Curriculum Associates®

Guide to the Comprehensive Literacy State Development Grant

Curriculum Associates' Guide to the Comprehensive Literacy State Development (CLSD) Grant

The CLSD competitive grant program provides funding to support literacy skills for students through evidence-based activities that provide explicit intervention and support in reading and writing for children from birth to Grade 12, with emphasis on disadvantaged children.

Sub-grant applications will vary, and districts can expect:

- Requests for Applications issued by awarded states
- Emphasis on evidence-based literacy instruction
- Required alignment to the Every Student Succeeds Act (ESSA) definitions of Strong, Moderate, or Promising evidence (i.e., Levels 1–3)

Understanding Key Themes in CLSD Grant Guidance

- **High-quality instructional materials** are materials aligned to academic standards, are content rich with clear learning outcomes, reflect evidence-based practices, and provide a full suite of teacher and student materials.
- **Evidence-based instructional approaches** indicate the proposed activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on Strong, Moderate, or Promising evidence as defined in ESSA.
- **Literacy needs assessment** is a collection of information and data in order for a district to identify gaps in a program, activity, or service and is used to help determine an intervention(s).
- **Supplement not supplant** provision requires grantees to use state or local funds for all services mandated by state law or local policy and prohibits those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, or extend—the programs and services offered with state and local funds. Federal funds cannot be used to supplant—take the place of or replace—the state and local funds used to offer those programs and services.
- **Grant implementation timeline expected:** Five-year grant period

Fiscal Year 2024 Awarded States and Five-Year Total Funding Amounts

Alaska	($50M)	Maryland	($40M)	Ohio	($60M)
California	($38M)	Massachusetts	($38M)	Oklahoma	($59M)
Colorado	($21M)	Missouri	($49M)	Oregon	($58M)
District of Columbia	($49M)	Montana	($50M)	Rhode Island	($40M)
Hawaii	($60M)	Nebraska	($55M)	South Dakota	($54M)
Iowa	($24M)	New Jersey	($50M)	Tennessee	($27.5M)
Kentucky	($55M)	New Mexico	($60M)	Virginia	($29M)
Louisiana	($70M)	North Dakota	($45M)		

For exact amounts, visit Comprehensive Literacy State Development.

Curriculum Associates Product Alignment

Aligned to CLSD's grant themes and ESSA criteria (i.e., Levels 1–3), we provide an overview of our literacy programs to help support districts in the decision-making process when choosing an evidence-based reading program.

Magnetic Foundations

Magnetic Foundations (formerly *Magnetic Reading Foundations*) for Grades K–2 empowers teachers to connect the art of teaching to the Science of Reading with reading instruction that offers students access to new worlds of achievement.
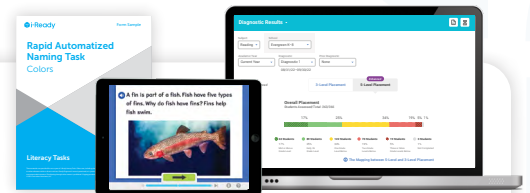
Magnetic Comprehension

Magnetic Comprehension (formerly *Magnetic Reading*) for Grades 3–5 is a print-based reading comprehension program for students that builds knowledge, scaffolds instruction to support all students, uses actionable data to save teachers time, and is aligned to standards.

i-Ready

i-Ready Diagnostic **for Reading** for Grades K–12 assesses the following key reading domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension of Informational Text and Literature.

> *i-Ready Literacy Tasks* for Grades K–6 complement *i-Ready Diagnostic* for Reading scores by allowing educators to select a suite of companion tasks that they can print and administer offline (with digital data entry and digital scoring[1] available) to assess students' foundational and fluency skills in English or Spanish. *i-Ready Literacy Tasks* allow for more targeted understanding of reading skills in students who may need further evaluation, providing educators with tools to observe, quantify, and record students' reading behaviors.

i-Ready Personalized Instruction **for Reading** is offered to students who need instruction in Grades K–8 in Reading, is aligned to the college- and career-ready standards, and embeds interactive instruction and progress monitoring into each online lesson.

[1]Access to digital task scoring/administration is not available for Spelling and Encoding task types, which are generally group administered.

Magnetic Foundations™

EFFICACY

Models estimate students who use *Magnetic Foundations* score an average of four points higher on the end-of-year DIBELS® and nine points higher on the end-of-year *i-Ready Diagnostic* than similar students who do not receive *Magnetic Foundations* instruction. Read the ESSA Level 2 study at CurriculumAssociates.com/Research-and-Efficacy/Impact-of-MRF-on-Early-Literacy-Skills.

EDREPORTS

Magnetic Foundations has earned perfect scores and exemplary all-green ratings from EdReports, receiving all possible points across all indicators in both Foundational Skills gateways. The complete EdReports review is available at EdReports.org/Reports/Overview/Magnetic-Foundations-2022-2022.

SCIENCE OF READING

Evidence-backed findings from the body of reading research called the Science of Reading are at the core of all Curriculum Associates reading products. In *Magnetic Foundations*, students first learn to read using these word-recognition skills: phonological awareness, phonics, and recognition of high-frequency words (i.e., the ability to automatically identify and read words that occur most often in text). In addition to learning to read, *Magnetic Foundations* supports students as they begin to build a foundation for reading to learn with instruction in two of the language comprehension skills: literacy knowledge and background knowledge. There are instructional opportunities in each week of *Magnetic Foundations* for systematic, evidence-based, explicit fluency instruction to support students as they move toward skilled reading.

Learn more about how *Magnetic Foundations* is based on the Science of Reading at CurriculumAssociates.com/Topics/Science-of-Reading and in the *Putting the Science of Reading to Work* whitepaper.

PROFESSIONAL LEARNING

Our professional learning focuses on preparing teachers to utilize program resources, including strategic routines, content-rich decodable texts, and targeted assessments, to teach foundational skills efficiently and effectively while students experience the joy of reading.

DIBELS® is a registered trademark of the University of Oregon.

Magnetic Comprehension™

OVERVIEW

Magnetic Comprehension is a print-based comprehension series composed entirely of texts at grade level. Scaffolds built in at recurring intervals for students and teachers across every lesson support students at different levels in reading the texts. The Teacher's Guide provides in-depth implementation support alongside images of lesson pages in the Student Worktext. *Magnetic Comprehension* includes a clear and consistent instructional framework, including a scope and sequence that outlines each lesson's focus skill and texts. The scope and sequence for reading comprehension skills builds logically within a unit and across units. Learn more at MagneticReading.com/3-5.

EFFICACY

Magnetic Comprehension meets Evidence for ESSA's principles for Promising evidence (i.e., Level 3) through a study that examined the program's impact on reading achievement in Grades 3–5 students across seven Iowa elementary schools. The study's design aligns with Moderate (i.e., Level 2) design principles. Findings suggest that *Magnetic Comprehension* usage is associated with an 11-point advantage on the *i-Ready Diagnostic* and supports students' progress toward meeting their Stretch Growth® targets and grade-level proficiency. For more details, visit EvidenceforESSA.org/Program/Magnetic-Reading.

SCIENCE OF READING

Magnetic Comprehension prioritizes going deeper with reading comprehension by coupling topically connected texts designed to build knowledge with comprehension instruction. The program helps students access key background knowledge before reading texts, frontloads key concept vocabulary, and reinforces those concepts across multiple grade-level texts on the same or similar topics as students build toward skilled reading. Embedded vocabulary, background, and comprehension scaffolds help bring students who are below grade level to the grade-level texts and instruction.

PROFESSIONAL LEARNING

Curriculum Associates offers fee-based professional learning, plus ongoing support, to help educators integrate the research-based instructional practices that underlie *Magnetic Comprehension*. We partner with each district to offer classroom-focused, flexible professional learning for *Magnetic Comprehension* that prepares educators to take the key actions most likely to impact students' ability to succeed with grade-level work.

![i-Ready logo]

i-Ready for Reading includes multiple types of literacy assessments that are designed to inform instruction. Our suite of assessments and instructional materials meets the varying needs of educators and their students.

i-Ready Diagnostic—Computer-Adaptive K–12 Assessment

OVERVIEW

i-Ready Diagnostic is a computer-adaptive Grades K–12 assessment of reading with a robust reporting suite that helps educators see where their students are and connects the right instructional tools to help students meet their growth goals.

DIAGNOSTIC ASSESSMENT

A diagnostic assessment allows teachers to determine students' individual strengths, opportunities, knowledge, and skills prior to instruction. *i-Ready Diagnostic* can be used to diagnose student difficulties and to guide lessons and curriculum planning.

SCREENER ASSESSMENT

A screener is used to determine which students are at risk for difficulties in a specific area (i.e., Reading or Mathematics). *i-Ready Diagnostic* can be used as a universal screener, as its reports provide teachers with an overall picture of each student's performance relating to both grade-level and national norms. For Reading, pair data from the Diagnostic with *i-Ready Literacy Tasks* for more targeted understanding of foundational reading skills. Literacy Tasks enable educators to observe, quantify, and record student reading behaviors that are best suited to one-to-one evaluation.

> *i-Ready Literacy Tasks* are fixed-form, offline tasks (with digital data entry and digital scoring available) that provide information on how well students are performing in foundational reading skills. As a complement to *i-Ready Diagnostic* for Reading, this suite of tasks helps provide a comprehensive snapshot of a student's overall reading performance while providing deeper insight into specific skill areas. Districts can choose to have teachers use Benchmark and/or Progress Monitoring Tasks.

RESEARCH BASED

i-Ready Diagnostic development follows guidelines outlined by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education for best practices in assessment development. Read more about our research base at CurriculumAssociates.com/Research-and-Efficacy.

i-Ready received **high ratings** in Reading and Mathematics from the National Center on Intensive Intervention (NCII) in all three categories that NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention. *i-Ready*'s high ratings signify that *i-Ready* can be used to identify students who may be at risk of poor academic outcomes, monitor students' academic progress, and serve as an academic intervention program that addresses students' specific needs. Read the full analysis in *i-Ready* Receives High Ratings from NCII.

Further, **high ratings** in Academic Progress Monitoring signify that *i-Ready Literacy Tasks* satisfy NCII's standards for technical rigor and can be used to monitor students' academic progress. Read more at Charts.Intensive Intervention.org/AProgressMonitoring.

PROFESSIONAL LEARNING

Our professional learning is designed to grow with your implementation, meeting learning needs and interests at each phase of development: New, Practicing, and Advanced. Core courses address a set of common learning outcomes, while our Tailored Support courses target your specific needs.

i-Ready Personalized Instruction for Reading—
Engaging and Personalized Instruction for All Readers

OVERVIEW

i-Ready Personalized Instruction for Reading helps students of all ages become thoughtful, analytical readers. Grounded in best practices, the online program engages students as they build new skills and learn to access rigorous, culturally responsive texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a customized learning experience for each student.

The Reading lessons in *i-Ready Personalized Instruction* are designed to supplement classroom literacy instruction and bolster the skills of on-grade level, advanced, and striving learners.

Instruction focuses on a broad range of domains that research tells us are important in order to develop reading proficiency: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension. Lessons focused on each of these domains are designed to reflect research and expert opinion on effective reading instruction.

SCIENCE OF READING

Curriculum Associates designed *i-Ready Personalized Instruction* for Reading on best practices drawn from decades of research on (1) how the brain acquires the skill to read and (2) the importance of a systematic and intensive approach to early reading instruction and intervention. To learn more, read *i-Ready*'s *Aligned with the Science of Reading* whitepaper and visit CurriculumAssociates.com/Topics/Science-of-Reading.

EFFICACY

In a comprehensive study conducted by Curriculum Associates, *i-Ready Diagnostic* data from more than four million students indicated that on average, students across Grades K–8 using *i-Ready Personalized Instruction* experienced score gains in English language arts (ELA) that were 39 percent greater than students who did not use *i-Ready Personalized Instruction*. This research also evaluated the impact for subgroups and found similar results, with non-Caucasian students, students with disabilities, students with socioeconomic disadvantages, and English Learners who received *i-Ready Personalized Instruction* demonstrating greater gains in ELA than students in these subgroups who did not receive *i-Ready Personalized Instruction*. These results indicate that *i-Ready Personalized Instruction* is an effective system for accelerating student growth and progress toward reading proficiency.

WHAT WORKS CLEARINGHOUSE (WWC)/ESSA

For *i-Ready Personalized Instruction*, we have conducted and collected numerous studies that meet ESSA Level 2 and Level 3 (i.e., Moderate and Promising) evidence standards. This research can be found at CurriculumAssociates.com/Research-and-Efficacy/i-Ready-Evidence-Impact. Several of our recent studies were designed to meet ESSA Level 2 (i.e., Moderate) evidence standards. Researchers found that students who used *i-Ready* performed statistically significantly higher than students not using *i-Ready*. Each study used a quasi-experimental design and was designed to meet ESSA Level 2 (i.e., Moderate) evidence standards as well as the rigor of the WWC 4.1 standards to achieve a rating of Meets WWC Group Design Standards with Reservations.[2]

[2]WWC Procedures and Standards Handbook, Version 5.0

Grant Support

Curriculum Associates provides grant application support as a **free, value-added service** to school districts interested in our product offerings. For more information, please visit CurriculumAssociates.com/Grants-and-Funding/Application-Support.

If you have any questions, you can contact the Grants team at grants@cainc.com.