

 i-Ready Learning

# Magnetic Reading™

## *Magnetic Reading* Research Base

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

Executive Summary



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

# 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 and Linguistically 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 and students who are at academic risk

# Advisors



## **Sharroky Hollie, Ph.D.**

Advisor for Culturally and Linguistically 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, 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 the 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 more than 20 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.

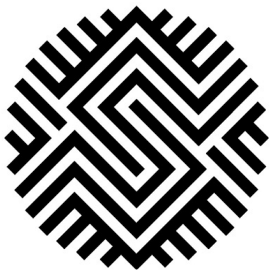
Freedom Schools® is a registered trademark of the Children's Defense Fund Freedom Schools.



## English Learners Success Forum

Advisor for English Learners

The English Learners 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*. 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.

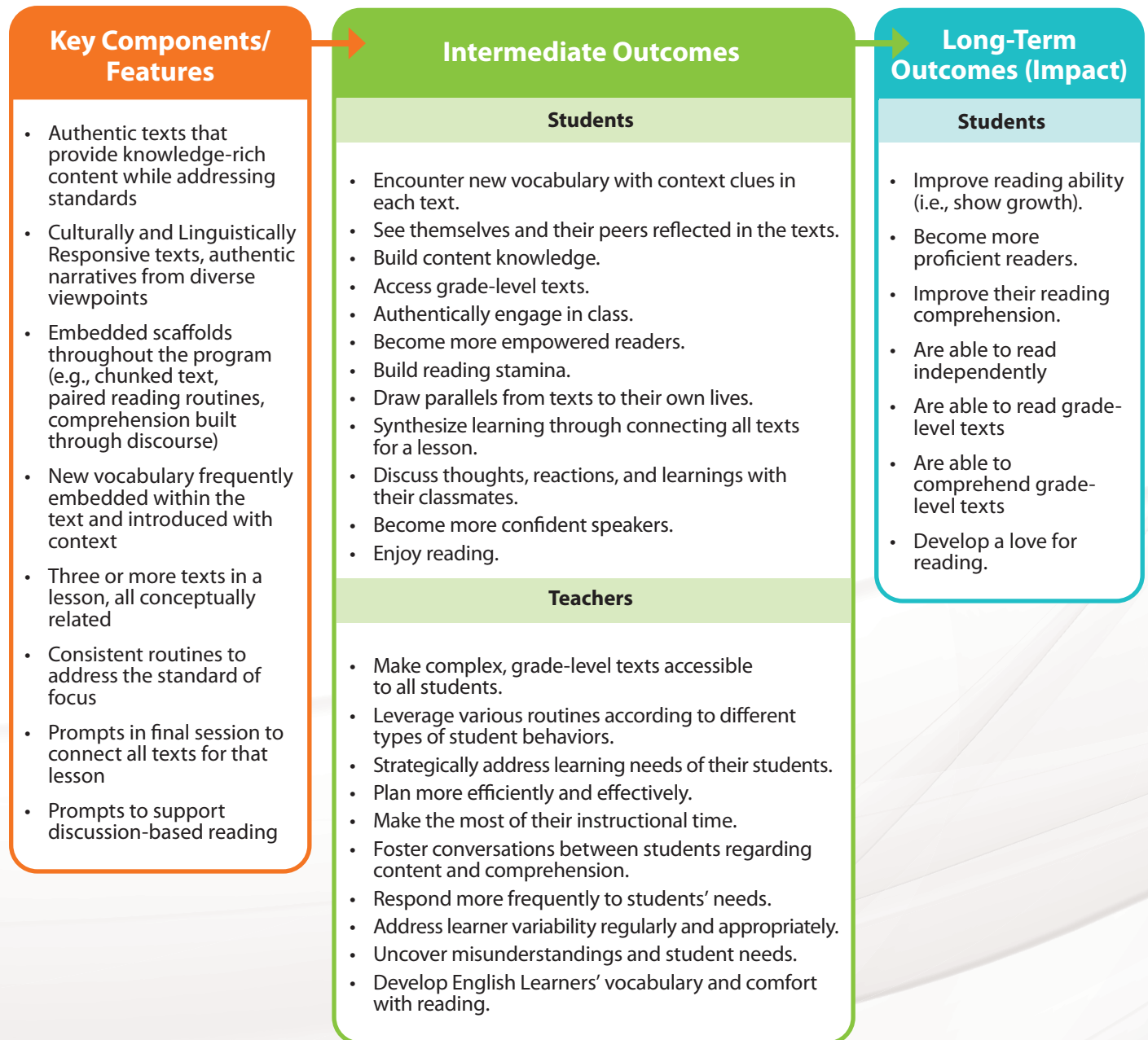
## Johns Hopkins Institute for Education Policy

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 composed of texts that effectively build knowledge in critical areas.

# Logic Model

*Magnetic Reading* was built on four complementary and overlapping pedagogical pillars: Knowledge-Rich Learning, Culturally and Linguistically Responsive Pedagogy, Scaffolds to Support Learner Variability, and Data to Inform 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.

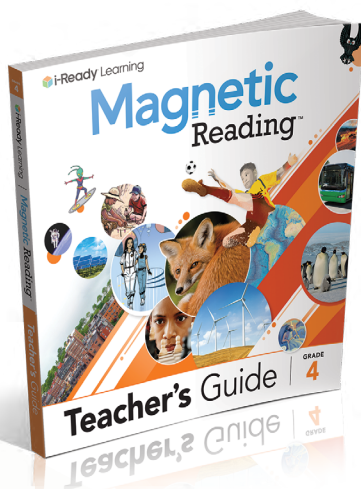


# Program Components

Whether using *Magnetic Reading* as a standalone 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.

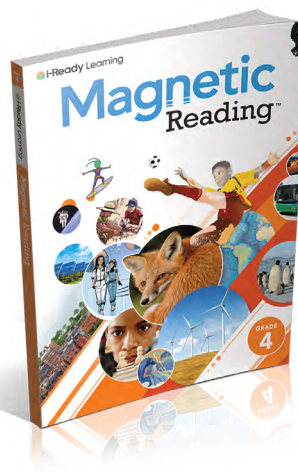
## Teacher's Guide

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



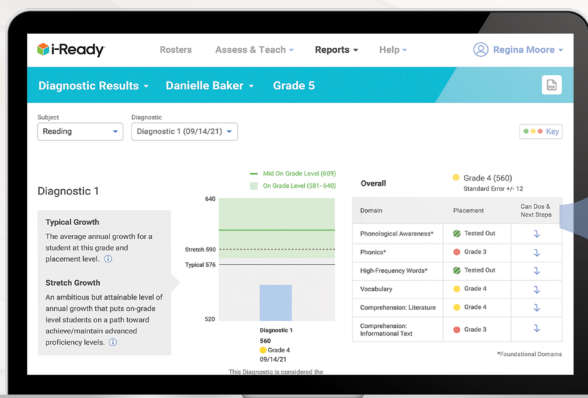
## Student Book

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



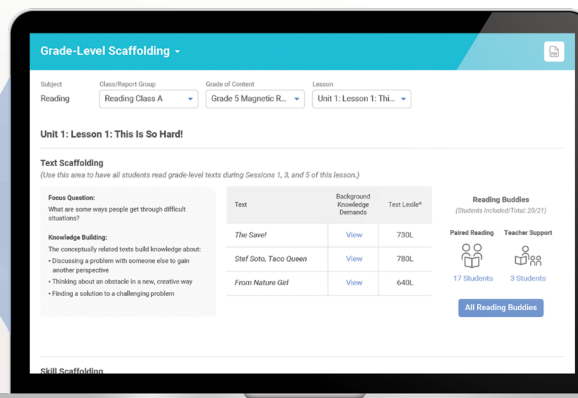
## i-Ready Diagnostic

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- to 45-minute sessions.

<p><b>Session 1</b></p> <p><b>Scaffold Reading</b></p> <ul style="list-style-type: none"> <li>Build background knowledge.</li> <li>Explore conceptual vocabulary.</li> <li>Read/discuss Text 1.</li> </ul>	<p><b>Session 4</b></p> <p><b>Practice the Focus Standard</b></p> <ul style="list-style-type: none"> <li>Revisit the Focus Standard.</li> <li>Apply the Focus Standard to analyze Text 2.</li> </ul>
<p><b>Session 2</b></p> <p><b>Practice the Focus Standard</b></p> <ul style="list-style-type: none"> <li>Discuss the Focus Standard.</li> <li>Apply the Focus Standard to analyze Text 1.</li> </ul>	<p><b>Session 5</b></p> <p><b>Independent Reading and Practice</b></p> <ul style="list-style-type: none"> <li>Read Text 3.</li> <li>Build knowledge of the lesson topic.</li> <li>Independently apply the Focus Standard.</li> </ul>
<p><b>Session 3</b></p> <p><b>Scaffold Reading</b></p> <ul style="list-style-type: none"> <li>Read/discuss Text 2.</li> <li>Build knowledge of the lesson topic.</li> </ul>	<p><b>Session 6</b></p> <p><b>Respond to the Focus Question</b></p> <p>Synthesize knowledge from Texts 1, 2, and 3.</p>

### 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



# References

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

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



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](https://CurriculumAssociates.com/Research).



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