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

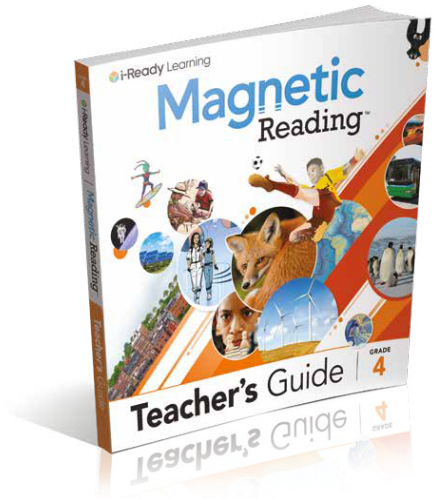
- Improve reading ability (i.e., show growth)
- Become more proficient readers
- Improve their reading comprehension
- Are able to read independently
- Are able to read grade-level texts
- Are able to comprehend grade-level texts
- Develop a love for reading

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.

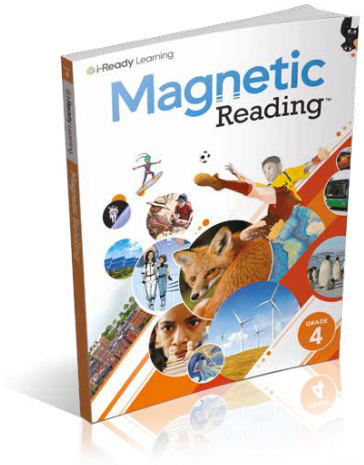
Teacher's Guide

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.

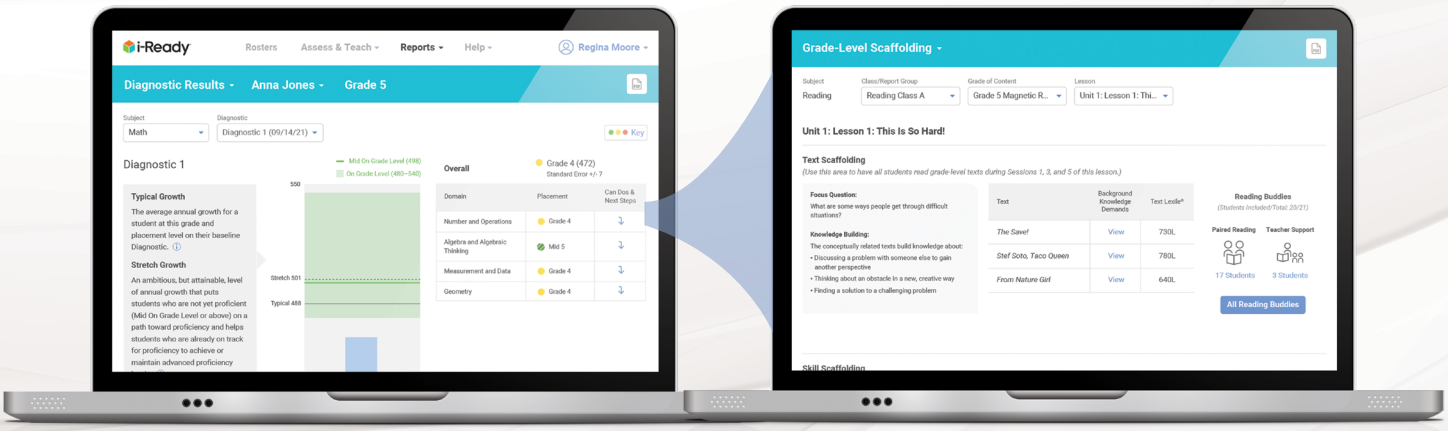


i-Ready Diagnostic

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.

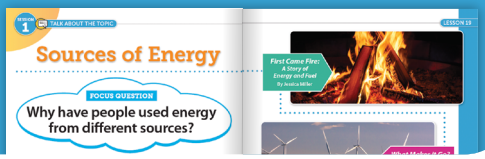
Focus Lessons

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

Session 1:

Scaffold Reading

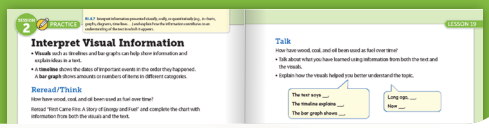
- Build background knowledge.
- Explore conceptual vocabulary.
- Read/Discuss Text 1.



Session 2:

Practice the Focus Standard

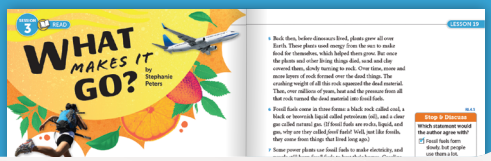
- Discuss the focus standard.
- Apply focus standard to analyze Text 1.



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:

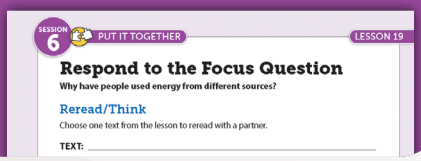
Independent Reading and Practice

- 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

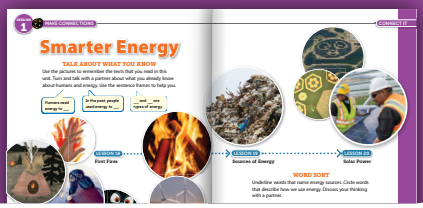
Connect It Lessons

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

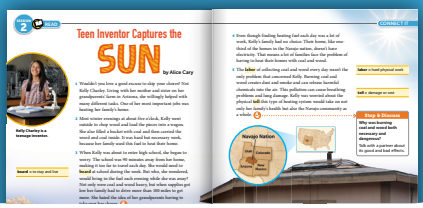
Build on key unit concepts and explore vocabulary to build background knowledge for the unit's culminating text.



Session 2:

Read a Culminating Text

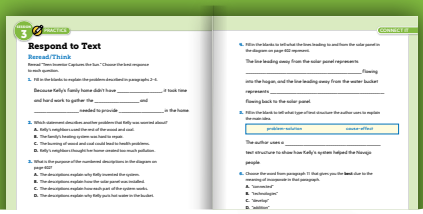
Students read a longer, culminating text that builds on knowledge gained in previous lessons.



Session 3:

Practice the Unit Standards

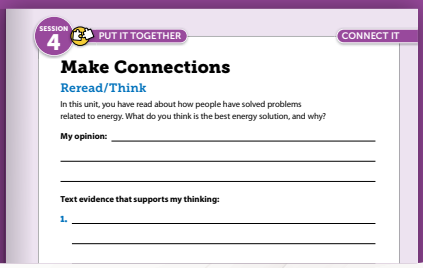
Students work independently to complete tasks that integrate practice of previously taught unit standards.



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

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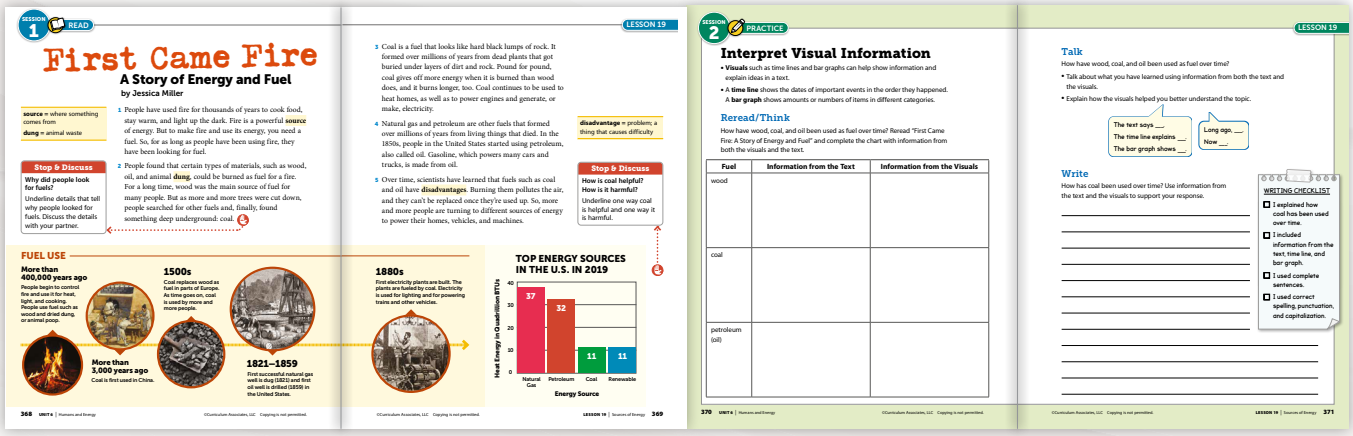
Evidence Base
Pillar 1: Learner Variability

Magnetic Reading was developed with an understanding that learners with varying strengths and needs comprise every classroom. Learners benefit from a comprehensive reading comprehension program that meets them at their developmental level and extends their learning with appropriate pushes and challenges. At its core, *Magnetic Reading* uses an asset-based pedagogical approach. Asset-based pedagogy seeks to unlock students' potential by focusing on their talents and the strengths that diverse students bring to the classroom, including, but not limited to diversity of thought, culture, language, experience, identity, and perspective. Grounded in what students can do rather than what they cannot, this perspective embodies the tenets of a growth mindset, which has been proven to effectively promote higher levels of social and academic achievement outcomes (Claro, Paunesku, & Dweck, 2016; Chen, Thompson, Kromrey, & Chang, 2011; López, 2017).

Recognizing the diversity of today's classrooms, *Magnetic Reading* employs various strategies to accommodate learner variability. Based on learning science research and cognitive neuroscience, learner variability suggests there is no average learner, and all students bring their own unique assets, backgrounds, and variables to their learning (Dockterman, 2018; Rose, Rouhani, & Fischer, 2013). According to Rose (2016), "Variability is the dominant feature of the nervous system. Like fingerprints, no two brains are alike." In order to support learner variability within the classroom, *Magnetic Reading* employs well-regarded frameworks, such as UDL (CAST, 2020), and best practices for English Learners (English Learner Success Forum, n.d.) for teachers to draw on to strategically suit the strengths and needs of their learners.

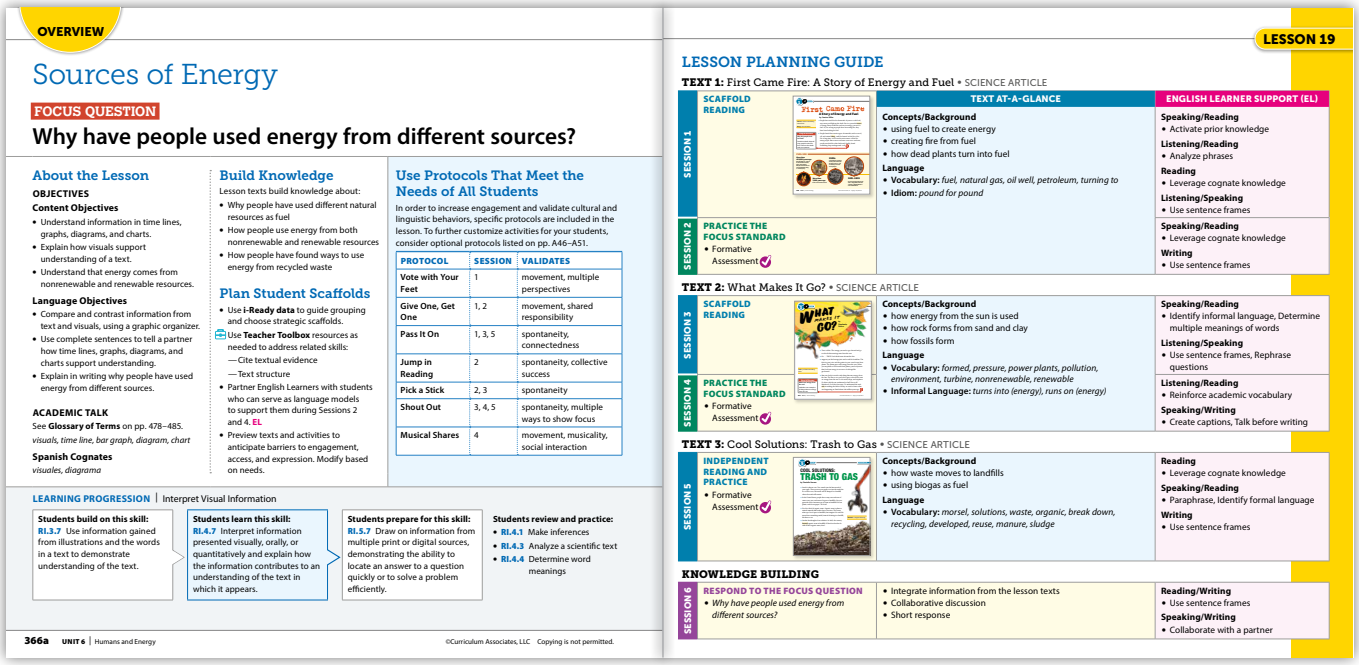
Magnetic Reading allows teachers many opportunities to observe students as they engage in activities in their student book, such as the Reread/Think, Talk, Write routine, Writing Checklists, and Independent Practice. As teachers observe, they are provided with targeted strategies, such as those in the embedded Help & Go scaffolds, that allow teachers to identify individual needs and provide immediate support.

Students Engage in Both Reading and Practice



Throughout Magnetic Reading, strategic scaffolds support learner variability.

Lesson Overviews are Provided in the Teacher's Guide



OVERVIEW

Sources of Energy

FOCUS QUESTION

Why have people used energy from different sources?

About the Lesson

OBJECTIVES

Content Objectives

- Understand information in time lines, graphs, diagrams, and charts.
- Explain how visuals support understanding of a text.
- Understand that energy comes from nonrenewable and renewable resources.

Language Objectives

- Compare and contrast information from text and visuals, using a graphic organizer.
- Use complete sentences to tell a partner how time lines, graphs, diagrams, and charts support understanding.
- Explain in writing why people have used energy from different sources.

ACADEMIC TALK

See Glossary of Terms on pp. 478–485.

visuals, time line, bar graph, diagram, chart

Spanish Cognates

visuales, diagrama

Build Knowledge

Lesson texts build knowledge about:

- Why people have used different natural resources as fuel
- How people use energy from both nonrenewable and renewable resources
- How people have found ways to use energy from recycled waste

Plan Student Scaffolds

- Use i-Ready data to guide grouping and choose strategic scaffolds.
- Use Teacher Toolbox resources as needed to address related skills:
  - Cite textual evidence
  - Text structure
- Partner English Learners with students who can serve as language models to support them during Sessions 2 and 4. EL
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Vote with Your Feet	1	movement, multiple perspectives
Give One, Get One	1, 2	movement, shared responsibility
Pass It On	1, 3, 5	spontaneity, connectedness
Jump in Reading	2	spontaneity, collective success
Pick a Stick	2, 3	spontaneity
Shout Out	3, 4, 5	spontaneity, multiple ways to show focus
Musical Shares	4	movement, musicality, social interaction

LEARNING PROGRESSION | Interpret Visual Information

Students build on this skill: RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Students learn this skill: RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Students prepare for this skill: RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Students review and practice:

- RI.4.1 Make inferences
- RI.4.3 Analyze a scientific text
- RI.4.4 Determine word meanings

366a UNIT 6 | Humans and Energy

LESSON 19

LESSON PLANNING GUIDE

TEXT 1: First Came Fire: A Story of Energy and Fuel • SCIENCE ARTICLE

		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 1	SCAFFOLD READING	Concepts/Background • using fuel to create energy • creating fire from fuel • how dead plants turn into fuel Language • Vocabulary: *fuel, natural gas, oil well, petroleum, turning to* • Idiom: *pound for pound*	Speaking/Reading • Activate prior knowledge Listening/Reading • Analyze phrases Reading • Leverage cognate knowledge Listening/Speaking • Use sentence frames
SESSION 2	PRACTICE THE FOCUS STANDARD • Formative Assessment		Speaking/Reading • Leverage cognate knowledge Writing • Use sentence frames

TEXT 2: What Makes It Go? • SCIENCE ARTICLE

SESSION 3	SCAFFOLD READING	Concepts/Background • how energy from the sun is used • how rock forms from sand and clay • how fossils form Language • Vocabulary: *formed, pressure, power plants, pollution, environment, turbine, nonrenewable, renewable* • Informal Language: *turns into (energy), runs on (energy)*	Speaking/Reading • Identify informal language, Determine multiple meanings of words Listening/Speaking • Use sentence frames, Rephrase questions
SESSION 4	PRACTICE THE FOCUS STANDARD • Formative Assessment		Listening/Reading • Reinforce academic vocabulary Speaking/Writing • Create captions, Talk before writing

TEXT 3: Cool Solutions: Trash to Gas • SCIENCE ARTICLE

SESSION 5	INDEPENDENT READING AND PRACTICE • Formative Assessment	Concepts/Background • how waste moves to landfills • using biogas as fuel Language • Vocabulary: *morsel, solutions, waste, organic, break down, recycling, developed, reuse, manure, sludge*	Reading • Leverage cognate knowledge Speaking/Reading • Paraphrase, Identify formal language Writing • Use sentence frames

KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION • *Why have people used energy from different sources?*	• Integrate information from the lesson texts • Collaborative discussion • Short response	Reading/Writing • Use sentence frames Speaking/Writing • Collaborate with a partner

Teachers have access to supports and resources woven throughout Magnetic Reading to support students in reading complex texts.

The UDL guidelines were created to "ensure that all learners can access and participate in meaningful, challenging learning opportunities" (CAST, 2020). When teachers apply the guidelines and concepts of the UDL into their lesson plans and practice, it can have a profound impact on all students' experiences and ongoing development (Spooner, Baker, Harris, Ahlgrim-Delzell, & Browder, 2007). *Magnetic Reading* provides a variety of ways for students to participate using what the UDL framework describes as different modes of representation, action and expression, and engagement:

- **Representation** refers to designing instructional materials that make content accessible to the greatest number of diverse learners by customizing the display of information, clarifying vocabulary and concepts, activating background knowledge, highlighting relationships across big ideas, and making content easily transferable for students (CAST, 2020). *Magnetic Reading* makes content accessible for learners in a variety of ways:
  - Texts are chunked into meaningful units and anchored by text-dependent questions.
  - Scaffolds such as writing checklists and sentence stems are embedded throughout.
  - Background knowledge is built and activated as students preview texts and use what they know to anticipate and predict.
  - Supports enable students to synthesize information across texts to promote enhanced fluency.
- **Action and expression** provides alternative communication methods (other than traditional written tests) for students to express, demonstrate, and monitor their learning (CAST, 2020; Courey, Tappe, Siker, & LePage, 2012). *Magnetic Reading* incorporates practice sessions in each lesson, so students have the opportunity to use familiar and often-repeated protocols to structure activities, discussions, and writing.

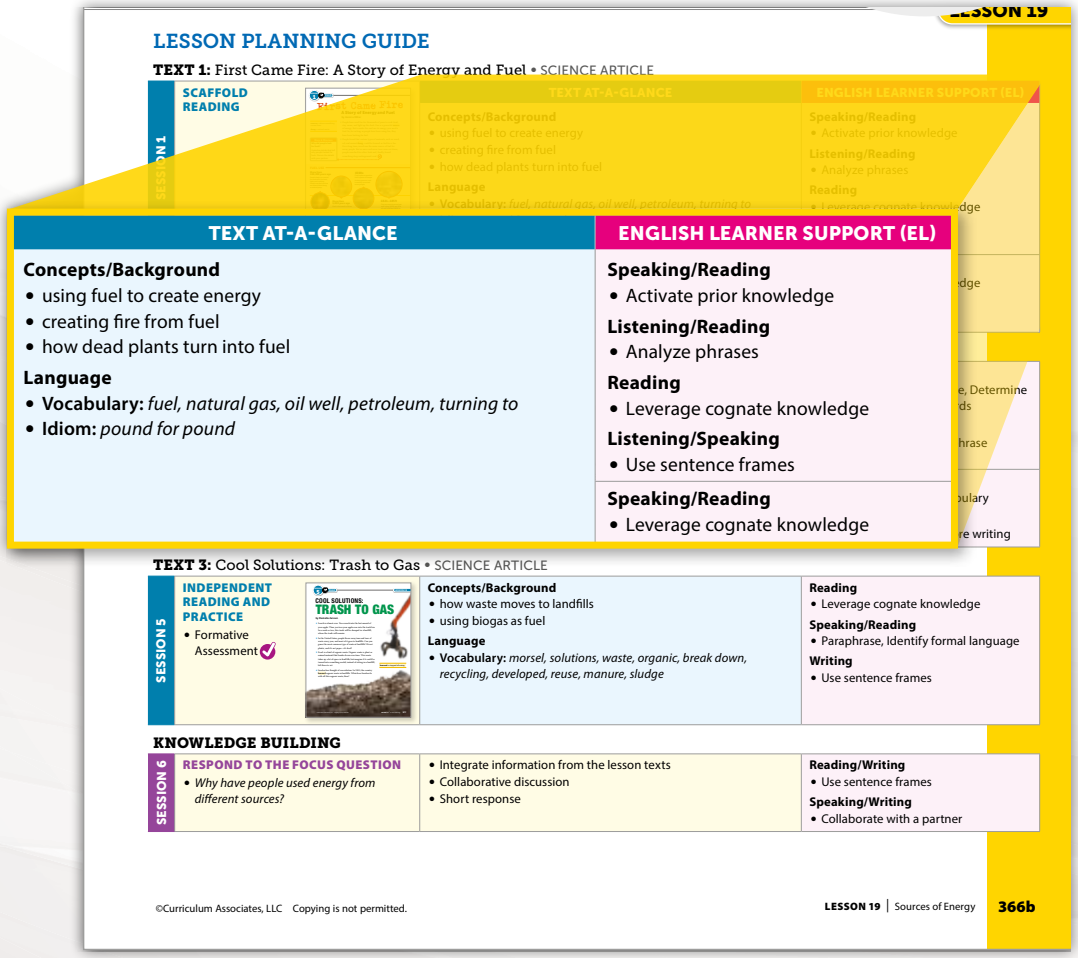
  Graphic organizers also offer a transferable, evidence-based framework for unpacking the text to analyze its ideas, viewpoints, and structure. Graphic organizers are used during each *Magnetic Reading* lesson for students to demonstrate their understanding relative to the lesson-specific skills and built knowledge.

Magnetic Reading's Reread/Think, Talk, Write routine appears throughout the various sessions. Strategically designed, these steps empower students to express and demonstrate mastery of skills. For example, "Talk" provides students with practice discussing literary elements, such as character motivation and mental state, while "Write" provides students with opportunities to transfer understanding in different formats.

  - Protocols for Engagement and Accountability, such as Give One, Get One, Musical Shares, and Stand and Share, provide scaffolds to assist students as they practice with skills and develop fluency, independence, and mastery.
  - Lesson Wrap Ups encourage students to synthesize their learning and provide prompts for students to build on their understanding.

- **Engagement** goes beyond recruiting student interest by providing motivation through creative, hands-on, meaningful instruction (CAST, 2020; Courey et al., 2012). *Magnetic Reading* begins each lesson with a Focus Question to promote meaningful dialogue about the topic and foster collaboration amongst a classroom community. Routines also structure learning to engage students in standards instruction, vocabulary acquisition, and good habits of reading, writing, and discussion.
  - Lessons begin with a Focus Question that authentically piques student interest.
  - Essential concepts and relatable characters provide a sense of relevancy and value for students.
  - Various Turn and Talk and Stop & Discuss opportunities exist for students to engage with peers to promote mastery through cooperative learning and collaboration.

English Learner Supports are Available in the Teacher's Guide


LESSON 19

LESSON PLANNING GUIDE

TEXT 1: First Came Fire: A Story of Energy and Fuel • SCIENCE ARTICLE

SESSION 1 — SCAFFOLD READING

TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
Concepts/Background • using fuel to create energy • creating fire from fuel • how dead plants turn into fuel **Language** • **Vocabulary:** *fuel, natural gas, oil well, petroleum, turning to* • **Idiom:** *pound for pound*	**Speaking/Reading** • Activate prior knowledge **Listening/Reading** • Analyze phrases **Reading** • Leverage cognate knowledge **Listening/Speaking** • Use sentence frames
	Speaking/Reading • Leverage cognate knowledge

TEXT 3: Cool Solutions: Trash to Gas • SCIENCE ARTICLE

SESSION 5 — INDEPENDENT READING AND PRACTICE
- Formative Assessment

Concepts/Background
- how waste moves to landfills
- using biogas as fuel

Language
- **Vocabulary:** *morsel, solutions, waste, organic, break down, recycling, developed, reuse, manure, sludge*

Reading
- Leverage cognate knowledge

Speaking/Reading
- Paraphrase, Identify formal language

Writing
- Use sentence frames

KNOWLEDGE BUILDING

SESSION 6 — RESPOND TO THE FOCUS QUESTION
- *Why have people used energy from different sources?*

- Integrate information from the lesson texts
- Collaborative discussion
- Short response

Reading/Writing
- Use sentence frames

Speaking/Writing
- Collaborate with a partner

English Learner Supports provide strategies and scaffolds specifically designed to support multilingual learners, and also identify tasks that students who are multilingual learners can engage with across key language domains.

Magnetic Reading includes built in language supports that are designed designed with multilingual learners in mind and that are beneficial for every student. We are using the term multilingual here in addition to English Learner because as students add English to their linguistic repertoire, they are becoming multilingual (Menken, Kleyn & Chae, 2012). In the U.S., multilingual learners represent a broad spectrum of learners with a wide range of backgrounds, experiences, languages, and academic proficiencies. In 2018, across the United States, five million students identified as English Learners. The percentage of public-school students who were English Learners ranged from .8 percent in West Virginia to 19.4 percent in California (National Center for Educational Statistics). *Magnetic Reading* builds on four evidence-based best practices for supporting the needs of multilingual learners by 1) promoting access to complex texts, 2) activating prior knowledge and building background knowledge, 3) engaging students through academic discourse, and 4) scaffolding instruction (ELSF, n.d.; August, Carlo, Dressler, & Snow, 2005; August, McCardle, & Shanahan, 2014; Cervetti & Hiebert, 2015; Razfar & Nasir, 2019; Bunch, 2013; Lan & de Oliveira, 2019). *Magnetic Reading* provides this crucial support for English Learners by:

- **Promoting access to complex texts** by building vocabulary. Increasing vocabulary knowledge teaches students the meaning of words and their structural components, thereby increasing the number of texts students will be able to understand.
- **Building background knowledge** by exploring key vocabulary and mapping related words and concepts. *Magnetic Reading* also activates students' prior knowledge in ways that are academically meaningful and culturally relevant. Within *Magnetic Reading*, teachers draw on what students already know, or their funds of knowledge, to help them make new meaning across lessons.
- **Engaging students in academic discourse** with abundant, rich, and varied use of meaning-making resources, which also further enhances their comprehension.

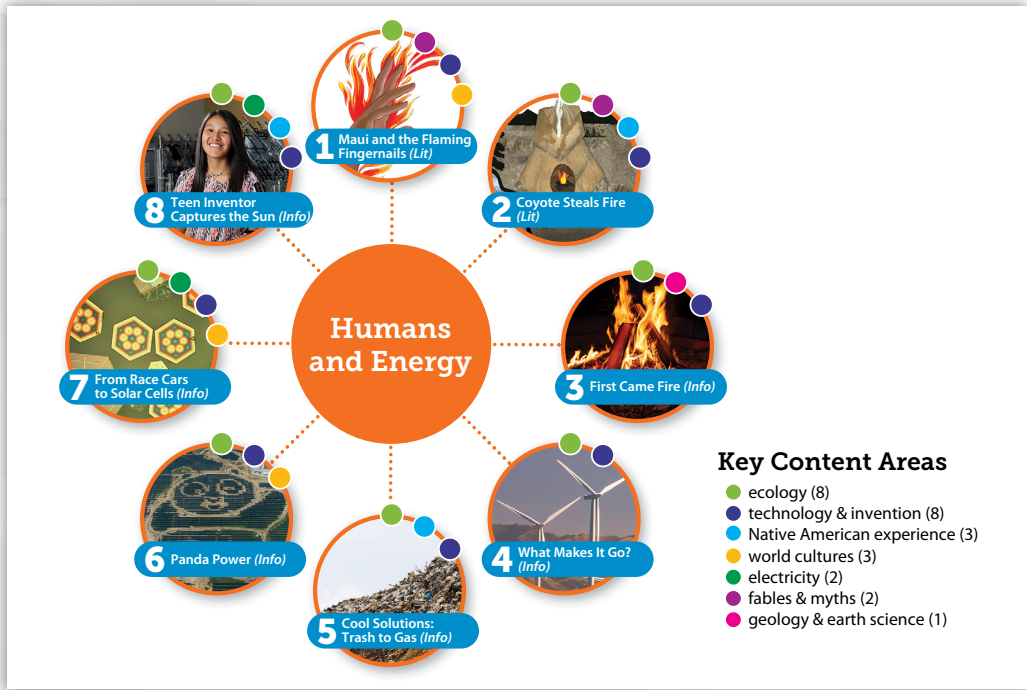
Evidence Base
Pillar 2: Knowledge-Rich Learning

Drawing from education writers and researchers who have questioned whether the opportunity gap is in large part a knowledge gap (Malkus, 2019), *Magnetic Reading* is dedicated to explicitly building knowledge through a curated series of coherent texts that are rich, compelling, and accessible. As students build knowledge, they add to their stored background knowledge that they can use anytime they encounter new texts. Today's discerning educator is focused on this knowledge, charged by the principle that "the more you know, the more you learn" (Bassford, 2021). Educators are focused on creating learning conditions in which readers are independently engaged, find joy and wonder in reading to learn, and expand their knowledge about the world around them.

The architecture of each unit and lesson within *Magnetic Reading* is designed to do just this. With its integrated, content-rich curriculum, *Magnetic Reading* students are encouraged to build a store of knowledge and vocabulary they can activate when reading future texts. Within each *Magnetic Reading* unit, students read grade-level appropriate and conceptually connected texts that pertain to a unit topic. Each lesson within the unit explores a focused subtopic that contributes to students gaining a deep understanding of the unit topic by the end of the unit. Throughout the program, student knowledge is extended through these comprehensive, complex units that inspire critical thinking and lead to the types of discussions that are necessary to build and apply new knowledge in meaningful and relevant ways.

Magnetic Reading is designed around the viewpoint that all students need exposure to grade-level texts, and the background knowledge to comprehend them, to promote grade-level proficiency for every learner in the classroom (Steiner, Magee, & Jensen, 2018; Shanahan, 2019; Martinez, 2021). This is especially important for students in Grades 3–5 as they grow and extend their knowledge about the world around them. It is in these content-rich and richly diverse grade-level texts that students begin to explore their world, chart new paths, and find novel destinations (Davidson & Liben, 2019).

Engaging texts build knowledge across content areas



Throughout Magnetic Reading, *rich and varied texts help students build knowledge.*

Magnetic Reading encourages students to build knowledge in key content areas and relevant social-emotional themes through a variety of texts:

- **Literary texts** represent a range of backgrounds, experiences, and text types. They explore social-emotional themes that students will relate to and learn from, such as conflict resolution, building empathy and awareness, and dealing with emotions.
- **Informational texts** offer fresh perspectives on science, social studies, technology, and the arts.
- **Rich and varied texts** build knowledge in key content areas and act as both windows into new worlds and mirrors in which students see themselves.

Each unit has multiple texts, including literary and informational texts.

Students first engage with multiple texts as part of their Focus Lessons, and are then encouraged to both connect and extend their knowledge with a culminating text in the Connect It Lessons.

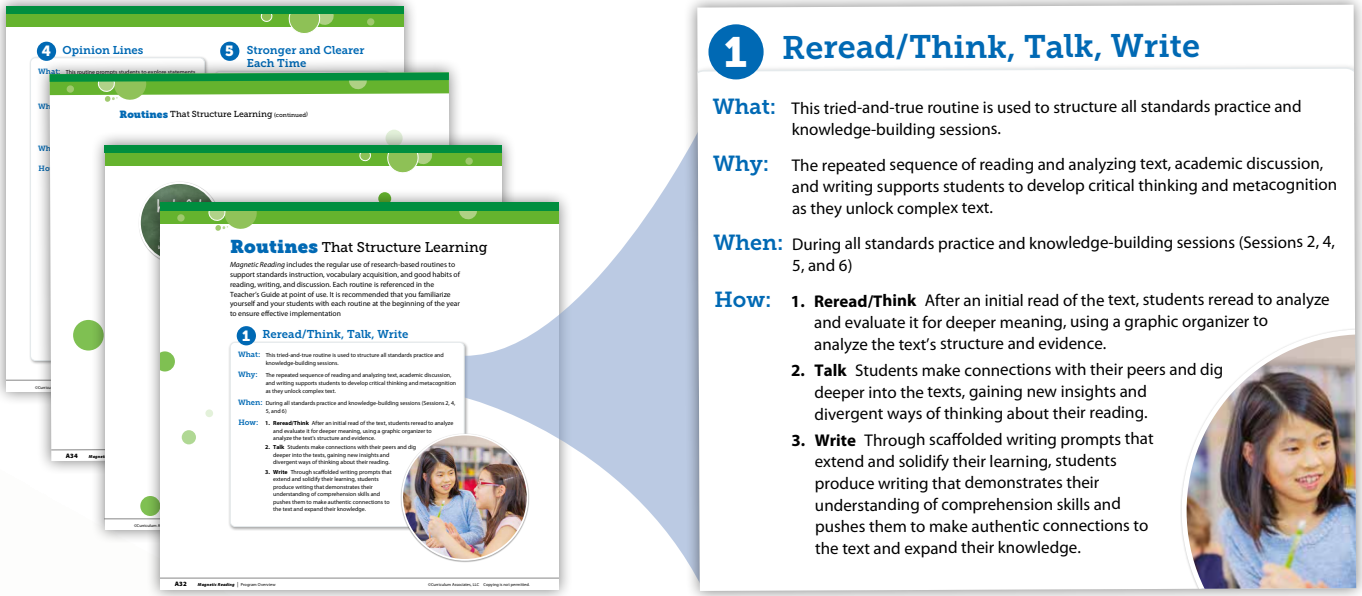
To make meaning and comprehend complex and rigorous texts, all students need background knowledge of vocabulary and domain knowledge specific to the content being covered in the text (Steiner & Magee, 2019; Wexler, 2020; Hirsch, 2006; Willingham & Lovette, 2014). As Robert Pondiscio (2014) states, "You need knowledge and vocabulary to get more knowledge and vocabulary." This is known as the "Matthew" or "rich-get-richer" effect" (Stanovich, 1986; Merton, 1968). In terms of reading, those who have the language and knowledge background will continue to become more so as they can use what they already know to build from it. As students enter third grade, if they are not given access to the content that they are supposed to be learning at this grade level, they will fall further and further behind in each subsequent grade as the content continues to build upon that which should have been learned in the prior grade.

Magnetic Reading frontloads vocabulary instruction of concept words that are critical for engaging with each lesson topic. Students have multiple exposures to concept words across the lessons' texts. These exposures solidify students' new vocabulary acquisition in the context of the content knowledge they build.

Cognitive science research has repeatedly shown that a student's background knowledge or pre-existing domain-specific knowledge has a greater impact on their comprehension of a text than does their reading ability (Knowledge Matters Campaign, 2021). In their landmark "baseball study," Donna Recht and Lauren Leslie (1988) found that when participants were given a passage describing a half-inning of a baseball game along with a test of their comprehension, students who were deemed to be "poor" readers yet possessed domain knowledge about baseball outperformed "good" readers who knew little about the game. Many replications of this study across grades and content areas have come to similar conclusions.

Readers need prior knowledge to create a "situation model" or a mental representation of the situation described in the text (Van Dijk & Kintsch, 1983). They must integrate the new information they encounter into their already existing schema in order to build mental representations of the text that describe the situations presented therein. According to E. D. Hirsch (2006), "constructing this mental situation model is what reading comprehension is." One reading protocol within *Magnetic Reading* that helps integrate information into existing schema is Buddy Reading or peer-assisted tutoring. In this strategy, students read in buddy pairs where they can offer each other insights from their background knowledge and experiences. Additionally, as students take turn reading a passage together, it provides fluency practice for both partners (Ogle & Correa-Kovtun, 2010; August et al., 2014; Meisinger, Schwanenflugel, Bradley, & Stahl, 2004).

Routines That Structure Learning



Each routine is referenced in the Teacher's Guide at point of use.

Magnetic Reading supports students in building situation models in which they can draw from already existing knowledge to build new knowledge and understandings (Kintsch, 2004) through its evidence-based routines that structure learning. The regular use of these evidence-based routines support standards instruction, vocabulary acquisition, and good habits of reading, writing, and discussion. For example:

- **Word Learning** routines prompt students to use morphology (i.e., word parts), context clues, and resources such as dictionaries to determine the meaning of unfamiliar words.
- **Compare and Connect** routines give students the opportunity to reflect on, compare, and make connections between texts, increase meta-awareness, solidify understandings, and become more skilled at academic discourse.
- **Opinion Lines** routines allow students to explore diverse views and relate them to their own views in order to gain an understanding of the deeper reasoning underlying different perspectives.

To comprehend and to think critically about what is read, knowledge is a must (Knowledge Matters Campaign, 2021). Students at all reading levels should be building knowledge throughout the process of learning new content. They should be immersed in reading it, discussing it, debating it, and applying it to complex real-world problems both in and out of the classroom (Wexler, 2021; Muhammad, 2020). In this way, learning is liberating, as students can "acquire, interrogate, and produce knowledge and envision new possibilities for the use of that knowledge for societal change" (McGee Banks & Banks, 1995).

Evidence Base
Pillar 3: Culturally Responsive Pedagogy

As hooks (1994) eloquently said: "To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin". *Magnetic Reading* was developed to uphold the stance that all students deserve equitable opportunities to engage in learning that is meaningful and that supports their growth. Culturally responsive curriculum and pedagogy is a crucial piece of achieving this ideal. Culturally responsive pedagogy is an approach to teaching that highlights the strengths of diverse students and uses their "cultural knowledge, prior experiences, frames of reference, and performance styles" to make learning more engaging, relevant, and effective (Gay, 2018, p. XX). Using this approach, *Magnetic Reading* engages and motivates all students by validating and affirming their diverse cultural backgrounds. As a result, the program encourages students to feel comfortable and excited to learn new and rigorous content.

Magnetic Reading provides students with exposure to a wide range of texts by diverse authors. Within these stories, all students are able to see themselves reflected, while also deepening their understanding and appreciation of others. By including and inviting multiple perspectives, each unit builds bridges between students' lives and the content while empowering them to know and see themselves as learners (Villegas & Lucas, 2007). By valuing students for who they are and how they learn, and by providing opportunities for them to value this in each other, *Magnetic Reading* creates engaging and accessible opportunities for students to grow.

Pedagogy that is culturally and linguistically responsive emphasizes first the importance of validating and affirming the strengths and knowledge that every student brings with them into the classroom (Hollie, 2015). As students' home cultures are validated and affirmed, their existing knowledge can be meaningfully developed and connected to academic content within the school context (Hollie, 2015; Muhammad, 2020). This is a process Hollie (2015) refers to as "building" and "bridging," in which educators build relationships with students grounded in understanding of their cultural and linguistic behaviors to create a "bridge" toward acquiring additional behaviors and knowledge that are necessary for thriving in traditional Western academic settings.

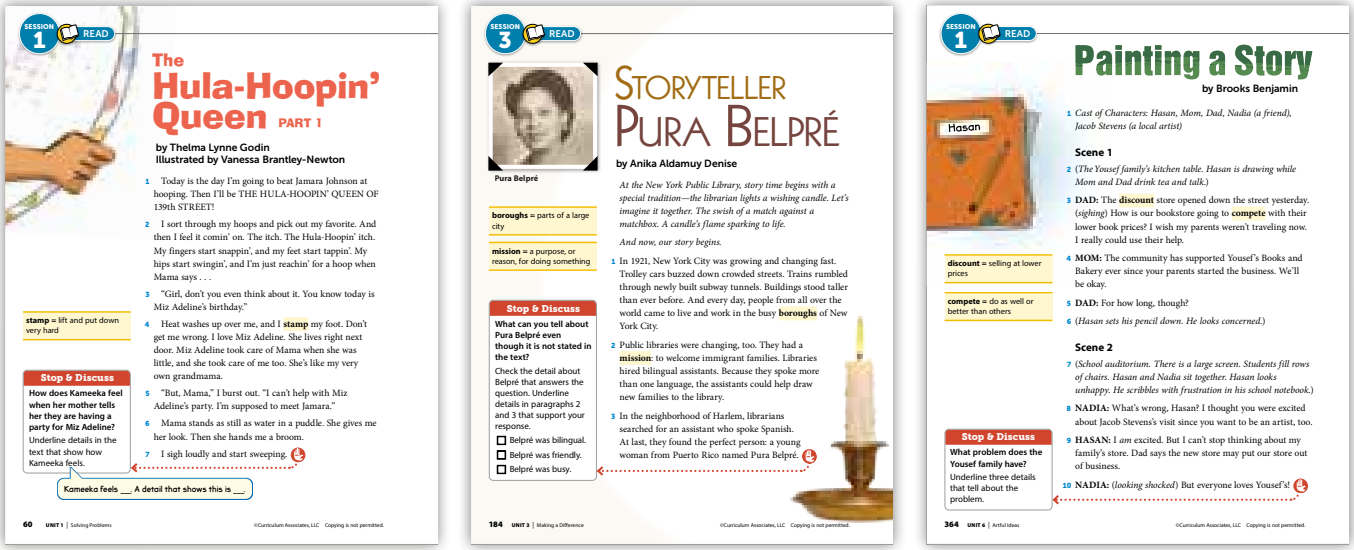
Culturally responsive pedagogy can be broken down into an educator's mindset and skillset—mindset is the understanding of cultural differences and their impact, while skillset is the toolbox of strategies that leverage students' diverse cultural strengths toward deeper engagement with learning. One crucial piece of such a skillset is classroom protocols that encourage varied forms of participation and engagement with not only the material, but also with peers around the material (Hollie, 2015). Hammond (2015) calls these "talk structures," and points out that they are effective because they "engage [students] actively through vocalization, motion, or movement as they are speaking. Students are used to this discourse pattern at home and in their community" (2014). The protocols that are embedded within *Magnetic Reading* lessons are designed to do just this. Throughout each unit, appropriate protocols validate and affirm a range of students' backgrounds and experiences as important scaffolds toward engagement and meaningful academic learning.

For example:

- **Vote with Your Feet protocol**—in which students participate by moving around the room—supports collective success, multiple perspectives, and movement.
- **Shout Out protocol**—in which students participate with impromptu verbal feedback—supports conversational overlap, multiple ways to show focus, and verbal expressiveness.
- **Give One, Get One protocol**—in which students participate by exchanging feedback with a classmate—supports shared responsibility and social interaction.

These protocols, among many others, are embedded in the lessons through the structure of reading, writing and discussion. They provide varied dynamic opportunities for educators to validate students' existing modes of participation while bridging toward alternative forms of expression and skills that will serve them in future academic contexts.

Texts are Designed to Engage Every Student



Inclusive texts are used throughout each grade level of Magnetic Reading.

A natural connection exists between culturally responsive pedagogy and social-emotional learning (SEL), in which a student's uniqueness is viewed as a way to serve their education as opposed to being a barrier to it (Hollie, 2015). Hollie refers to this as Critical Social Consciousness SEL, in which students' cultural backgrounds are the starting point for developing social-emotional skills. Understanding cultural similarities and differences can lead to developing a critical social consciousness about the world.

Magnetic Reading supports the development of a critical social consciousness through texts that provide students with mirrors of their own cultural identities and windows into the world around them and the people in it. Informational and literary texts mirror many cultural backgrounds and experiences so students learn more about themselves, their classmates, and people they have yet to meet.

Ultimately, *Magnetic Reading* provides a comprehensive approach to culturally responsive teaching that supports educators in continually becoming more effective, equity-centered educators who work toward a world in which "we are all free to live and learn in the comfort of our own skin" (Simmons, 2021).

Evidence Base
Pillar 4: Actionable Data Insights

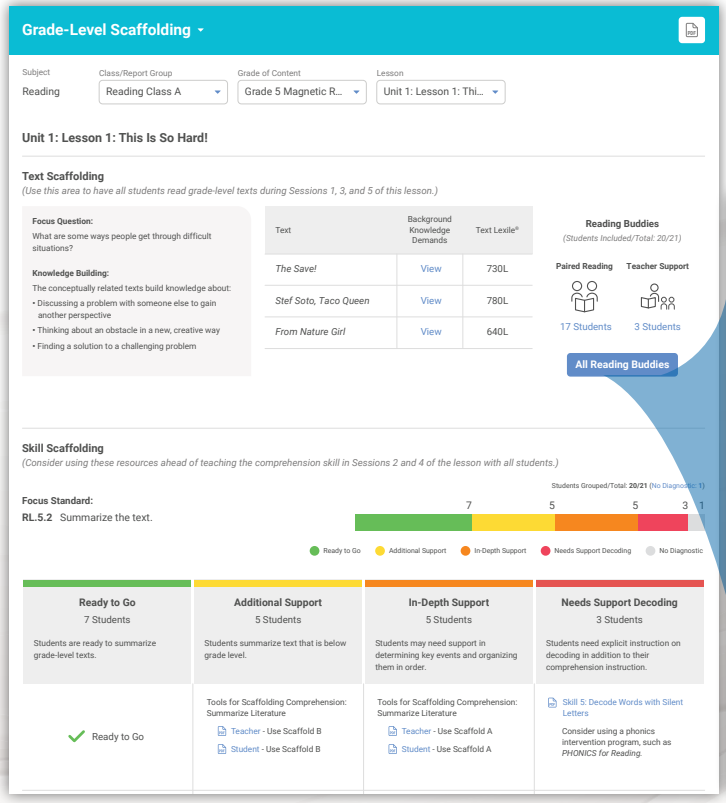
Data on what students know is critical to inform personalized and meaningful instruction (Connor, 2019; Swan & Mazur, 2011; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Halverson, Grigg, Prichett, & Thomas, 2007). Information from assessments empower teachers to monitor student progress so they can make data-driven decisions that ultimately promote ongoing student mastery (Cai, Morris, Hohensee, Hwang, Robison & Hiebert, 2018).

Magnetic Reading, educators can leverage data from the *i-Ready Diagnostic* to maximize the potential of their instruction in every lesson. The Grade-Level Scaffolding Report provides information for scaffolding texts and skills associated with key standards. Using the Grade-Level Scaffolding Report, teachers have access to the following information at the class level:

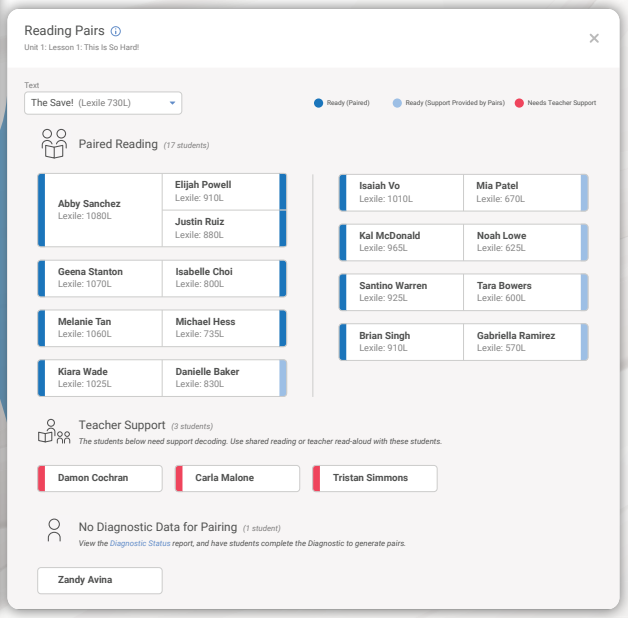
- Reading Buddies, including Paired Reading (student partners) and Teacher Supported (small groups)
- Standards-based skill scaffolding student groups
- Resources for pre-teaching or re-teaching key lesson concepts

When *Magnetic Reading* is used in conjunction with *i-Ready Diagnostic*, the Grade-Level Scaffolding report allows teachers to identify where students are so they can plan reading and standards-based instructional scaffolds with students' individual needs in mind. With insights from *i-Ready Diagnostic* and strategic scaffolds, *Magnetic Reading* ensures all students will confidently access and engage in rich, relevant grade-level content.

Grade-Level Scaffolding Report



This report provides data-informed reading pairs and skills-based scaffolds that are aligned to grade-level standards.



Conclusion

Magnetic Reading is a dynamic evidence-based solution that includes the essential ingredients to support the development of strong reading comprehension skills of students in Grades 3–5 with diverse learning strengths and needs. With the ultimate goal of improving student growth and proficiency in reading comprehension, the four pillars provide meaningful scaffolds and affirmation so all students can succeed. Engaging with *Magnetic Reading* empowers students to read and comprehend grade-level text. Most importantly, through their participation with *Magnetic Reading*, students develop the skills and the passion to prepare them for a lifetime love of reading.

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.

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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.

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