ed.gov/programs/coe/indicator/cgf.

Ogle, D., & Correa-Kovtun, A. (2010). Supporting English-language learners and struggling readers in content literacy with the "Partner Reading and Content, Too" routine. *The Reading Teacher, 63*(7), 532–542.

Pondiscio, R. (2014). The 57 most important words in ed reform [Video]. YouTube. Retrieved from https://www.youtube.com/watch?v=WKSIRXa6OLk.

Razfar, A., & Nasir, A. (2019). Repositioning English learners' funds of knowledge for scientific practices. *Theory into Practice, 58*(3), 226–235.

Recht, D., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology, 80(1), 16–20*.

Rose, T. (2016). *The end of average: How we succeed in a world that values sameness*. HarperOne.

Rose, T., Rouhani, P., & Fischer, K. (2013). The science of the individual. *Mind, Brain and Education, 7*(3), 152–158.

Shanahan, T. (2019). Why children should be taught to read with more challenging texts. *Perspectives on Language and Literacy, 45(4), 17–24*.

Simmons, D. (2021). Why SEL alone isn't enough. ASCD. Retrieved from https://www.ascd.org/el/articles/why-sel-alone-isnt-enough.

Spooner, F., Baker, J., Harris, A., Ahlgrim-Delzell, L., & Browder, D. (2007). Effects of training in universal design for learning on lesson plan development. *Remedial and Special Education, 28*(2), 108–116.

Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 22, 360–407.*

Steiner, D., & Magee, J. (2019). *The problem with "finding the main idea"* [PDF file]. Learning First. Retrieved from https://learningfirst.com/wp-content/uploads/2019/01/The-problem-with-finding-the-main-idea-1.pdf.

Steiner, D., Magee, J., & Jensen, B. (2018). What we teach matters: How quality curriculum improves student outcomes [PDF file]. Learning First. Retrieved from https://learningfirst.com/wp-content/uploads/2020/07/1.-What-we-teach-matters.pdf.

Stuart, K, & Fugnitto, G. (2020). *A conversation about the science of reading and early reading instruction with Dr. Louisa Moats.* Collaborative Classroom. Retrieved from https://www.collaborativeclassroom.org/blog/the-science-of-reading-with-dr-louisa-moats/.

Swan, G., & Mazur, J. (2011). Examining data driven decision making via formative assessment: A confluence of technology, data interpretation heuristics and curricular policy. *Contemporary Issues in Technology and Teacher Education, 11*(2), 205–222.

Van Dijk, T., & Kintsch, W. (1983). *Strategies of discourse comprehension. Academic Press.*

Villegas, A, & Lucas, T. (2007). *The culturally responsive teacher. Educational Leadership, 64(6), 28–33.*

Wexler, N. (2020). *The knowledge gap: The hidden cause of America's broken education system—and how to fix it. Avery.*

Wexler, N. (2021). *When monitoring academic progress actually prevents it.* Forbes. Retrieved from https://www.forbes.com/sites/nataliewexler/2021/09/25/when-monitoring-academic-progress-actually-prevents-it/?sh=5e1e720b56de.

Willingham, D. & Lovette, G. (2014). Can reading comprehension be taught? Teachers College Record, Article ID Number 17701.

i-Ready Learning

Magnetic Reading™

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 needs support, 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 the research on *i-Ready Learning* and *i-Ready Assessment* programs, please visit CurriculumAssociates.com/Research.

 Magnetic Reading 3 - 5 Research Base (Curriculum Associates Research Report No. 2022-03) | 02/22 0K