

 i-Ready Learning

Magnetic Reading™

Magnetic Reading 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** [4](#)
- Authors and Advisors** [5](#)
- Logic Model** [8](#)
- Program Components** [9](#)
- Evidence Base** [12](#)
 - Pillar 1: Knowledge-Rich Learning [12](#)
 - Pillar 2: Culturally and Linguistically Responsive Pedagogy [15](#)
 - Pillar 3: Scaffolds to Support Learner Variability [17](#)
 - Pillar 4: Data to Inform Instruction [21](#)
- Conclusion** [22](#)
- Research and Results** [23](#)
- References** [24](#)

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.

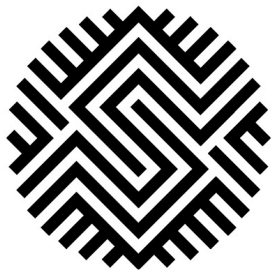
Freedom Schools® is a registered trademark of the Children's Defense Fund Freedom Schools.



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.

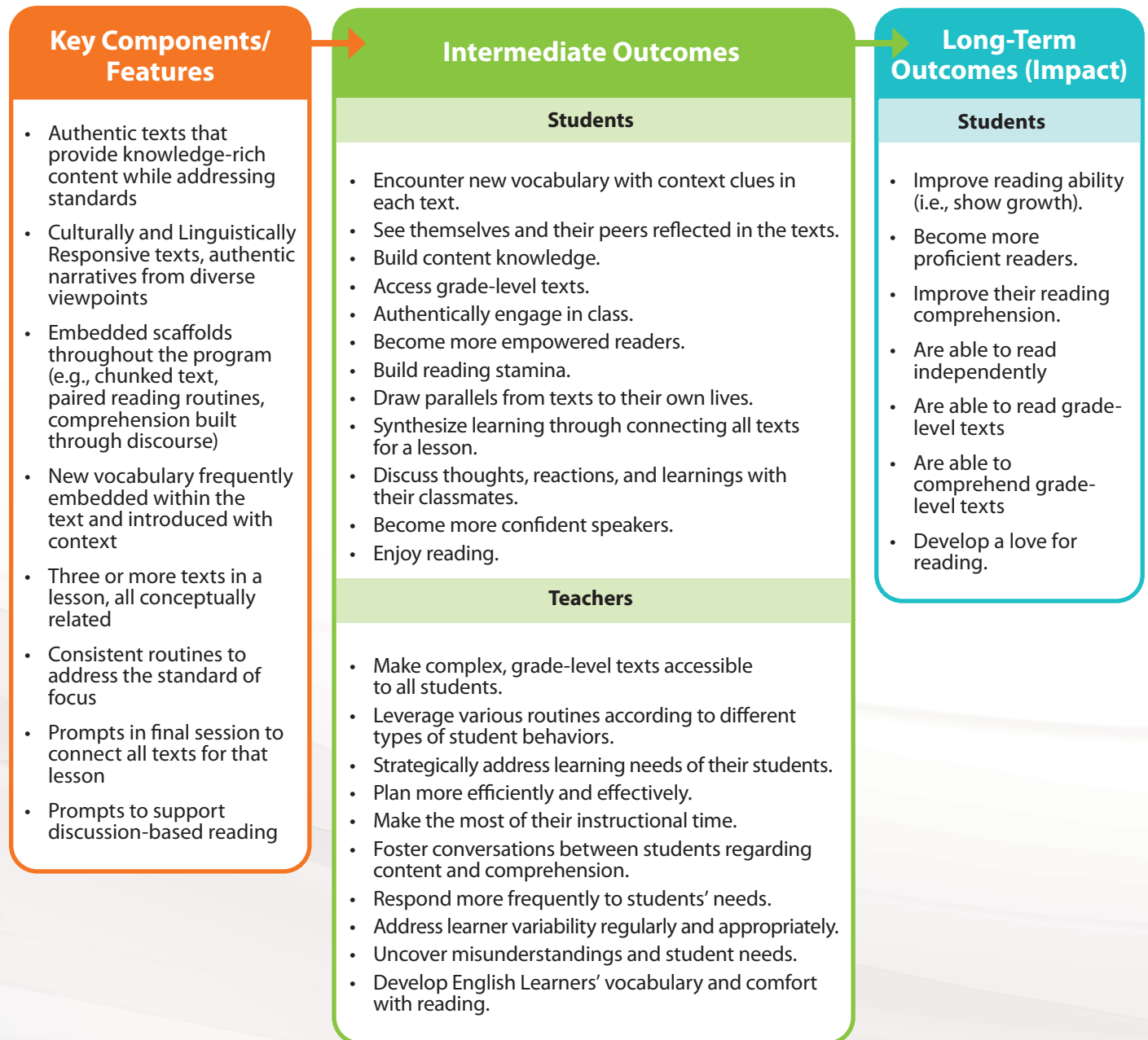
Johns Hopkins Institute for Education Policy

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.

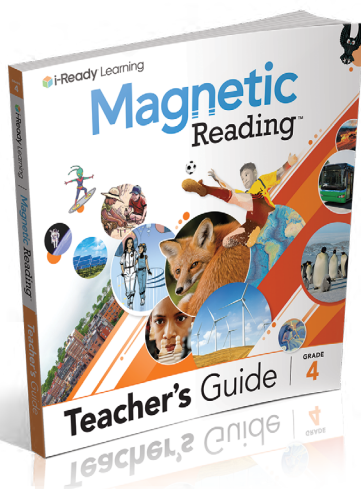


Program Components

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.

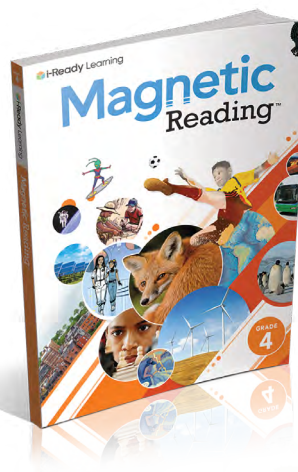
Teacher's Guide

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



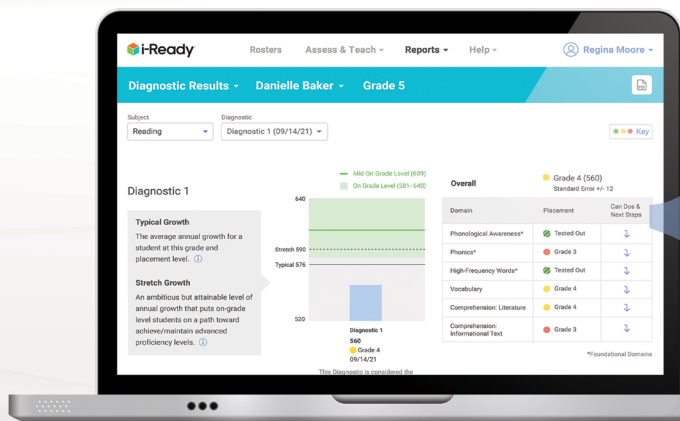
Student Book

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



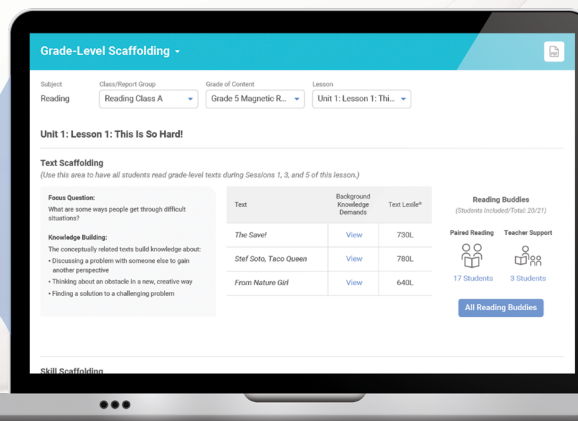
i-Ready Diagnostic

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.

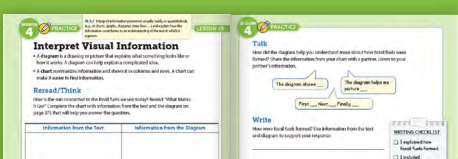
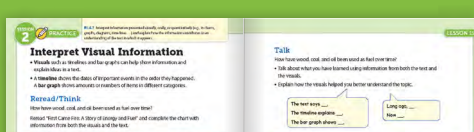



Program Structure

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

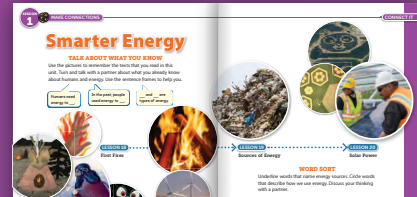
Connect It Lessons

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- to 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

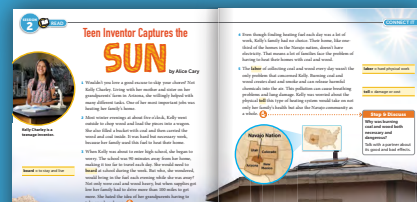
Build on key unit concepts and explore vocabulary to build background knowledge for the culminating text.



Session
2

Read a Culminating Text

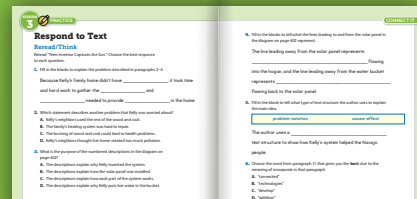
Students read a longer, culminating text that builds on knowledge gained in previous lessons.



Session
3

Practice the Unit Standards

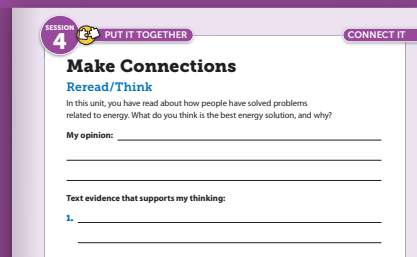
Students work independently to complete tasks that integrate practice of previously taught unit standards.



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

Evidence Base

Pillar 1: 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 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 Grade 3, 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 in which they can offer each other insights from their background knowledge and experiences. Additionally, as students take turns reading a passage together, it provides fluency practice for both partners (Ogle & Correa-Kovtun, 2010; August, McCardle, & Shanahan, 2014; Meisinger, Schwanenflugel, Bradley, & Stahl, 2004).

Routines That Structure Learning

The image shows a stack of three documents titled "Routines That Structure Learning". The top document is labeled "4 Opinion Lines" and "5 Stronger and Clearer Each Time". A callout box on the right highlights routine 1: "1 Reread/Think, Talk, Write".

1 Reread/Think, Talk, Write

What: This tried-and-true routine is used to structure all standards practice and knowledge-building sessions.

Why: The repeated sequence of reading and analyzing text, academic discussion, and writing supports students to develop critical thinking and metacognition as they unlock complex text.

When: During all standards practice and knowledge-building sessions (Sessions 2, 4, 5, and 6)

How:

- 1. Reread/Think** After an initial read of the text, students reread to analyze and evaluate it for deeper meaning, using a graphic organizer to analyze the text's structure and evidence.
- 2. Talk** Students make connections with their peers and dig deeper into the texts, gaining new insights and divergent ways of thinking about their reading.
- 3. Write** Through scaffolded writing prompts that extend and solidify their learning, students produce writing that demonstrates their understanding of comprehension skills and pushes them to make authentic connections to the text and expand their knowledge.

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 supports 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, discussing, debating, 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 2: Culturally and Linguistically Responsive Pedagogy

As Bell 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 supports their growth. Culturally and Linguistically Responsive curriculum and pedagogy is a crucial piece of achieving this ideal. Culturally and Linguistically 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). 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, 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 and Linguistically 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). Zaretta 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” (2015). 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

SESSION 1 READ

The Hula-Hoopin' Queen PART 1

by Thelma Lynne Godin
Illustrated by Vanessa Brantley-Newton

1 Today is the day I'm going to beat Jamara Johnson at hooping. Then I'll be THE HULA-HOOPIN' QUEEN OF 19th STREET!

2 I sort through my hoops and pick out my favorite. And then I feel it comin' on. The itch. The Hula-Hoopin' itch. My fingers start snappin', and my feet start tappin'. My hips start swingin', and I'm just reachin' for a hoop when Mama says . . .

3 "Girl, don't you even think about it. You know today is Miz Adeline's birthday."

4 Heat washes up over me, and I **stamp** my foot. Don't get me wrong. I love Miz Adeline. She lives right next door. Miz Adeline took care of Mama when she was little, and she took care of me too. She's like my very own grandma.

5 "But, Mama, I burst out. "I can't help with Miz Adeline's party. I'm supposed to meet Jamara."

6 Mama stands as still as water in a puddle. She gives me her look. Then she hands me a broom.

7 I sigh loudly and start sweeping.

stamp = lift and put down very hard

Stop & Discuss
How does Kameeka feel when her mother tells her they are having a party for Miz Adeline? Underline details in the text that show how Kameeka feels.

Kameeka feels _____. A detail that shows this is _____.

SESSION 1 READ

THE LOST MEDALS

by Jo Pitkin

1 Antonio and his older brother Javier sat on the front steps of their house, looking for something to do on a sunny Saturday afternoon. Antonio pointed to a sign across the street: *Community Yard Sale*.

2 "Let's go take a look, Javier," Antonio said. "Remember the comic books we bought there last year?"

3 "How could I forget?" Javier laughed as he stood up. "You read them out loud to me for weeks!"

4 As the brothers wandered down the block, they examined tables piled high with used books, fancy plates, tools, and toys. Antonio picked up a *cazuela* just like the one his grandmother had and shook it. *Thunk!*

5 "There's something inside!" he exclaimed. Antonio turned to the seller. "How much for it?"

6 Antonio pried the pot's lid off and found a faded envelope. Inside the envelope were two tarnished medals and a folded piece of paper. The paper listed a recipe written in Spanish. Antonio put it aside. Then, the boys cleaned the darkened medals. Each had the outline of a baseball player and these words: *Garcia, Miami High School, 1964*. Who was Garcia? Was this person a famous player? Antonio and Javier wanted to find out.

cazuela = cooking pot

Stop & Discuss
What mystery do Antonio and Javier want to solve? Underline the question in the text that needs to be answered in order to solve the mystery.

SESSION 1 READ

Painting a Story

by Brooks Benjamin

1 Cast of Characters: Hasan, Mom, Dad, Nadia (a friend), Jacob Stevens (a local artist)

Scene 1

2 (The Yousef family's kitchen table. Hasan is drawing while Mom and Dad drink tea and talk.)

3 **DAD:** The **discount** store opened down the street yesterday. (sighing) How is our bookstore going to **compete** with their lower book prices? I wish my parents weren't traveling now. I really could use their help.

4 **MOM:** The community has supported Yousef's Books and Bakery ever since your parents started the business. We'll be okay.

5 **DAD:** For how long, though?

6 (Hasan sets his pencil down. He looks concerned.)

Scene 2

7 (School auditorium. There is a large screen. Students fill rows of chairs. Hasan and Nadia sit together. Hasan looks unhappy. He scribbles with frustration in his school notebook.)

8 **NADIA:** What's wrong, Hasan? I thought you were excited about Jacob Stevens's visit since you want to be an artist, too.

9 **HASAN:** I am excited. But I can't stop thinking about my family's store. Dad says the new store may put our store out of business.

10 **NADIA:** (looking shocked) But everyone loves Yousef's!

discount = selling at lower prices

compete = do as well or better than others

Stop & Discuss
What problem does the Yousef family have? Underline three details that tell about the problem.

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

A natural connection exists between Culturally and Linguistically 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 (CSC) 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 CSC about the world.

Magnetic Reading supports the development of a CSC 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 and Linguistically 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 3: Scaffolds to Support 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 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 the talents and 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 Todd 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 the UDL (Center for Applied Special Technology (CAST), 2020), and best practices for English Learners (ELSF, 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

LESSON 19

First Came Fire

A Story of Energy and Fuel
by Jessica Miller

1 People have used fire for thousands of years to cook food, stay warm, and light up the dark. Fire is a powerful source of energy. But to make fire and use its energy, you need a fuel. So, for as long as people have been using fire, they have been looking for fuel.

2 People found that certain types of materials, such as wood, oil, and animal dung, could be burned as fuel for a fire. For a long time, wood was the main source of fuel for many people. But as more and more trees were cut down, people searched for other fuels and, finally, found something deep underground: coal.

3 Coal is a fuel that looks like hard black lumps of rock. It formed over millions of years from dead plants that got buried under layers of dirt and rock. Pounded for pounds, coal gives off more energy when it is burned than wood does, and it burns longer, too. Coal continues to be used to heat homes, as well as to power engines and generate, or make, electricity.

4 Natural gas and petroleum are other fuels that formed over millions of years from living things that died. In the 1850s, people in the United States started using petroleum, also called oil. Gasoline, which powers many cars and trucks, is made from oil.

5 Over time, scientists have learned that fuels such as coal and oil have **disadvantages**. Burning them pollutes the air, and they can't be replaced once they're used up. So, more and more people are turning to different sources of energy to power their homes, vehicles, and machines.

Stop & Discuss
Why did people look for fuel?
Underline details that tell why people looked for fuel. Discuss the details with your partner.

Stop & Discuss
How is coal helpful? How is it harmful? Underline one way coal is helpful and one way it is harmful.

disadvantage = problem; a thing that causes difficulty

FUEL USE

- More than 400,000 years ago**
People began to control the fire in their hands, light, and cooking. People used fuel such as wood and animal dung or animal poop.
- 1500s**
People began to use coal in parts of Europe. In time, they used coal to light, heat, and cook.
- 1821–1859**
First successful natural gas well in 1821 and the first oil well in 1859 in the United States.
- 1880s**
First electricity plants are built. The plants are fueled by coal. Electricity is used for lighting and for powering trains and other vehicles.

TOP ENERGY SOURCES IN THE U.S. IN 2019

Energy Source	Percentage
Natural Gas	37
Petroleum	32
Coal	11
Renewables	11

LESSON 19

Interpret Visual Information

• **Visuals** such as time lines and bar graphs can help show information and explain ideas in text.
• A **time line** shows the dates of important events in the order they happened.
• A **bar graph** shows amounts or numbers of items in different categories.

Reread/Think
How have wood, coal, and oil been used as fuel over time? Reread "First Came Fire: A Story of Energy and Fuel" and complete the chart with information from both the visuals and the text.

Fuel	Information from the Text	Information from the Visuals
wood		
coal		
petroleum (oil)		

Talk
How have wood, coal, and oil been used as fuel over time?
• Talk about what you have learned using information from both the text and the visuals.
• Explain how the visuals helped you better understand the topic.

Write
How has coal been used over time? Use information from the text and the visuals to support your response.

WRITING CHECKLIST

- I explained how coal has been used over time.
- I included information from the text, time line, and bar graph.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

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

- 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
visuals, diagram

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.4.2 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.3.7 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

LESSON PLANNING GUIDE

LESSON 19

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

SESSION	SCAFFOLD	TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 1	SCAFFOLD READING	<p>Concepts/Background</p> <ul style="list-style-type: none"> using fuel to create energy creating fire from fuel how dead plants turn into fuel <p>Language</p> <ul style="list-style-type: none"> Vocabulary: fuel, natural gas, oil well, petroleum, turning to Idiom: pound for pound 	<p>Speaking/Reading</p> <ul style="list-style-type: none"> Activate prior knowledge <p>Listening/Reading</p> <ul style="list-style-type: none"> Analyze phrases <p>Reading</p> <ul style="list-style-type: none"> Leverage cognate knowledge <p>Listening/Speaking</p> <ul style="list-style-type: none"> Use sentence frames <p>Speaking/Reading</p> <ul style="list-style-type: none"> Leverage cognate knowledge <p>Writing</p> <ul style="list-style-type: none"> Use sentence frames
SESSION 2	PRACTICE THE FOCUS STANDARD	<p>Formative Assessment</p>	
SESSION 3	SCAFFOLD READING	<p>Text 2: What Makes It Go? • SCIENCE ARTICLE</p> <p>Concepts/Background</p> <ul style="list-style-type: none"> how energy from the sun is used how rock forms from sand and clay how fossils form <p>Language</p> <ul style="list-style-type: none"> Vocabulary: formed, pressure, power plants, pollution, environment, turbine, nonrenewable, renewable Informal Language: turns into, (energy), runs on (energy) 	<p>Speaking/Reading</p> <ul style="list-style-type: none"> Identify informal language. Determine multiple meanings of words <p>Listening/Speaking</p> <ul style="list-style-type: none"> Use sentence frames. Rephrase questions <p>Listening/Reading</p> <ul style="list-style-type: none"> Leverage academic vocabulary <p>Speaking/Writing</p> <ul style="list-style-type: none"> Create captions. Talk before writing
SESSION 4	PRACTICE THE FOCUS STANDARD	<p>Formative Assessment</p>	
SESSION 5	SCAFFOLD READING	<p>Text 3: Cool Solutions: Trash to Gas • SCIENCE ARTICLE</p> <p>Concepts/Background</p> <ul style="list-style-type: none"> how waste moves to landfills using biogas as fuel <p>Language</p> <ul style="list-style-type: none"> Vocabulary: morsel, solutions, waste, organic, break down, recycling, developed, reuse, manure, sludge 	<p>Reading</p> <ul style="list-style-type: none"> Leverage cognate knowledge <p>Speaking/Reading</p> <ul style="list-style-type: none"> Rephrase. Identify formal language <p>Writing</p> <ul style="list-style-type: none"> Use sentence frames
SESSION 6	INDEPENDENT READING AND PRACTICE	<p>Formative Assessment</p>	
SESSION 6	KNOWLEDGE BUILDING	<p>RESPOND TO THE FOCUS QUESTION</p> <ul style="list-style-type: none"> Why have people used energy from different sources? <p>Integrate information from the lesson texts</p> <ul style="list-style-type: none"> Collaborative discussion Short response 	<p>Reading/Writing</p> <ul style="list-style-type: none"> Use sentence frames <p>Speaking/Writing</p> <ul style="list-style-type: none"> 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 of lesson-specific skills and the knowledge they’ve built.

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 within 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

The screenshot shows a 'LESSON PLANNING GUIDE' for 'LESSON 19'. It features a 'SCAFFOLD READING' section for 'TEXT 1: First Came Fire: A Story of Energy and Fuel • SCIENCE ARTICLE'. Below this is a 'TEXT AT-A-GLANCE' section with 'Concepts/Background', 'Language', and 'Vocabulary' details. To the right is an 'ENGLISH LEARNER SUPPORT (EL)' section with 'Speaking/Reading', 'Listening/Reading', 'Reading', 'Listening/Speaking', and 'Speaking/Reading' strategies. Below these are sections for 'TEXT 3: Cool Solutions: Trash to Gas • SCIENCE ARTICLE' and 'KNOWLEDGE BUILDING' with 'RESPOND TO THE FOCUS QUESTION' and 'Reading/Writing' and 'Speaking/Writing' supports.

English Learner Supports provide strategies and scaffolds specifically designed to support multilingual learners and 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 with multilingual learners in mind and are beneficial for every student. We are using the term multilingual here in addition to English Learners because as students add English to their linguistic repertoire, they become multilingual (Menken, Kleyn & Chae, 2012). In the US, multilingual learners represent a broad spectrum of learners with a wide range of backgrounds, experiences, languages, and academic proficiencies. In 2018, across the US, 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 Education Statistics, 2021). *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 et al., 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 4: Data to Inform Instruction

Data on what students know are 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 empowers 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).

With *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 (i.e., student partners) and Teacher Supported (i.e., small groups)
- Standards-based, skill-scaffolding student groups
- Resources for pre-teaching or reteaching 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

Grade-Level Scaffolding

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: Grade 5 Magnetic R... | Lesson: Unit 1: Lesson 1: Thi...

Unit 1: Lesson 1: This Is So Hard!

Text Scaffolding
(Use this area to have all students read grade-level texts during Sessions 1, 3, and 5 of this lesson.)

Focus Question:
What are some ways people get through difficult situations?

Knowledge Building:
The conceptually related texts build knowledge about:
• Discussing a problem with someone else to gain another perspective
• Thinking about an obstacle in a new, creative way
• Finding a solution to a challenging problem

Text	Background Knowledge Demands	Text Lexile®
The Save!	View	730L
Stef Soto, Taco Queen	View	780L
From Nature Girl	View	640L

Reading Buddies
(Students Included/Total: 20/21)

Paired Reading: 17 Students | Teacher Support: 3 Students

Skill Scaffolding
(Consider using these resources ahead of teaching the comprehension skill in Sessions 2 and 4 of the lesson with all students.)

Focus Standard:
RL.5.2 Summarize the text.

Students Grouped/Total: 20/21 (No Diagnostic: 1)

Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding
7 Students	5 Students	5 Students	3 Students

Ready to Go
Students are ready to summarize grade-level texts.

Additional Support
Students summarize text that is below grade level.

In-Depth Support
Students may need support in determining key events and organizing them in order.

Needs Support Decoding
Students need explicit instruction on decoding in addition to their comprehension instruction.

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

Reading Pairs
Unit 1: Lesson 1: This Is So Hard!

Text: The Save! (Lexile 730L)

● Ready (Paired) ● Ready (Support Provided by Pairs) ● Needs Teacher Support

Paired Reading (17 students)

Abby Sanchez Lexile: 1080L	Elijah Powell Lexile: 910L	Isaiah Vo Lexile: 1010L	Mia Patel Lexile: 670L
Justin Ruiz Lexile: 880L	Kal McDonald Lexile: 965L	Noah Lowe Lexile: 625L	
Geena Stanton Lexile: 1070L	Isabelle Choi Lexile: 800L	Santino Warren Lexile: 925L	Tara Bowers Lexile: 600L
Melanie Tan Lexile: 1060L	Michael Hess Lexile: 735L	Brian Singh Lexile: 910L	Gabriella Ramirez Lexile: 570L
Kiara Wade Lexile: 1025L	Danielle Baker Lexile: 830L		

Teacher Support (3 students)
The students below need support decoding. Use shared reading or teacher read-aloud with these students.

Damon Cochran | Carla Malone | Tristan Simmons

No Diagnostic Data for Pairing (1 student)
View the Diagnostic Status report, and have students complete the Diagnostic to generate pairs.

Zandy Avina

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 Grade 3 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 evidence standards and will release results once they become available. In addition, we encourage districts that 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. <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.
- ELSF. (2022). *Guidelines for improving English language arts materials for English learners*. ELSF. <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. <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), 8–18.

- 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* (1270–1328). International Reading Association.
- Knowledge Matters Campaign. (2021). *Knowledge Matters Campaign: Restoring wonder and excitement to the classroom* [PDF file]. Knowledge Matters Campaign. <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-fulfilling prophecy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education*, 68(2), 193–212.
- Malkus, N. (2019). Is the achievement gap actually a knowledge gap? *The Report Card with Nat Malkus*. <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. <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.
- Menken, K., Kley, T., & Chae, N. (2012). Spotlight on “long-term English language learners:” Characteristics and prior schooling experiences of an invisible population. *International Multilingual Resource Journal*, 6(2), 121–142. <https://doi.org/10.1080/19313152.2012.665822>.
- 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. <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. <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. <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. <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. <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. <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. <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. http://www.danielwillingham.com/uploads/5/0/0/7/5007325/willingham&lovette_2014_can_reading_comprehension_be_taught_.pdf



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.



[@MyiReady](https://www.instagram.com/MyiReady)



[Curriculum Associates](https://www.facebook.com/CurriculumAssociates)



[@CurriculumAssoc](https://www.twitter.com/CurriculumAssoc)



[iReady](https://www.pinterest.com/iReady)



34124.0