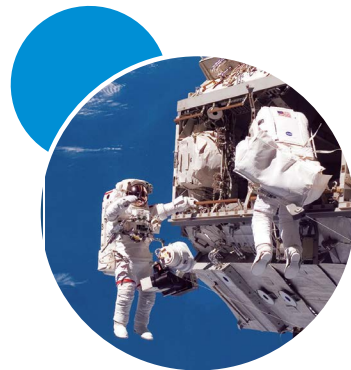


Magnetic

Comprehension™

Program Preview



Draw Students in to Reading with Engaging Topics and Texts

Students engage with a wide range of diverse texts that serve as both windows into new perspectives and mirrors that reflect their own experiences, fostering a classroom community built on connection, confidence, and curiosity.



Each unit centers on a content-rich topic, with weekly lessons that deepen knowledge and comprehension skills through reading, writing, and discussion.

Unit	Grade 3	Grade 4	Grade 5
1	Solving Problems	Facing Challenges	Overcoming Obstacles
2	Ocean Survival	Technology	Art in America
3	Making a Difference	Exploring	Earth's Water
4	Changes in the West	Traditions	Survival
5	Wild Weather	Sports	Underground Railroad
6	Artful Ideas	Humans and Energy	Communication

- Key:
- Self and Others
 - Sports, Leisure, and Arts
 - Science
 - Social Studies
 - Literature

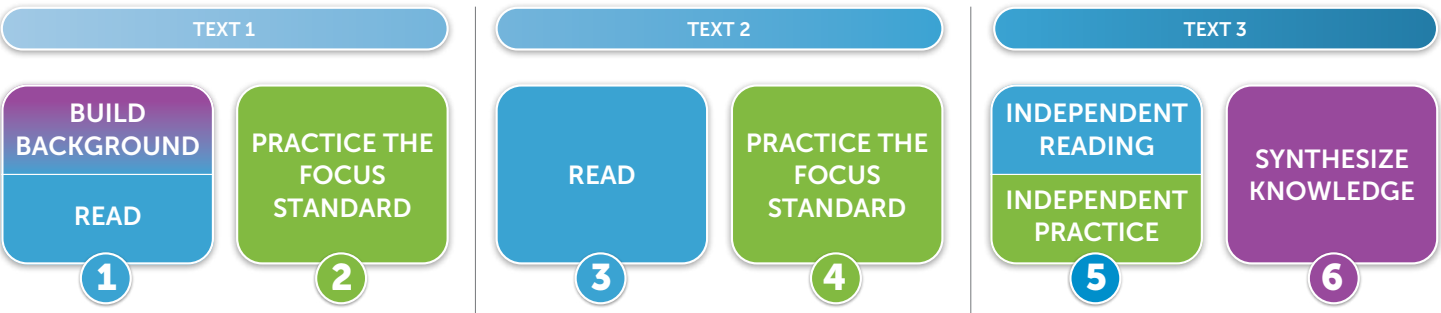


Build Comprehension through Structured Lessons and Routines

Each lesson in *Magnetic Comprehension* is thoughtfully designed to give students multiple opportunities to practice and apply comprehension skills to grade-level reading, equipping them with tools they can transfer to future, increasingly complex texts.

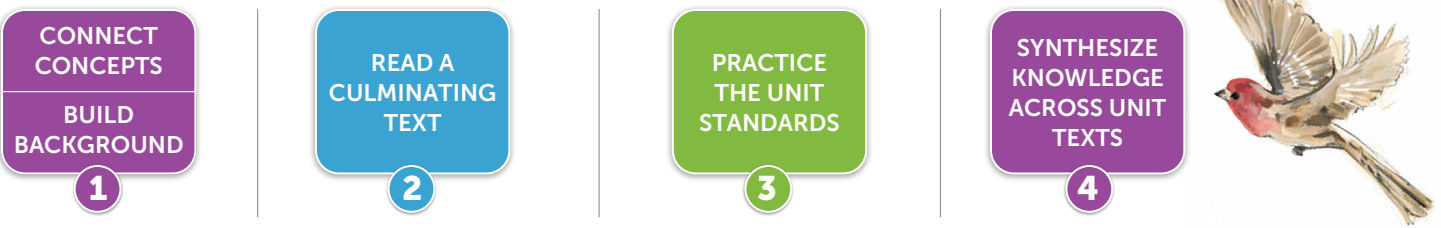
Focus Lessons

Each Focus Lesson targets a single literary or informational standard and builds knowledge on the lesson topic.



Connect It Lessons

The Connect It Lesson gives students an opportunity to extend and synthesize knowledge with a longer, culminating text and integrated review and practice of the unit's focus standards.



Key: ■ Reading ■ Standards Practice ■ Knowledge Building

Routines support standards-based instruction, build vocabulary, and foster strong habits of reading, writing, and discussion.

Make Inferences
An inference is an idea about the text that makes sense based on details in the text and what you already know.

What the Text Says	What I Know	Inference
"What was under all that water? Was the sea floor flat, like a beach? Or were there mountains and valleys, as on land? No one knew. Marie Tharp was intrigued." (paragraph 3)	Asking questions is what you do when you are trying to learn something	
"Women weren't allowed on research ships back then." (paragraph 4)		

Reread/Think
Reread "Marie Maps the Sea." Complete the chart to make inferences.

Talk
Share your chart with a partner. Discuss your inferences and the background knowledge you used to support them. Take turns sharing your thinking and then make changes to your chart if needed.

Write
Reread paragraphs 1 and 2 of the text. How did Marie Tharp's father influence her career? Use text evidence to support your response.

WRITING CHECKLIST

- ☐ I made an inference in response to the question.
- ☐ I included text evidence.
- ☐ I used complete sentences.
- ☐ I used research.

Read/Think, Talk, Write Routine
offers a consistent daily structure that supports deep comprehension, collaborative discussion, and purposeful writing.



Pair Magnetic Comprehension with i-Ready to Lead Data-Informed Instruction

TOOLS FOR SCAFFOLDING COMPREHENSION

Identify the Most Important Events

GRADE 4 OUTCOME
Summarize a text

1 Choose a Level of Support

SCAFFOLD A
Identifying Important Events and Minor Details

Recommended for students
2+ grade levels below

	MISCONCEPTIONS AND SKILL GAPS
✓	Students are not yet able to recall events from a story in sequence.
✓	Students are not yet able to recognize the difference between minor details and important details.
	Students are not yet able to recognize patterns of events, behavior, or symbols.

SCAFFOLD B
Recognizing Patterns of Events

Recommended for students
1 grade level below

	✓
	✓

2 Meet the Texts

Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.

TEXT A
The Mix Up

- The story features a birthday tradition of giving gifts.

Knowledge Demands

Lexical Demands

- Vocabulary: responded, resided, hustled

Syntax Demands

- The humor of the story's conclusion depends upon understanding of the phrase "with a shrug"

TEXT B
The Two Frogs

- Genre: Japanese Folktale
- The text assumes basic knowledge of the anatomy of a frog
- The fable's subtle message that our view of the world is influenced by the way we investigate it hinges on understanding of frog's anatomy

Lexical Demands

- Vocabulary: dwell, native, beheld

Syntax Demands

- Many compound and complex sentences with clauses

Language Demands

COMPREHENSION TOOLS

Name: _____

Identify the Most Important Events

TEXT A

The Mix Up

1 Jenna announced to her mom that she planned on taking a long bike ride around the neighborhood. She loved to ride her bike.

2 "Bye, mom!" Jenna called.

3 "Wait a minute," Mom called. She looked up from the book she was reading. "Where are you going?"

4 "Out for a bike ride."

5 "In that case," her mom **responded**, "would you please deliver these packages for me? This one is for Great Aunt Sally, and this one is for your Cousin Joey." Her mom explained that both relatives had birthdays coming up next week, and she wanted to surprise them.

6 "No problem," replied Jenna quickly. Since all of Jenna's relatives **resided** in the same small town, no one lived too far away from the others. She was in a hurry to get going. Jenna tucked the packages in her backpack, **hustled** out to the garage, and grabbed her new bike.

7 When Jenna arrived at Great Aunt Sally's house, she suddenly realized that neither package had a name on it. But she was certain that Sally's was the one in the striped wrapping paper. Or was it? The other present had big circles on it. Could that be Joey's present? Wanting to be on her way, Jenna gave her great aunt the striped package and soon drove off Joey's present, too.

8 The following week, Great Aunt Sally invited Jenna and her mom over for lunch. Sally answered the door wearing a bright new baseball jersey. "How did you know this is my new favorite

DIRECTIONS
Read the story and complete the activity on page 3.

responded: answered or replied to someone or something

resided: lived in a place

hustled: hurried; moved quickly and in a rush

Grade-Level Planning (Scaffolding)

Ready to Go 12 Students	Additional Support 6 Students	In-Depth Support 4 Students	Needs Support Decoding 3 Students
Students are ready to summarize a story.	Students may need support recognizing the difference between minor details and important details.	Students may need support recalling events from a story in sequence.	Students need explicit instruction on decoding in addition to their comprehension instruction.
✓ Ready to Go	Tools for Scaffolding Comprehension: Identify the Most Important Events Teacher - Use Scaffold B Student - Use Scaffold B	Tools for Scaffolding Comprehension: Identify the Most Important Events Teacher - Use Scaffold A Student - Use Scaffold A	Distinguish between Similarly Spelled Words Consider using a phonics intervention program, such as PHONICS for Reading.
Bird, Andrew Fields, Malik Fischer, Mira Fitzgerald, Emmanuel Hodges, Niki Lowery, Juliana Patil, Elizabeth Sherman, Eleanor	Battle, Aran Blankenship, Fabiana Delacruz, Evelyn Newton, Luis Spencer, Nolan Vega, Kayla	Gregory, Olivia Keefe, Adam Pratt, Seth Short, Ryan	Espanoza, Ruby Koffman, Abe Washington, Traci

Use the **Grade-Level Planning (Scaffolding)** report to understand learning needs and identify the right resources to help students access upcoming reading comprehension instruction.

