



# Resource Selector Tool

Click a button below to find resources to teach *Magnetic Reading* for Grades 3–5.

I need resources for ...

Instruction

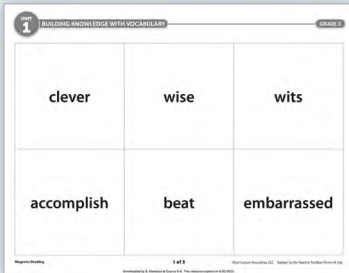
Differentiation

Assessment

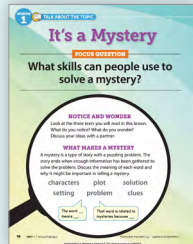
Teacher Support

# I need instructional resources to help students ...

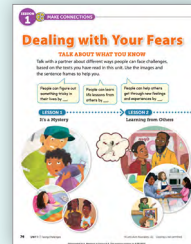
## Build unit vocabulary



## Build comprehension skills and topic knowledge



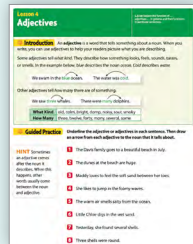
## Synthesize and extend learning



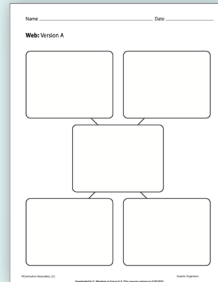
## Engage in skill-specific learning



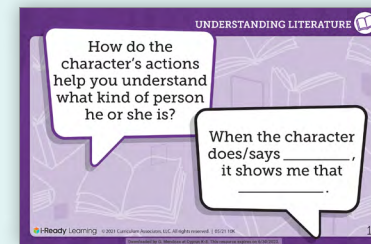
## Build language, convention, and vocabulary knowledge



## Organize thoughts



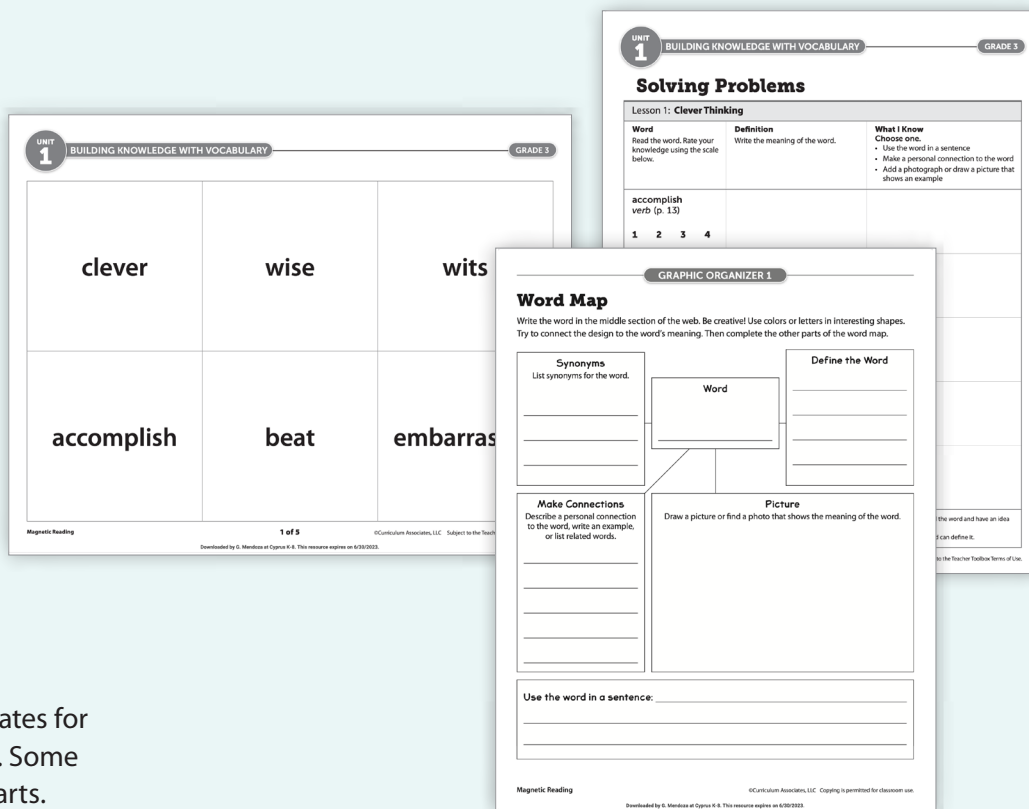
## Engage in discourse



# Unit Vocabulary Resources

These resources support students as they build both academic and topic-specific vocabulary to better access unit texts and to support Read, Think, Talk, and Write activities.

- **Vocabulary Cards** are PDFs of unit vocabulary words that can be printed and cut out as flashcards.
- **Building Knowledge with Vocabulary activities** include a teacher version and a student version. The teacher versions include definitions and sample sentences as well as multiple activity suggestions and instructions. The student versions include glossary templates for students to complete throughout the unit as well as a word map template to help students deepen their understanding of each word.
- **Vocabulary Graphic Organizers** include multiple templates for activities that deepen students' understanding of a word. Some examples are word maps, word connections, and word parts.

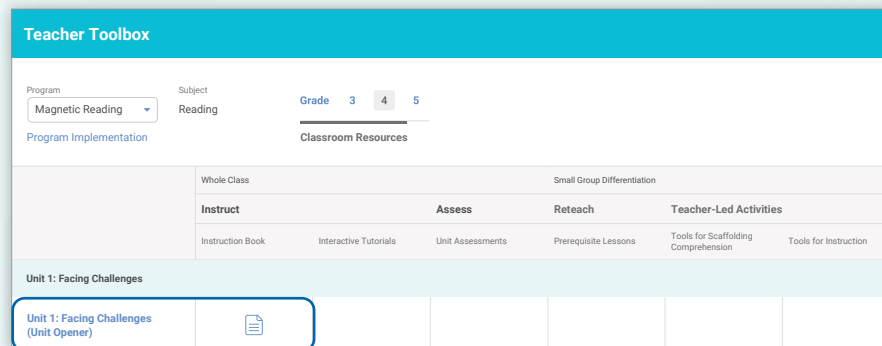


## How to Use Them:

Introduce the vocabulary resources at the beginning of each unit. Tell students they will be making connections between words and concepts across the lessons and engaging in activities that expand their vocabulary and deepen their knowledge about the unit theme.

## Where to Find Them:

Teacher Toolbox >  
Classroom Resources >  
Unit Opener



# Focus Lessons

Focus Lessons build knowledge around the lesson topic and build skill within a Focus Standard in Comprehension: Literature or Comprehension: Informational Text.

These lessons are six sessions long. Each session (i.e., day of learning) is 30–45 minutes long.

- Sessions 1 and 3 focus on reading and comprehending a text.
- Sessions 2 and 4 focus on practicing a skill.
- Students practice independently in Session 5.
- Session 6 culminates student learning by making connections across the lesson.

**SESSION 1** TALK ABOUT THE TOPIC

## It's a Mystery

**FOCUS QUESTION**

### What skills can people use to solve a mystery?

**NOTICE AND WONDER**  
Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

**WHAT MAKES A MYSTERY**  
A mystery is a type of story with a puzzling problem. The story ends when enough information has been gathered to solve the problem. Discuss the meaning of each word and why it might be important in telling a mystery.

characters    plot    solution  
setting    problem    clues

The word means \_\_\_\_  
That word is related to mysteries because \_\_\_\_

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**OVERVIEW**

## It's a Mystery

**FOCUS QUESTION**

### What skills can people use to solve a mystery?

**About the Lesson**  
**OBJECTIVES**  
**Content Objectives**

- Summarize by retelling the most important parts of a story in one's own words.
- Determine which details are the key details to include in a summary.
- Understand the types of skills people use to help solve mysteries.

**Language Objectives**

- Write a summary that includes key details from the beginning, middle, and end of a story.
- Justify ideas about the importance of details in partner discussion.
- Use sentence frames to share ideas about skills that people can use to solve mysteries.

**ACADEMIC TALK**  
See **Glossary of Terms** on pp. 478–485, *summarize, summary, key detail, character, setting, problem, solution*.

**Spanish Cognates**  
*problema, solución*

**Build Knowledge**  
Lesson texts build knowledge about:

- The benefits that can come from asking questions and researching
- The importance of using logic and evidence to reach a conclusion
- The danger of jumping to conclusions

**Plan Student Scaffolds**

- Use **I-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
  - Identify the most important events
  - Summarize literary text
- Chunk the text in Sessions 1 and 3 into smaller sections for novice English learners to discuss in a teacher-led small group. **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
Silent	1	social interaction, nonverbal expression
Appointment	1, 4	independence
Individual Think Time	1, 2, 3, 5	spontaneity, movement, connectedness
Stand and Share	2	movement, musicality, social interaction
Musical Shares	4	spontaneity, collective success
Jump in Reading	4	connectedness, multiple perspectives
Thumbs-Up, Thumbs-Down	5	shared responsibility
Synonym Plug-In	6	multiple ways to show focus, connectedness

**LEARNING PROGRESSION** | Summarize a Story

**Students build on this skill:** **RL.3.2** recount stories, including fables, folktales, and myths from diverse cultures.

**Students learn this skill:** **RL.4.2** Summarize the text.

**Students prepare for this skill:** **RL.5.2** Summarize the text.

**Students review and practice:**

- **RL.4.3** Make inferences
- **RL.4.4** Determine word meanings

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## How to Use Them:

Use Focus Lessons as whole class instruction with embedded just-in-time support. Each Focus Lesson stands on its own. However, Focus Lessons within a unit also build upon the unit theme.

## Where to Find Them:

Teacher Toolbox >  
Classroom Resources >  
All lessons except Connect It lessons

**Teacher Toolbox**

Program: Magnetic Reading | Subject: Reading | Grade: 3 4 5

Program Implementation: Classroom Resources

Instruct	Small Group Differentiation			
	Assess	Reteach	Teacher-Led Activities	
Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension   Tools for Instruction

Unit 1: Facing Challenges

Unit 1: Facing Challenges (Unit Opener)					
Lesson 0: Wise Words (Lessons for the First Five Days)					

# Connect It Lessons

These four-day lessons build knowledge around the unit topic. Students make connections between unit texts and apply skills developed in the unit through integrated practice of comprehension standards.

Each session (i.e., day of learning) is 30–45 minutes long.

- In Session 1, students make connections between texts and essential concepts through academic discourse.
- Session 2 focuses on reading and comprehending a text.
- Session 3 gives students the opportunity to practice and demonstrate the comprehension skills they have developed throughout the unit.
- Students synthesize their learning from the unit in Session 4 by integrating information from multiple unit texts into a Read, Think, Talk, and Write activity.

**OVERVIEW**

## Dealing with Your Fears

**About the Lesson**  
**OBJECTIVES**  
**Content Objectives**

- Make inferences using details in a story.
- Identify the theme of a story.
- Summarize a text.
- Analyze a character's thoughts, actions, and words to describe the character.
- Understand how a person can overcome their fears.

**Language Objectives**

- Use text details to support explanations about a character's feelings, thoughts, and actions during partner discussion.
- Complete a summary of a story.
- Express and defend opinions about which story character best faces a challenge.

**ACADEMIC TALK**  
 See **Glossary of Terms** on pp. 478–485, summary, theme, inference, character, text evidence.

**Spanish Cognates**  
 tema, inferencia, evidencia de texto

**Build Knowledge**  
 Unit texts have explained:  
 • How people can use different strategies when solving problems and navigating new situations.  
 Lesson text extends knowledge about:  
 • How to overcome a personal fear by relying on problem-solving strategies and support from others.

**Plan Student Scaffolds**

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
  - Make inferences in literature
  - Understand theme
  - Identify the most important events
  - Analyze characters
- Consider reading about the text to a small group of students. Break the text into smaller chunks and pause to monitor understanding of the figurative and informal language. **IL**
- 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
Stand and Share	1, 2, 3	spontaneity, movement, connectedness
Pick a Stick	1	spontaneity
Somebody Who	1	social interaction
Shout Out	3	spontaneity, multiple ways to show focus
Musical Shares	3	movement, musicality, social interaction
Merry-Go-Round Share	4	multiple ways to show focus, connectedness

**Application of Comprehension Skills**  
 In this lesson, students will review and practice the following skills:

**Focus Skills**

- **RI.4.3** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine a theme of a story from details in the text.
- **RI.4.1** Summarize the text.
- **RI.4.3** Describe in depth a character, setting, or event in a story (drawing on specific details in the text (e.g., a character's thoughts, words, or actions)).

**Students also review and practice:**

- **RI.4.4** Determine word meanings.

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**SESSION 1** **MAKE CONNECTIONS**

## Dealing with Your Fears

**TALK ABOUT WHAT YOU KNOW**  
 Talk with a partner about different ways people can face challenges, based on the texts you have read in this unit. Use the images and the sentence frames to help you.

People can figure out something tricky in their lives by \_\_\_\_.

People can learn life lessons from others by \_\_\_\_.

People can help others get through new feelings and experiences by \_\_\_\_.

**LESSON 1** It's a Mystery

**LESSON 2** Learning from Others

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## How to Use Them:

Use Connect It lessons after the other lessons in the unit are taught. These lessons are designed for whole class instruction with embedded just-in-time support. Optional unit projects provide opportunities to extend student learning.

## Where to Find Them:

Teacher Toolbox >  
 Classroom Resources >  
 The last lesson in each unit

**Teacher Toolbox**

Program: Magnetic Reading | Subject: Reading | Grade: 3 4 5

Program Implementation | Classroom Resources

	Whole Class	Small Group Differentiation				
	Instruct	Assess	Reteach	Teacher-Led Activities		
	Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolded Comprehension	Tools for Instruction
Unit 1: Facing Challenges						
Unit 1: Dealing with Your Fears (Connect It)						
Unit 1: Unit Assessment						

# Interactive Tutorials

Interactive Tutorials are digital, interactive lessons with skill-specific content and embedded scaffolding.

You will find each tutorial aligns to one or more skills found in the Focus Lesson. If your students are using *i-Ready Personalized Instruction*, you can find the same instructional content in online lessons with the same title.

However, Interactive Tutorials cannot be assigned like a lesson, and there are no embedded quizzes at the end of Interactive Tutorials like there are in lessons.



## How to Use Them:

Incorporate these 10- to 15-minute lessons into whole class instruction by projecting from a teacher computer or smartboard for an interactive supplement to textbook instruction.

## Where to Find Them:

Teacher Toolbox >  
Classroom Resources >  
Whole Class >  
Instruct >  
Interactive Tutorials

Teacher Toolbox							
Program	Subject	Grade 3 4 5					
Magnetic Reading	Reading	Classroom Resources					
Program Implementation		Classroom Resources					
		Whole Class	Small Group Differentiation				
		Instruct	Assess	Reteach	Teacher-Led Activities		
		Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension	Tools for Instruction
Unit 1: Facing Challenges							
Unit 1: Facing Challenges (Unit Opener)							
Lesson 0: Wise Words (Lessons for the First Five Days)							
Lesson 1: It's a Mystery (Summarize a Text)							

# Language Handbook Lessons

Lessons in the Language Handbook teach conventions of standard English, knowledge of language, and vocabulary acquisition and use.

**Lesson 4 Adjectives**

**Introduction** An adjective is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing. Some adjectives tell what *kind*. They describe how something looks, feels, sounds, tastes, or smells. In the example below, *blue* describes the noun ocean. *Cold* describes water.

We swam in the blue ocean. The water was cold.

Other adjectives tell *how many* there are of something.

We saw three whales. There were many dolphins.

**What Kind** old, calm, bright, damp, noisy, sour, smoky  
**How Many** three, twelve, forty, many, several, some

**Guided Practice** Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

**HINT** Sometimes an adjective comes after the noun it describes. When this happens, other words usually come between the noun and adjective.

- The Davis family goes to a beautiful beach in July.
- The dunes at the beach are huge.
- Maddy loves to feel the soft sand between her toes.
- She likes to jump in the foamy waves.
- The warm air smells salty from the ocean.
- Little Chloe digs in the wet sand.
- Yesterday, she found several shells.
- Three shells were round.

**Independent Practice**

For numbers 1–3, choose the word in each sentence that is an adjective.

- The cottage they stay in is two blocks from the ocean.
  - two
  - cottage
  - stay
  - ocean
- Father takes the happy children to the beach.
  - to
  - happy
  - beach
  - children
- The children like the smell of the tangy air.
  - The
  - like
  - smell
  - tangy

In numbers 4 and 5, what does the adjective in each sentence describe?

- The hot sand burns in the sun.
  - how the sand looks
  - how the sand sounds
  - how the sand smells
  - how the sand feels
- The water is salty.
  - how the water feels
  - how the water looks
  - how the water tastes
  - how the water sounds

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  - how the sand feels
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  - how the water feels
  - how the water looks
  - how the water tastes
  - how the water sounds

**Introduction**

Read about the introduction. Discuss the content with students.

An adjective can describe a noun by telling how it looks, feels, sounds, tastes, or smells. Adjectives can also tell how many. Remember that an adjective can come before or after the word it describes.

- Review the examples with students. Have them identify the examples where the adjective comes at the noun.
- Have students create a list of words that describe things in the room, such as the bulletin board, a bookshelf, or a desk.
- Ask volunteers to use one of the adjectives in a sentence to tell about the item.

**Guided Practice**

- As students complete the Guided Practice activity help them identify the noun that each adjective describes.
- After reading the Hint, point out that adjectives that follow a noun often come after the words it, one, or were, looks, feels, sounds, tastes, or smells.

**Scaffolded Instruction Use Adjectives**

Ask students to draw or paint a picture of a place they would like to go. The place can be real or imaginary.

- Once students have completed their artwork, ask them to write the name of something in the picture and add adjectives that describe the thing they drew.
- Extend the activity by asking students to write about the location they pictured, using the adjectives they wrote.

## How to Use Them:

Use these 15- to 20-minute lessons for whole class instruction or small group differentiation.

## Where to Find Them:

Teacher Toolbox >  
 Classroom Resources >  
 Scroll down to below  
*Magnetic Reading* lessons

**Teacher Toolbox**

Program: **Magnetic Reading** | Subject: **Reading** | Grade: **3** | **4** | **5**

Program Implementation | Classroom Resources

	Whole Class		Small Group Differentiation			
	Instruct	Assess	Reteach	Teacher-Led Activities		
	Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension	Tools for Instruction
Unit 1: Unit Assessment						

**Language Handbook**

	Instruction Book	Prerequisite Lessons
Unit 1: Conventions of Standard English		
Lesson 1: Nouns		

# Graphic Organizers

Graphic organizers are blank templates that can be used with any lesson to organize thoughts and learning. Some examples are column charts, cause-and-effect charts, webs, and main idea charts.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Web: Version A**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Cause and Effect Chart: Version A**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Sequence Chart**

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## How to Use Them:

Print these resources ahead of reading or discussion to support students as they organize and document their thoughts.

## Where to Find Them:

Teacher Toolbox >  
Program Implementation >  
Graphic Organizers  
*(Under the Scaffold Instruction heading)*

The screenshot shows the Teacher Toolbox interface. At the top, it says "Teacher Toolbox". Below that, there's a star icon and a link: "Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [i-Ready Central](#)." Below this, there are filters for "Program" (Magnetic Reading), "Subject" (Reading), and "Grades" (3, 4, 5). There's a "Program Implementation" section with a link to "Classroom Resources" and a note: "Get 24/7 implementation support at [Magnetic Central](#)." The main content area is titled "Differentiate with Teacher Toolbox Resources" and lists several resources with document icons: "Resource Selector Tool", "Tools for Scaffolding Comprehension", "Scaffold Instruction", "Supporting Students to Read Complex Texts", and "Graphic Organizers". The "Graphic Organizers" resource is highlighted with a blue border.

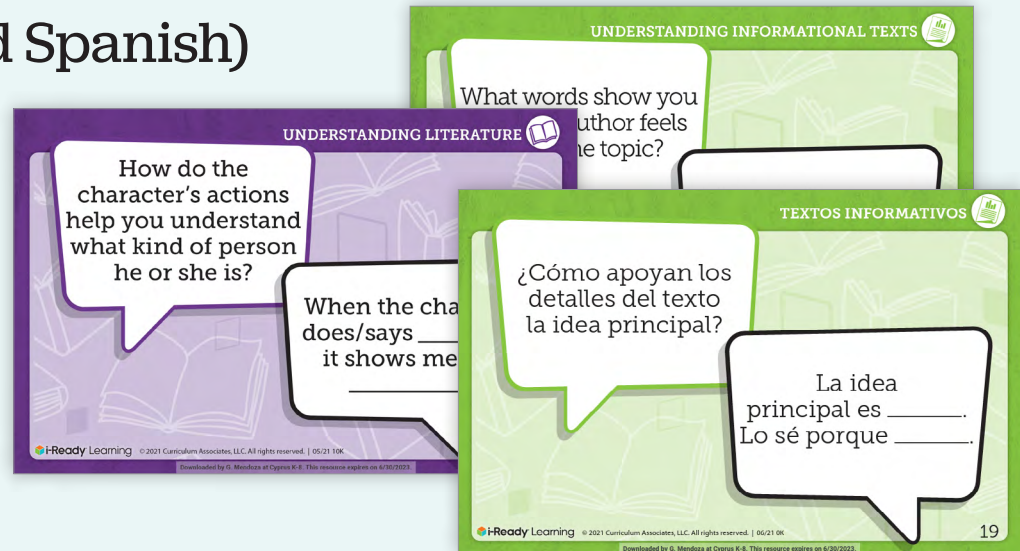


# Discourse Cards (English and Spanish)

Discourse Cards are questions and response prompts to encourage meaningful discussions and deep comprehension of texts.

They are divided into five focus categories, including academic talk, understanding literature, knowledge building, word learning, and understanding informational texts.

There is also a correlations chart that specifies which cards support which standards in reading, speaking and listening, and language.



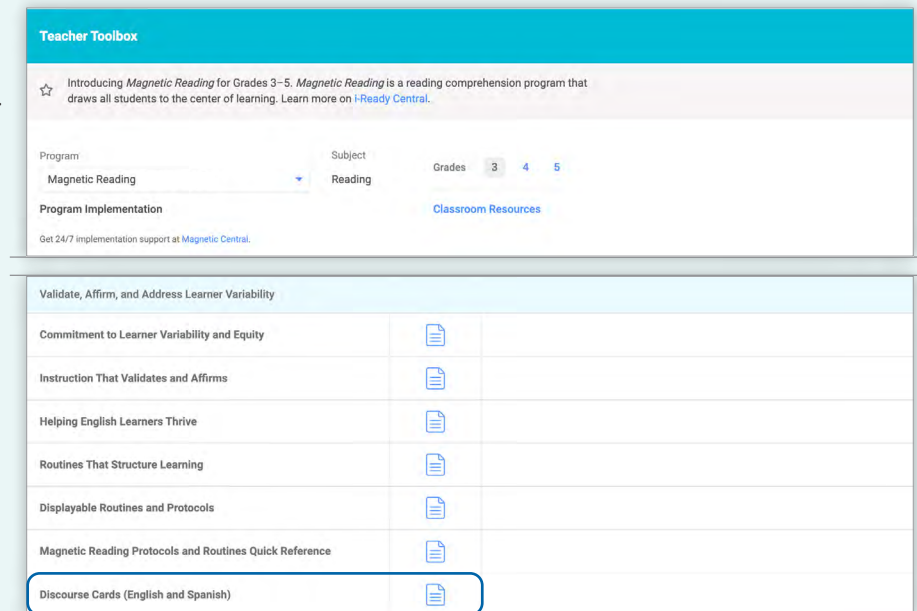
## How to Use Them:

Introduce the Discourse Cards to your students by using one or two at a time to focus a whole class discussion. Demonstrate how the Discourse Cards can support academic language during English language arts time. Once students know how to use Discourse Cards, make them available to students during discussions and writing activities.

It is best to help students choose cards that are appropriate for the activity by narrowing the choices to relevant categories, such as academic talk and understanding informational texts.

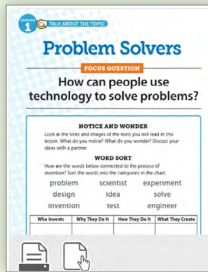
## Where to Find Them:

Teacher Toolbox >  
Program Implementation >  
Discourse Cards  
*(Under the Validate, Affirm, and Address Learner Variability heading)*



# I need differentiation resources to help students . . .

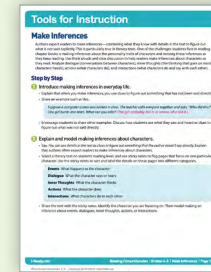
## Build prerequisite skills



## Engage in skill-specific learning



## Build discrete reading skills



## Access grade-level comprehension skills



## Build language, convention, and vocabulary knowledge



## Further explore a unit topic



# Prerequisite Lessons

In Grades 4 and 5, Prerequisite Lessons from previous grade levels provide instruction for skills related to the grade-level skill but at a more foundational level.

**SESSION 1** TALK ABOUT THE TOPIC

## Problem Solvers

**FOCUS QUESTION**

### How can people use technology to solve problems?

**NOTICE AND WONDER**

Look at the titles and images of the texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

**WORD SORT**

How are the words below connected to the process of invention? Sort the words into the categories in the chart.

problem    scientist    experiment  
design    idea    solve  
invention    test    engineer

Who Invents	Why They Do It	How They Do It	What They Create

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**OVERVIEW**

## Problem Solvers

**FOCUS QUESTION**

### How can people use technology to solve problems?

**About the Lesson**

**OBJECTIVES**

**Content Objectives**

- Identify key details in a text.
- Use key details to determine and support the main idea of an informational text.
- Understand the process of invention and how inventions help people.

**Language Objectives**

- Record key details in a chart to figure out the main idea of a text.
- Agree or disagree with a partner about the main idea of a text and explain why.
- Discuss with a group and take notes about ways people use technology to solve problems.

**ACADEMIC TALK**

See **Glossary of Terms** on pp. 478–485. *main idea, key detail, topic*

**Build Knowledge**

Lesson texts build knowledge about:

- How a trash-eating machine has helped to clean a city harbor
- How experimenting with chemicals led to the incredible invention of Kevlar®
- How a social robot helps at a retirement community

**Plan Student Scaffolds**

- Use **I-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
  - Connect important ideas in a text
    - Main idea and supporting details
  - Create mixed language-proficiency pairings so students can support each other during Sessions 1 and 3. **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
Individual Think Time	1	independence
Give One, Get One	1, 4	movement, shared responsibility
Pick a Stick	2	spontaneity
Silent Appointment	2	social interaction, nonverbal expression
Stand and Share	3, 5	spontaneity, movement, connectedness
Musical Shares	4	movement, musicality, social interaction
Merry-Go-Round Share	6	multiple ways to show focus, connectedness

**LEARNING PROGRESSION** | Determine Main Idea and Key Details

**Students build on this skill:**  
**RI.3.2** Determine the main idea of a text.

**Students learn this skill:**  
**RI.4.2** Determine the main idea of a text and explain how it is supported by key details.

**Students prepare for this skill:**  
**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details.

**Students review and practice:**

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

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## How to Use Them:

Use parts of these lessons in small groups to reteach foundational prerequisite skills just ahead of grade-level learning. For pacing, consider using a condensed version of Sessions 3 and 4 to offer a scaffolded opportunity to build and practice the Focus Skill.

## Where to Find Them:

Teacher Toolbox (Grade 4 or 5) >  
Classroom Resources >  
Reteach: Prerequisite Lessons

**Teacher Toolbox**

Program: Magnetic Reading | Subject: Reading | Grade: 3 4 5 | Classroom Resources

	Whole Class		Small Group Differentiation		
	Instruct	Assess	Reteach	Teacher-Led Activities	
	Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension
<b>Unit 1: Facing Challenges</b>					
Unit 1: Facing Challenges (Unit Opener)					
Lesson 0: Wise Words (Lessons for the First Five Days)					
Lesson 1: It's a Mystery (Summarize a Text)					

# Interactive Tutorials

Interactive Tutorials are digital, interactive lessons with skill-specific content and embedded scaffolding.

You will find each tutorial aligns to one or more skills found in the Focus Lesson. If your students are using *i-Ready Personalized Instruction*, you can find the same instructional content in online lessons with the same title.

However, Interactive Tutorials cannot be assigned like a lesson, and there are no embedded quizzes at the end of Interactive Tutorials like there are in lessons.



## How to Use Them:

Incorporate these 10- to 15-minute lessons into whole class instruction by projecting from a teacher computer or smartboard for an interactive supplement to textbook instruction.

## Where to Find Them:

Teacher Toolbox >  
Classroom Resources >  
Whole Class >  
Instruct >  
Interactive Tutorials

Teacher Toolbox					
Program	Subject	Grade			
Magnetic Reading	Reading	3	4	5	
Program Implementation		Classroom Resources			
	Whole Class	Small Group Differentiation			
	Instruct	Assess	Reteach	Teacher-Led Activities	
	Instruction Book	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension	Tools for Instruction
Unit 1: Facing Challenges					
Unit 1: Facing Challenges (Unit Opener)					
Lesson 0: Wise Words (Lessons for the First Five Days)					
Lesson 1: It's a Mystery (Summarize a Text)					

# Tools for Instruction

Tools for Instruction are lessons that address specific skills within Reading domains, such as Vocabulary and Comprehension. These lessons help students build discrete skills within the standards that support learning in *Magnetic Reading* lessons.

Each printable PDF includes explicit teacher-facing instructions, student activity sheets if needed, and a Check for Understanding to monitor student progress.

## How to Use Them:

Use these 20- to 45-minute lessons during small group intervention to build skills within Reading domains related to a current or upcoming lesson.

### Tools for Instruction

#### Make Inferences

Authors expect readers to make inferences—combining what they know with details in the text to figure out what is not said explicitly. This is particularly true in literary texts. One of the challenges students face in reading chapter books is making inferences about the personality traits of characters and resolving these inferences as they keep reading. Use think-alouds and class discussion to help readers make inferences about characters as they read. Analyze dialogue (conversations between characters), inner thoughts (the thinking that goes on inside characters' heads), actions (what characters do), and interactions (what characters do and say with each other).

#### Step by Step

##### 1 Introduce making inferences in everyday life.

- Explain that when you make inferences, you use clues to figure out something that has not been said directly.
- Share an example such as this.

Suppose a computer screen was broken in class. The teacher calls everyone together and asks, "Who did this?" One girl bursts into tears. What can you infer? (The girl probably did it, or knows who did it.)

- Encourage students to share other examples. Discuss how students use what they saw and heard as clues to figure out what was not said directly.

##### 2 Explain and model making inferences about characters.

- Say, "You can use details in the text as clues to figure out something that the author doesn't say directly. Explain that authors often expect readers to make inferences about characters."
- Select a literary text on students' reading level, and use sticky notes to flag pages that focus on one particular character. Use the sticky notes to sort and label the details on these pages into different categories.

**Events** What happens to the character  
**Dialogue** What the character says or hears  
**Inner Thoughts** What the character thinks  
**Actions** What the character does  
**Interactions** What characters do to each other

- Share the text with the sticky notes. Identify the character you are focusing on. Then model making an inference about events, dialogues, inner thoughts, actions, or interactions.

### Tools for Instruction

#### 3 Guide practice in making inferences about characters.

- Direct students to read the selected pages with sticky notes. Guide them to make inferences about the character's traits and personality. Provide prompts such as these.

<b>Events</b>	<ul style="list-style-type: none"> <li>Has something like this happened to you or someone you know?</li> <li>Have you read about something like this in another book?</li> <li>How was it similar to or different from this event?</li> <li>How did you feel? How do you think the character feels?</li> </ul>
<b>Dialogue</b>	<ul style="list-style-type: none"> <li>Why did the character say that?</li> <li>Did the character say what he or she was really thinking? Why or why not?</li> <li>Have you ever said anything like this to someone?</li> </ul>
<b>Inner Thoughts</b>	<ul style="list-style-type: none"> <li>What is the character thinking or feeling?</li> <li>Why does the character feel that way?</li> <li>Have you had thoughts or feelings like this?</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>Why did the character do this?</li> <li>What will he or she do next? Why do you think so?</li> <li>Have you ever done something like this? How was what you did similar to what the character did? How was it different?</li> </ul>
<b>Interactions</b>	<ul style="list-style-type: none"> <li>How would you describe the relationship between these characters?</li> <li>Does this remind you of another relationship in your life or another relationship you have read about?</li> </ul>

- Discuss students' inferences and the clues they used to arrive at their conclusions. Encourage students to quote accurately from the text to support their conclusions.
- Ask, "How has your understanding about the character changed?"

#### 4 Provide additional practice in making inferences about characters.

- Distribute the **Make Inferences About a Character** chart (page 3).
- Have students read another literary text. Review the prompts above, then have students complete the chart.

#### Check for Understanding

<b>If you observe...</b>	<b>Then try...</b>
difficulty with academic language and the concept of making inferences	mining an action and asking students to make an inference. For instance, simulate adding ingredients into a bowl and mixing. Then simulate tasting and make a sour face. Ask students to decide what you are doing. Then talk about the clues they used to make this inference.
a lack of appropriate background knowledge to make an inference	providing the necessary background knowledge and then guiding the student to make the inference.

### Tools for Instruction

#### Make Inferences About a Character

Title \_\_\_\_\_

Name \_\_\_\_\_

#### Types of Clues

Events Dialogue Inner Thoughts Actions Interactions

Type of Clue	What I Read	What I Know	What I Infer

## Where to Find Them:

Teacher Toolbox >  
 Classroom Resources >  
 Teacher-Led Activities:  
 Tools for Instruction

The screenshot shows the 'Teacher Toolbox' interface. At the top, there are filters for 'Program' (Magnetic Reading) and 'Subject' (Reading), with 'Grade' set to 3, 4, or 5. Below these are tabs for 'Program Implementation' and 'Classroom Resources'. The 'Classroom Resources' tab is active, showing a grid of resource categories: 'Whole Class', 'Small Group Differentiation', 'Instruct', 'Assess', 'Reteach', and 'Teacher-Led Activities'. Under 'Teacher-Led Activities', there are sub-categories: 'Instruction Book', 'Interactive Tutorials', 'Unit Assessments', 'Prerequisite Lessons', 'Tools for Scaffolding Comprehension', and 'Tools for Instruction'. The 'Tools for Instruction' category is highlighted with a blue box. Below the grid, there is a section for 'Unit 1: Facing Challenges' and a list of lessons, including 'Lesson 1: It's a Mystery (Summarize a Text)', with icons for each lesson.

# Tools for Scaffolding Comprehension

Tools for Scaffolding Comprehension are lessons targeting grade-level skills within the reading standards for Comprehension: Literature or Comprehension: Informational Text.

However, the texts and supports embedded in the lessons make these skills accessible to students currently performing up to two or more grade levels below their chronological grade.

The teacher version includes a description of which scaffold to use based on a student's current skill level. It also includes a description of the text and a step-by-step lesson plan. The student version includes a reading passage and skill-building activity.

**COMPREHENSION TOOLS** | Name: \_\_\_\_\_

Connect Important Ideas in a Text

**TEXT A**

### The Model T

**DIRECTIONS**  
Read the text, and complete the activity on page 2.

**reasonably: fairly**

**handcrafted: made one at a time by hand**

**achieved: gained by effort**

- When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the most working people could buy. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T, and it sold for \$825. Although the car was **reasonably** priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain. Then the company would make more money.
- Ford's early cars were all **handcrafted**. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in exactly the same way. This would save time and money. In 1913, Ford began producing cars with the help of a moving assembly line. In an assembly line, each worker only builds one part of the car. Then, the next person builds the next part, and so on until the car is built.
- The moving assembly line **achieved** Ford's goal. He could turn out a car faster and for lower prices. In time, Ford's factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. By 1918, half of the cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.

GRADE 4 • Connect Important Ideas in a Text | ©Curriculum Associates, LLC. Copying permitted for classroom use. 1 of 4  
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**TOOLS FOR SCAFFOLDING COMPREHENSION**

### Connect Important Ideas in a Text

**Grade 4 Outcome**  
Determine the main idea of a text and explain how it is supported by key details.

**1 Choose a Level of Support**

SCAFFOLD A Connecting Ideas in a Paragraph	MISCONCEPTIONS AND SKILL GAPS	SCAFFOLD B Connecting Ideas Across a Text
Recommended for students 2½ grade levels below	Students have difficulty connecting key ideas in a text.	Recommended for students 5 grade level below
✓	Students are not yet able to see how main ideas of each paragraph contribute to the overarching main idea of the text.	✓
✓	Students are unfamiliar with informational text structures.	✓

**2 Meet the Texts**

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

TEXT A The Model T	Knowledge Demands	TEXT B The Bicycle's First Century
<ul style="list-style-type: none"> <li>The text references mass production via an assembly line as well as the economies of scale: the more you produce, the less each individual item costs.</li> </ul>		<ul style="list-style-type: none"> <li>The text assumes basic knowledge of the parts of a bicycle</li> </ul>
<b>Lexical Demands</b> <ul style="list-style-type: none"> <li>Vocabulary: reasonably, handcrafted, achieved</li> <li>Technical expressions: assembly line, record profits, and turn out.</li> </ul>		<b>Lexical Demands</b> <ul style="list-style-type: none"> <li>Vocabulary: improvement, pitched, sprockets</li> <li>Domain-specific vocabulary: sprockets, chains, coaster brakes, adjustable handlebars</li> </ul>
	<b>Language Demands</b>	<b>Syntax Demands</b> <ul style="list-style-type: none"> <li>compound and complex sentences; introductory and relative clauses</li> </ul>

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## How to Use Them:

Use these 30-minute lessons during small group intervention to build skills within comprehension standards related to a current or upcoming lesson.

## Where to Find Them:

Teacher Toolbox >  
Classroom Resources >  
Teacher-Led Activities:  
Tools for Scaffolding Comprehension

**Teacher Toolbox**

Program: Magnetic Reading | Subject: Reading | Grade: 3 | 4 | 5

Program Implementation | Classroom Resources

	Whole Class	Small Group Differentiation				
	Instruct	Assess	Reteach	Teacher-Led Activities		
	Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension	Tools for Instruction
<b>Unit 1: Facing Challenges</b>						
Unit 1: Facing Challenges (Unit Opener)	📄					
Lesson 0: Wise Words (Lessons for the First Five Days)	📄					
Lesson 1: It's a Mystery (Summarize a Text)	📄	👉		📄	📄	📄

# Language Handbook

Lessons in the Language Handbook teach conventions of standard English, knowledge of language, and vocabulary acquisition and use.

**Lesson 4 Adjectives**

**Introduction** An adjective is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing. Some adjectives tell what *kind*. They describe how something looks, feels, sounds, tastes, or smells. In the example below, *blue* describes the noun ocean. *Cold* describes water.

We swam in the blue ocean. The water was cold.

Other adjectives tell *how many* there are of something.

We saw three whales. There were many dolphins.

**What Kind** old, calm, bright, damp, noisy, sour, smoky  
**How Many** three, twelve, forty, many, several, some

**Guided Practice** Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

**HINT** Sometimes an adjective comes after the noun it describes. When this happens, other words usually come between the noun and adjective.

- The Davis family goes to a beautiful beach in July.
- The dunes at the beach are huge.
- Maddy loves to feel the soft sand between her toes.
- She likes to jump in the foamy waves.
- The warm air smells salty from the ocean.
- Little Chloe digs in the wet sand.
- Yesterday, she found several shells.
- Three shells were round.

**Independent Practice**

For numbers 1–3, choose the word in each sentence that is an adjective.

- The cottage they stay in is two blocks from the ocean.
  - A two
  - B cottage
  - C stay
  - D ocean
- Father takes the happy children to the beach.
  - A to
  - B happy
  - C beach
  - D children
- The children like the smell of the tangy air.
  - A The
  - B like
  - C smell
  - D tangy

In numbers 4 and 5, what does the adjective in each sentence describe?

- The hot sand burns in the sun.
  - A how the sand looks
  - B how the sand sounds
  - C how the sand smells
  - D how the sand feels
- The water is salty.
  - A how the water feels
  - B how the water looks
  - C how the water tastes
  - D how the water sounds

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  - B how the water looks
  - C how the water tastes
  - D how the water sounds

**Introduction**

Read about the introduction. Discuss the content with students.

An adjective can describe a noun by telling how it looks, feels, sounds, tastes, or smells. Adjectives can also tell how many. Remember that an adjective can come before or after the word it describes.

- Review the examples with students. Have them identify the examples where the adjective comes at the noun.
- Have students create a list of words that describe things in the room, such as the bulletin board, a bookshelf, or a desk.
- Ask volunteers to use one of the adjectives in a sentence to talk about the item.

**Guided Practice**

- As students complete the Guided Practice activity help them identify the noun that each adjective describes.
- After reading the Hint, point out that adjectives that follow a noun often come after the words it, one, or were, looks, feels, sounds, tastes, or smells.

**Scaffolded Instruction**

**Use Adjectives**

Ask students to draw or paint a picture of a place they would like to go. The place can be real or imaginary.

- Once students have completed their artwork, ask them to write the name of something in the picture and add adjectives that describe the thing they drew.
- Extend the activity by asking students to write about the location they pictured, using the adjectives they wrote.

## How to Use It:

Use these 15- to 20-minute lessons for whole class instruction or small group differentiation.

## Where to Find It:

Teacher Toolbox >  
 Classroom Resources >  
 Scroll down to below  
*Magnetic Reading* lessons

**Teacher Toolbox**

Program: Magnetic Reading | Subject: Reading | Grade: 3 | 4 | 5

Program Implementation: Classroom Resources

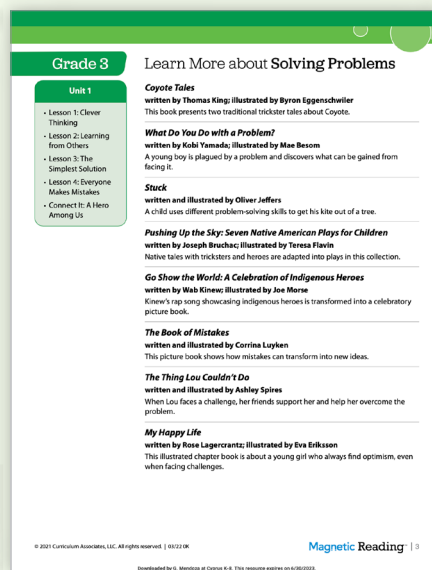
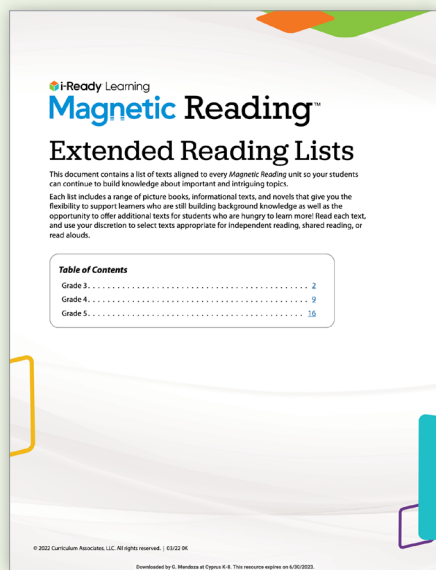
	Whole Class		Small Group Differentiation			
	Instruct	Assess	Reteach	Teacher-Led Activities		
	Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension	Tools for Instruction
Unit 1: Unit Assessment						

**Language Handbook**

	Instruction Book	Prerequisite Lessons
Unit 1: Conventions of Standard English		
Lesson 1: Nouns		

# Extended Reading Lists

The Extended Reading Lists suggest additional texts for students to explore more about a unit topic.

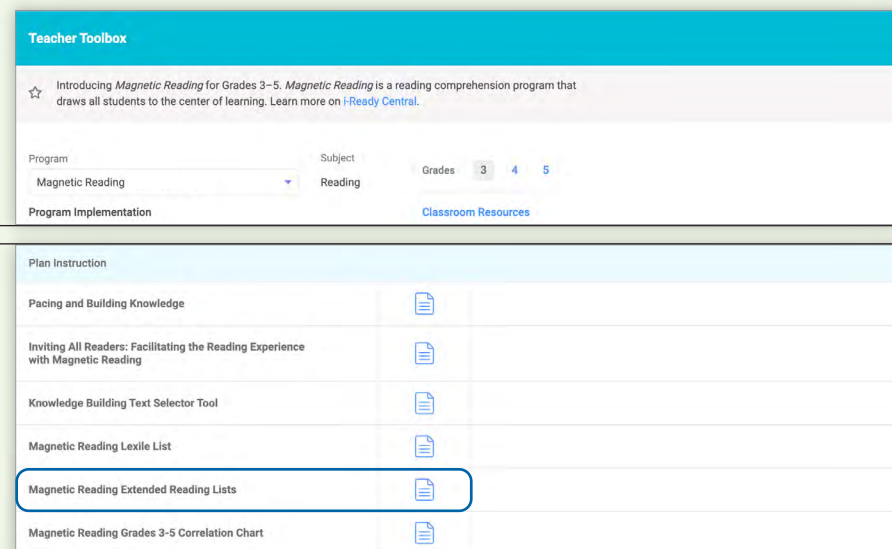


## How to Use Them:

Suggest these texts to students who need additional independent reading practice, enrichment, or for an optional unit project.

## Where to Find Them:

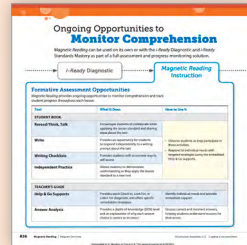
Teacher Toolbox >  
 Program Implementation >  
 Magnetic Reading Extended Reading Lists  
 (Under the Plan Instruction heading)



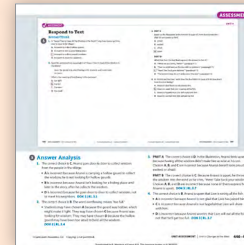


# I need assessment resources to help me . . .

## Monitor student progress



## Assess comprehension and writing skills



# Ongoing Opportunities to Monitor Comprehension

The Ongoing Opportunities to Monitor Comprehension resource is a teacher-facing document that outlines formative and summative assessment opportunities embedded in *Magnetic Reading* teacher and student books.

### Ongoing Opportunities to Monitor Comprehension

*Magnetic Reading* can be used on its own or with the *i-Ready* Diagnostic and *i-Ready* Standards Mastery as part of a full assessment and progress-monitoring solution.

*i-Ready* Diagnostic → *Magnetic Reading* Instruction → *i-Ready* Standards Mastery

#### Formative Assessment Opportunities

*Magnetic Reading* provides ongoing opportunities to monitor comprehension and track student progress throughout each lesson.

Tool	What It Does	How to Use It
<b>STUDENT BOOK</b>		
Reread/Think, Talk	Encourages students to collaborate when applying the lesson standard and sharing ideas about the text.	<ul style="list-style-type: none"> <li>Observe students as they participate in these activities.</li> <li>Respond to individual needs with targeted strategies using the embedded Help &amp; Go supports.</li> </ul>
Write	Provides an opportunity for students to respond independently to a writing prompt about the text.	
Writing Checklists	Provides students with a concrete way to self-assess.	
Independent Practice	Allows students to demonstrate understanding as they apply the lesson standard to a new text.	
<b>TEACHER'S GUIDE</b>		
Help & Go Supports	Provides quick Check-In, Look For, or Listen For diagnostic and offers specific remediation strategies.	Identify individual needs and provide immediate support.
Answer Analysis	Provides a depth-of-knowledge (DOK) level and an explanation of why each answer choice is correct or incorrect.	Discuss correct and incorrect answers, helping students understand reasons for their errors.

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### Magnetic Reading Unit Assessments

*Magnetic Reading* → *i-Ready* Standards Mastery

#### Summative Assessment Opportunities

Each Unit Assessment targets the standards covered within a Unit and includes:

- A variety of item types
- An extended written response
- An answer analysis and depth-of-knowledge (DOK) level for each item
- A writing rubric for scoring written responses

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## How to Use It:

Refer to this resource whenever you need a refresher on how students can be assessed formally or informally, as well as how they can self-assess.

## Where to Find It:

Teacher Toolbox > Program Implementation > Ongoing Opportunities to Monitor Comprehension  
(Under the Program Overview heading)

### Teacher Toolbox

Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [i-Ready Central](#).

Program: *Magnetic Reading* Subject: Reading Grades: 3 4 5

Program Implementation: [Classroom Resources](#)

Get 24/7 implementation support at [Magnetic Central](#).

Differentiate with Teacher Toolbox Resources

---

#### Program Overview

Table of Contents	
Welcome to Magnetic Reading	
Ongoing Opportunities to Monitor Comprehension	
Building Knowledge with Vocabulary Introduction	

# Unit Assessments

Each Unit Assessment targets the standards covered within a unit and includes a variety of item types, an extended written response, an answer analysis and depth of knowledge level for each item, and a writing rubric for scoring written responses.

The images show three pages from a unit assessment. The top-left page is titled 'Respond to Text' and features a reading passage about Anansi and a lion, followed by multiple-choice questions. The top-right page is titled 'Write' and contains an extended response question about Anansi's character, a writing checklist, and a rubric. The bottom-left page shows a student's handwritten response to the 'Write' question, with a teacher's analysis and a depth of knowledge (DOK) level of 3.7.

## How to Use Them:

Unit Assessments are designed to take one day in the curriculum pacing. They are also designed to be completed by students independently. Depending on your students' current skill levels, you may choose to use alternate pacing to condense or extend the activities embedded in the Unit Assessment. You may also choose to provide scaffolding, such as word banks, Discourse Cards, or guided reading and discussion ahead of the assessment.

## Where to Find Them:

Teacher Toolbox > Classroom Resources > Assessments: Unit Assessments

Teacher Toolbox					
Program	Subject	Grade		Classroom Resources	
Magnetic Reading	Reading	3	4	5	
Program Implementation		Classroom Resources			
	Whole Class	Small Group Differentiation			
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Unit 1: Facing Challenges					
Unit 1: Facing Challenges (Unit Opener)					
Unit 1: Dealing with Your Fears (Connect It)					
Unit 1: Unit Assessment					

# I need teacher support resources to help me ...

## Visually display daily instruction

**Notice and Wonder**

What do you notice?

What do you wonder?

Turn and Talk

Session: 1

## Support English Learners

**Magnetic Reading Helps English Learners Thrive**

Start with an Asset-Based Mindset

Plan for Success

## Engage diverse learners

PROTOCOL	SESSION	VALIDATES
Shout Out	1, 6	spontaneity, multiple ways to show focus
Vote with Your Feet	1	movement, multiple perspectives
Pass It On	1	spontaneity, connectedness
Stand and Share	1, 3, 4, 5	spontaneity, movement, connectedness
Pick a Stick	2, 4	spontaneity
Silent	2, 4	social interaction,

## Implement the curriculum

**Inviting All Readers**

Facilitating the Reading Experience with Magnetic Reading

## Review embedded scaffolds

**Supporting Students to Read Complex Texts**

Young Voices

How do young people make a difference in their communities?

## Provide writing feedback

**Unit Assessment Writing Rubrics**

2-Point Writing Rubric

Score	Focus	Exemplars	Explanations
2	Topic	1. The student demonstrates a clear understanding of the topic. 2. The student provides relevant details to support the topic.	1. The student demonstrates a clear understanding of the topic. 2. The student provides relevant details to support the topic.

4-Point Writing Rubric

Score	Focus	Exemplars	Explanations
4	Topic	1. The student demonstrates a clear understanding of the topic. 2. The student provides relevant details to support the topic. 3. The student provides a clear thesis statement. 4. The student provides a clear conclusion.	1. The student demonstrates a clear understanding of the topic. 2. The student provides relevant details to support the topic. 3. The student provides a clear thesis statement. 4. The student provides a clear conclusion.

## Pace instruction

**Facing Guide**

Magnetic Reading includes 20 Face Lessons, 6 Connect Lessons, and 24 Review Lessons. Each lesson is designed to be completed in 30-45 minutes. Sessions should be a flexible implementation and can be paced and done over time, taught in one go, or used for a single block.

## Plan differentiated instruction

**UNIT 1 EQUINOXES | LEARNING PROGRESSION**

Which skills are students building first?	Unit 1 Skills	Which skills are students progressing first?
<p><b>Anchor Activity</b></p> <p>Read and discuss the text "Equinoxes" and "Equinoxes in the World".</p>	<p><b>Anchor Story</b></p> <p>Read and discuss the text "Equinoxes" and "Equinoxes in the World".</p>	<p><b>Supporting Story</b></p> <p>Read and discuss the text "Equinoxes" and "Equinoxes in the World".</p>

## Find topic-aligned texts

**Text Selector Tool**

Find Magnetic Reading texts for grades 3-5 aligned to the knowledge that your students to build.

Sort your search by selecting a main topic:

- Social Studies
- Science
- Social-Emotional Learning
- Literature
- Art

## Supplement another program

**Sequencing Guide**

Magnetic Reading (MSQR) is Core Knowledge Language Arts (CK12).

Topic Knowledge Alignment:

- Builds knowledge of individuals with disabilities and diversity
- Builds knowledge of science including geography and biology
- Builds knowledge of individuals with disabilities and diversity
- Builds knowledge of science including geography and biology
- Builds knowledge of science including geography and biology

## Find resources by standard

**Common Core State Standards for Grade 3**

Reading Standard for Literature	Comprehension Instruction	Assessment Practice	Differentiation
CCSS.LITERACY.RL.3.1	Lesson 3: The Story of the Three Little Pigs	Lesson 3: The Story of the Three Little Pigs	Task for Supporting Comprehension: Read and discuss the text "The Story of the Three Little Pigs".
CCSS.LITERACY.RL.3.2	Lesson 4: The Story of the Three Little Pigs	Lesson 4: The Story of the Three Little Pigs	Task for Supporting Comprehension: Read and discuss the text "The Story of the Three Little Pigs".
CCSS.LITERACY.RL.3.3	Lesson 5: The Story of the Three Little Pigs	Lesson 5: The Story of the Three Little Pigs	Task for Supporting Comprehension: Read and discuss the text "The Story of the Three Little Pigs".

# Lesson Slides

Lesson slides support daily instruction by providing editable presentations that include features such as an outline of each day's learning, visuals, reflection questions, and engagement reminders.

### Notice and Wonder

What do you notice?

What do you wonder?

Turn and Talk

Session: 1

### Reread/Think: Practice

**Reread/Think**  
Reread "Bear and Turtle Have a Race." Write key details from the story in the story map below.

**Setting** (Where and when does the story take place?)  
• winter

**Characters** (Who is the story mostly about?)  
• Bear, who brags

Reread paragraphs 6–15 of the story with your partner. Complete the "End" of the story her.

Student appointment

### Build Concepts

**USE YOUR WITS!**  
When do you need to "use your wits"? Circle the activities that you need to use your wits to complete. Talk with a partner about one activity you circled. Explain why you need to use your wits to do it.

solve a puzzle

run fast

play a trick

carry a heavy object

You have to use your wits to \_\_\_\_.  
I think so because \_\_\_\_.

You circled \_\_\_\_.  
I agree/disagree because \_\_\_\_.

Give One, Get One →

Session: 1

## How to Use Them:

Use these slides as an anchor for daily instruction to keep pacing and content on track.

## Where to Find Them:

Teacher Toolbox >  
Classroom Resources >  
Any lesson

Teacher Toolbox						
Program	Subject	Grade				
Magnetic Reading	Reading	3	4	5		
Program Implementation			Classroom Resources			
	Whole Class	Small Group Differentiation				
	Instruct	Assess	Reteach	Teacher-Led Activities		
	Instruction Book	Interactive Tutorials	Unit Assessments	Prerequisite Lessons	Tools for Scaffolding Comprehension	Tools for Instruction
Unit 1: Facing Challenges						
Unit 1: Facing Challenges (Unit Opener)						
Lesson 0: Wise Words (Lessons for the First Five Days)						
Lesson 1: It's a Mystery (Summarize a Text)						

# Helping English Learners Thrive

Helping English Learners Thrive highlights key instructional practices to support emerging multilingual students learning English.

**Magnetic Reading Helps English Learners Thrive**

**Start with an Asset-Based Mindset**

English learners (ELs) represent a broad spectrum of learners with a wide range of backgrounds, experiences, and language and academic proficiencies. We recognize the linguistic and cultural assets ELs bring to the classroom, and ensuring they achieve academic success with rigorous grade-level content is our priority. With high expectations, access to rich and complex, grade-level text, and appropriate scaffolds, ELs will acquire the language and content skills they need to succeed.

**Plan for Success**

Magnetic Reading incorporates strategic scaffolds for English learners. During planning, teachers have the opportunity to consider the needs of ELs and how best to provide content and language supports.

- Text At-a-Glance** provides key background, vocabulary, and other features of language students will need to grapple with as they read complex texts.
- English Learner Support** lists the EL-specific strategies and scaffolds in the lesson and identifies tasks students will engage with in the language domains of reading, speaking, listening, and writing.

A40 Magnetic Reading | Program Overview ©Curriculum Associates, LLC. Copying is not permitted. Downloaded by G. Mendez at Cypress K-8. This resource expires on 6/30/2023.

Magnetic Reading offers scaffolded instruction at point of use, with explicit attention to English learners. Teachers can flexibly and intentionally support both ELs and native English speakers in reading and analyzing the complex language of the text.

**Promote Access to Complex Texts**

- Texts are chunked into meaningful units and anchored by text-dependent questions.
- Questions are catalysts for partner discussion and allow teachers to check for understanding.
- Discussions allow students to practice text-specific vocabulary and language structures.
- Teachers are encouraged to use students' home language to support them in negotiating texts.

**Activate Prior Knowledge and Build Background**

- Before Teaching the Lesson** provides information about the text and background knowledge students need to access it.
- Focus Questions** set a purpose for reading and support students in synthesizing information across texts.
- Notice and Wonder** engages students in previewing texts and using what they know to anticipate and predict.

**Engage Through Academic Discourse**

All students are academic English learners. Daily discussion allows students to practice active listening and speaking and to communicate meaningfully in academic English. Sentence starters and frames guide students to:

- Justify ideas.
- Agree and build on to the ideas of others.
- Disagree and explain.

**Scaffold Instruction for ELs**

**Help & Gos** include strategies and scaffolds that address specific language needs of ELs such as:

- Interpreting figurative and idiomatic language, differentiating between formal and informal language.
- Understanding shades of meaning.
- Analyzing multiple-meaning words.
- Leveraging cognates.
- Unpacking complex sentences.

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## How to Use It:

Reference this resource to make the most of English Learner supports embedded in *Magnetic Reading*.

## Where to Find It:

Teacher Toolbox > Program Implementation > Helping English Learners Thrive  
(Under the *Validate, Affirm, and Address Learner Variability* heading)

Teacher Toolbox

Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [iReady Central](#).

Program: Magnetic Reading | Subject: Reading | Grades: 3, 4, 5

Program Implementation: Classroom Resources

Get 24/7 implementation support at [Magnetic Central](#).

Differentiate with Teacher Toolbox Resources

Resource Selector Tool

Validate, Affirm, and Address Learner Variability

Commitment to Learner Variability and Equity	
Instruction That Validates and Affirms	
Helping English Learners Thrive	

# Protocols That Meet the Needs of All Students

These protocols increase engagement and validate cultural and linguistic behaviors by offering students multimodal participation options. Protocols such as musical shares, vote with your feet, and silent appointment provide opportunities to encourage spontaneity, nonverbal expression, movement, and social interactions.

**OVERVIEW**  
**Habitats of the Ocean**  
**FOCUS QUESTION**  
 How do sea animals survive in their habitats?

**About the Lesson**  
**OBJECTIVES**  
**Content Objectives**  
 • Identify key details in an informational text.  
 • Recount key details and explain how they support the main idea.  
 • Understand how animals survive in the deep sea, coral reefs, and other diverse ocean habitats.  
**Language Objectives**  
 • Recount key details in an informational text in your own words using a share.  
 • Explain to a partner how key details in a text support the main idea.  
 • Describe in writing how two animals from the texts survive in their habitats.  
**ACADEMIC TALK**  
 See Glossary of Terms on pp. 466–473. detail, key detail, recount, main idea  
**Spanish Cognates**  
 recount

**Build Knowledge**  
 Lesson texts build knowledge about:  
 • Different types of ocean habitats  
 • Traits that allow animals to survive in the deep sea  
 • Interconnected relationships of animals that live in coral reefs

**Plan Student Scaffolds**  
 • Use I-Ready data to guide grouping and choose strategic scaffolds.  
 • The Teacher Toolbox resources are needed to address these related skills:  
 —Recount key details  
 • In Sessions 1 and 2, pair students of varying language proficiency levels to **Ruddy Read** the informational text so that one student may provide additional language support for the other 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
Shout Out	1, 6	spontaneity, multiple ways to show focus
Vote with Your Feet	1	movement, multiple perspectives
Pass It On	1	spontaneity, connectedness
Stand and Share	1, 3, 4, 5	spontaneity, movement, connectedness
Pick a Stick	2, 4	spontaneity
Silent Appointment	2, 4	social interaction, nonverbal expression
Give One, Get One	2, 4, 6	movement, shared responsibility
Musical Shares	2	movement, musicality, social interaction

**LEARNING PROGRESSION** | Recount Key Details

**Students build on this skill:**  
 RL.3.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**Students learn this skill:**  
 RL.3.2 Recount the key details and explain how they support the main idea.

**Students prepare for this skill:**  
 RL.3.2 Determine the main idea of a text and explain how it is supported by key details.

**Students review and**  
 RL.3.3 Ask and answer questions.  
 RL.3.4 Determine a meaning.

806 UNIT 3 Ocean Survival ©Curriculum Associates, LLC. Copying is not permitted. Downloaded by G. Mendez at Ocean K-5. This resource expires on 6/30/2023.

## 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
Shout Out	1, 6	spontaneity, multiple ways to show focus
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Stand and Share	1, 3, 4, 5	spontaneity, movement, connectedness
Pick a Stick	2, 4	spontaneity
Silent Appointment	2, 4	social interaction, nonverbal expression
Give One, Get One	2, 4, 6	movement, shared responsibility
Musical Shares	2	movement, musicality, social interaction

## How to Use Them:

Use these protocols as diverse opportunities for engagement in daily learning. Each Lesson Overview page includes suggestions for protocols that may integrate well into that lesson. However, more ideas can be found in the Instruction That Validates and Affirms section of the Teacher’s Guide or in the *Magnetic Reading* Protocols and Routines Quick Reference.

## Where to Find Them:

Teacher Toolbox > Program Implementation > Instruction That Validates and Affirms —OR— *Magnetic Reading* Protocols and Routines Quick Reference  
*(Both under the Validate, Affirm, and Address Learner Variability heading)*

**Teacher Toolbox**

☆ Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [iReady Central](#).

Program: Magnetic Reading Subject: Reading Grades: 3 4 5

Program Implementation Classroom Resources

Validate, Affirm, and Address Learner Variability

Commitment to Learner Variability and Equity	
Instruction That Validates and Affirms	
Helping English Learners Thrive	
Routines That Structure Learning	
Displayable Routines and Protocols	
Magnetic Reading Protocols and Routines Quick Reference	

# Inviting All Readers: Facilitating the Reading Experience with *Magnetic Reading* and Entry Points for Grade-Level Reading

These resources provide guidance and tips for using differentiated reading scaffolds, setting expectations, establishing procedures, and managing small group pacing. If students have taken the *i-Ready Diagnostic* for Reading, the guidance provided will also support using that data to inform paired and teacher supported reading.

**Inviting All Readers**  
Facilitating the Reading Experience with *Magnetic Reading*

*Magnetic Reading* offers an inclusive reading experience for all students to build knowledge about a topic or concept. Texts in *Magnetic Reading* provide students with mirrors of their own cultural identities and windows into the world around them and the people in it.

All students read the same rich, engaging grade-level text, but the level of scaffolding they receive is tailored to their needs.

Some students are ready to read grade-level text on their own.

Some students will benefit from the support of reading with a fluent grade-level peer.

Some students need decoding support and will benefit from reading along with you.

With thoughtful planning, you'll be able to facilitate multiple modes of reading that happen simultaneously in your classroom, creating an inclusive reading experience for students to share in discovery and wonder.

To prepare for an inclusive reading experience with *Magnetic Reading*:

- Understand the *Magnetic Reading* experience.
- Set expectations and establish procedures.
- Perfect your pacing.
- Use strategies to support Buddy Reading.

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## Entry Points for Reading Grade-Level Texts

*Magnetic Reading* offers an inclusive reading experience for students to build knowledge with grade-level texts. Use this guide to learn how to engage all of your students in reading, discussing, and analyzing grade-level texts by finding the right entry point and building confidence over time.

← More Support | Read Along | Buddy Reading | Independent Reading | Less Support →

**What Is a Read Along?**  
A Read Along is recommended for students who need support decoding. In a Read Along, you read the text aloud to students in order to model fluency and apply strategic reading practices (e.g., skimming and scanning to identify text features or text purpose, rereading with purpose, predicting). While you read aloud, students read along silently or orally.

A Read Along is not a passive process for students. Engaging students in the Read Along is important for building independence over time. Here are a few ways to do this:

- **Choral Reading:** Invite students to engage in a collective read-aloud experience in which students read aloud in unison. This format allows students to hear other fluent readers and practice reading orally in a low-stakes environment, which can positively impact fluency and self-confidence. Start small with a sentence or two. Then, build on students' success and try a full paragraph or chunk of text. You can strategically choose sections of the text that include key concepts or vocabulary.
- **Dip Into Buddy Reading:** As students build confidence and decoding skills, begin to implement short moments of Buddy Reading. Pair students and have them read just one paragraph or section of text with a buddy. While students read, be present and observe how students are progressing toward independently reading grade-level texts.
- **Maximize Stop & Discuss Moments:** When you reach a Stop & Discuss moment at the end of a section of text, allow students to take ownership to discuss the text. Encourage students to independently go back to read parts of the text.

**Tips for Making It Work**

- Set a purpose before reading to keep students engaged as they read along.
- When reading chorally, take breaks as needed to make sure all students can get back in sync.
- As you build toward reading longer sections of text chorally, use the first part of the section to set a pace for choral reading that feels comfortable for students.
- If students are tentative to read chorally, break the ice by reading the first few sentences with a whimsical voice (e.g., underwater voice, squeaking like a mouse).
- Facilitating a Read Along with a small group of students while also managing a classroom of students reading in pairs or individually will take some strategic planning. Look at the [i-Ready All Readers](#) for ideas on making it work.

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## How to Use Them:

Reference these resources to support a new implementation of *Magnetic Reading* curriculum for teachers and students.

## Where to Find Them:

Teacher Toolbox >  
Program Implementation >  
Inviting All Readers: Facilitating the Reading Experience with *Magnetic Reading*  
(Under the Plan Instruction heading)

**Teacher Toolbox**

Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [i-Ready Central](#).

Program: Magnetic Reading | Subject: Reading | Grades: 3 4 5

Program Implementation: [Classroom Resources](#)

Get 24/7 implementation support at [Magnetic Central](#).

Differentiate with Teacher Toolbox Resources

**Plan Instruction**

Pacing and Building Knowledge

Inviting All Readers: Facilitating the Reading Experience with Magnetic Reading



# Supporting Students to Read Complex Texts

This teacher-facing resource is a quick-reference guide to the embedded supports throughout the *Magnetic Reading* curriculum. Knowing what resources and scaffolds are available to support participation in grade-level reading and discourse will provide you with flexible options for applying scaffolds when needed and removing them as students develop independence.

The screenshot shows a lesson page with the following content:

- Supporting Students to Read Complex Texts**
- The ability to read and analyze complex texts is key to students' success in the classroom and beyond. *Magnetic Reading* supports students to read more so they become informed readers capable of recognizing others' perspectives and enriching their own.
- Scaffolds woven throughout reading sessions support students to engage with grade-level texts.
- Scaffolds during practice sessions support students to unpack the text's ideas, structure, and perspectives to arrive at a deeper understanding.

The main content area is titled "Young Voices" and includes:

- TALK ABOUT THE TOPIC** (Lesson 1)
- FOCUS QUESTION**: How do young people make a difference in their communities?
- NOTICE AND WONDER**: Look at the three links you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.
- WHAT IS A COMMUNITY?**: The word *community* can mean different things. Read the words below. Underline the words that are examples of community and circle those that are not communities.
- Words: sports teams, proud, volunteering, friendship, neighborhood, town.
- Links: *Calling All Volunteers* by Stephanie Kwon, *Citizen Connection* by Thomas Liberman, *Learning from Each Other* by John Green.
- Students build essential background by exploring key vocabulary and mapping related words and concepts.

## How to Use Them:

Reference this resource to support a new implementation of the *Magnetic Reading* curriculum or as a refresher on available supports throughout the curriculum.

## Where to Find Them:

Teacher Toolbox >  
Program Implementation >  
Supporting Students to Read Complex Texts  
(Under the Scaffold Instruction heading)

The screenshot shows the Teacher Toolbox interface with the following structure:

- Teacher Toolbox**
- Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [iReady Central](#).
- Program: Magnetic Reading | Subject: Reading | Grades: 3, 4, 5
- Program Implementation | Classroom Resources
- Get 24/7 implementation support at [Magnetic Central](#).
- Differentiate with Teacher Toolbox Resources
- Resource Selector Tool
- Tools for Scaffolding Comprehension
- Scaffold Instruction
  - Supporting Students to Read Complex Texts** (highlighted)
  - Graphic Organizers

# Writing Rubrics

The two-point and four-point writing rubrics support instruction as they provide clear and concise frameworks for feedback that are supported by research.

### Unit Assessment Writing Rubrics

#### 2-Point Writing Rubric

Use this rubric to evaluate Short Response Items. All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence	Organization
2	The response demonstrates comprehension and provides accurate analysis.	The response supports the analysis with adequate textual evidence.	Ideas are clear and follow a logical order.
1	The response demonstrates some comprehension and provides minimally accurate analysis.	The response supports the analysis with limited textual evidence.	Some ideas are unclear and out of order.
0	The response demonstrates no comprehension and provides inaccurate or no analysis.	The response provides little or no textual evidence.	Ideas are unclear and not in any order.

#### 4-Point Writing Rubric

Use this rubric to evaluate Extended Response Items. All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence	Organization
4	The response demonstrates a full understanding of the prompt and provides accurate analysis.	The response supports the analysis with generous textual evidence.	Ideas are consistently presented in a purposeful and logical order.
3	The response demonstrates a good understanding of the prompt and provides mostly accurate analysis.	The response supports the analysis with adequate textual evidence.	Ideas are generally presented in a purposeful and logical order, although some ideas may be unclear or out of order.
2	The response demonstrates a general understanding of the prompt and provides some accurate analysis but includes inaccurate descriptions or explanations.	The response supports the analysis with limited textual evidence but does not reference the text explicitly.	Some ideas are presented in a purposeful and logical order, but others are unclear or out of order.
1	The response demonstrates a limited understanding of the prompt and provides limited analysis with significant inaccuracies.	The response may use textual evidence, but it does not support the analysis and does not reference the text explicitly.	Most ideas are not presented in a purposeful and logical order.
0	The response does not demonstrate understanding of the prompt.	Ideas are not supported with reference to textual evidence.	The response does not present ideas in a purposeful or logical order.

**A52** *Magnetic Reading* | Unit Assessment Writing Rubrics ©Curriculum Associates, LLC. Copying is not permitted. Downloaded by G. Mendosa at Cypress K-8. This resource expires on 6/30/2023.

### Supporting Research

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## How to Use Them:

Use these rubrics as a guide for student writing, feedback in writing conferences, or as attachments to graded work.

## Where to Find Them:

Teacher Toolbox >  
Program Implementation >  
Writing Rubrics  
(Under the Assess heading)

The screenshot shows the 'Teacher Toolbox' interface. At the top, there is a navigation menu with 'Assess' selected. Below this, there are several sections: 'Introducing Magnetic Reading for Grades 3–5', 'Program Implementation', 'Differentiate with Teacher Toolbox Resources', 'Resource Selector Tool', 'Assess', 'Unit Assessment Answer Keys and Correlations', 'Cognitive Rigor Matrix', and 'Writing Rubrics'. The 'Writing Rubrics' section is highlighted with a blue border and a document icon.

# Pacing Guide

The Pacing Guide supports planning by providing guidance for monthly unit pacing, lesson and session pacing, and alternate pacing options.

### Pacing Guide

Magnetic Reading includes 20 Focus Lessons, 6 Connect It Lessons, and 6 Unit Assessments. Each session is designed to be completed in 30–45 minutes. Sessions allow for a flexible implementation and can be paced out over two days, taught one per day, or combined for a longer block.

MONTH	MONTHLY PACING BY LESSON
1	<ul style="list-style-type: none"> <li>• <b>Ready Diagnostic</b> (2 days)</li> <li>• <b>Lesson 9</b> (5 days)</li> <li><b>Unit 1</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Clever Thinking (6 days)</li> <li>• <b>Lesson 2:</b> Learning from Others (6 days)</li> </ul> </li> <li>• <b>Unit 1 Assessment</b> (1 day)</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Unit 1</b> (continued)</li> <li>• <b>Lesson 3:</b> The Simplest Solution (6 days)</li> <li>• <b>Lesson 4:</b> Everyone Makes Mistakes (6 days)</li> <li>• <b>Unit 1 Connect It:</b> A Hero Among Us (4 days)</li> <li>• <b>Unit 1 Assessment</b> (1 day)</li> </ul>
3	<ul style="list-style-type: none"> <li><b>Unit 1</b> (continued)</li> <li>• <b>Lesson 5:</b> Habits of the Ocean (6 days)</li> <li>• <b>Lesson 6:</b> Survival Skills (6 days)</li> <li>• <b>Lesson 7:</b> Group Survival (6 days)</li> </ul>
4	<ul style="list-style-type: none"> <li><b>Unit 2</b> (continued)</li> <li>• <b>Lesson 8:</b> Protecting the Ocean (6 days)</li> <li>• <b>Unit 2 Connect It:</b> Reefs at Risk (4 days)</li> <li>• <b>Unit 2 Assessment</b> (1 day)</li> <li><b>Unit 3</b> <ul style="list-style-type: none"> <li>• <b>Lesson 9:</b> Young Voices (6 days)</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li><b>Unit 2</b> (continued)</li> <li>• <b>Lesson 10:</b> Books Change the World (6 days)</li> <li>• <b>Lesson 11:</b> We Can Help! (6 days)</li> <li>• <b>Unit 3 Connect It:</b> Fair Play (4 days)</li> <li>• <b>Unit 3 Assessment</b> (1 day)</li> </ul>
6	<ul style="list-style-type: none"> <li><b>Unit 3</b> (continued)</li> <li>• <b>Lesson 12:</b> On the Move (6 days)</li> <li>• <b>Lesson 13:</b> Travel Before and After Trains (6 days)</li> <li>• <b>Lesson 14:</b> Crossing Paths in the Changing West (6 days)</li> </ul>
7	<ul style="list-style-type: none"> <li><b>Unit 4</b> (continued)</li> <li>• <b>Unit 4 Connect It:</b> The Ways of the West (4 days)</li> <li>• <b>Unit 4 Assessment</b> (1 day)</li> <li><b>Unit 5</b> <ul style="list-style-type: none"> <li>• <b>Lesson 15:</b> Weather Watch (6 days)</li> <li>• <b>Lesson 16:</b> Studying Extremes (6 days)</li> </ul> </li> </ul>
8	<ul style="list-style-type: none"> <li><b>Unit 4</b> (continued)</li> <li>• <b>Lesson 17:</b> Weather Verses (6 days)</li> <li>• <b>Unit 5 Connect It:</b> Weather All Around (4 days)</li> <li>• <b>Unit 5 Assessment</b> (1 day)</li> <li><b>Unit 6</b> <ul style="list-style-type: none"> <li>• <b>Lesson 18:</b> Natural Creativity (6 days)</li> </ul> </li> </ul>
9	<ul style="list-style-type: none"> <li><b>Unit 5</b> (continued)</li> <li>• <b>Lesson 19:</b> The Power of Art (6 days)</li> <li>• <b>Lesson 20:</b> Art in Action (6 days)</li> <li>• <b>Unit 6 Connect It:</b> Creative Solutions (4 days)</li> <li>• <b>Unit 6 Assessment</b> (1 day)</li> </ul>

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FOCUS LESSON PACING	Daily Timing	CONNECT IT LESSON PACING	Daily Timing
SESSION 1 SCAFFOLD READING	<ul style="list-style-type: none"> <li>• <b>Notice and Wonder</b> (5 minutes)</li> <li>• <b>Essential Concepts</b> (5 minutes)</li> <li>• <b>Read</b> (15 minutes)</li> <li>• <b>Discuss the Text</b> (5 minutes)</li> </ul>	SESSION 1 MAKE CONNECTIONS	<ul style="list-style-type: none"> <li>• <b>Make Connections</b> (10 minutes)</li> <li>• <b>Talk About What You Know</b> (15 minutes)</li> <li>• <b>Essential Concepts</b> (10 minutes)</li> </ul>
SESSION 2 PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> <li>• <b>Read/Think</b> (20 minutes)</li> <li>• <b>Talk</b> (10 minutes)</li> <li>• <b>Write</b> (5 minutes)</li> <li>• <b>Formative Assessment</b> ✓</li> </ul>	SESSION 2 SCAFFOLD READING	<ul style="list-style-type: none"> <li>• <b>Read</b> (20 minutes)</li> <li>• <b>Discuss the Text</b> (5 minutes)</li> </ul>
SESSION 3 SCAFFOLD READING	<ul style="list-style-type: none"> <li>• <b>Read</b> (20 minutes)</li> <li>• <b>Discuss the Text</b> (5 minutes)</li> </ul>	SESSION 3 PRACTICE THE FOCUS STANDARDS	<ul style="list-style-type: none"> <li>• <b>Read/Think</b> (20 minutes)</li> <li>• <b>Write</b> (10 minutes)</li> <li>• <b>Formative Assessment</b> ✓</li> </ul>
SESSION 4 PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> <li>• <b>Read/Think</b> (20 minutes)</li> <li>• <b>Talk</b> (10 minutes)</li> <li>• <b>Write</b> (5 minutes)</li> <li>• <b>Formative Assessment</b> ✓</li> </ul>	SESSION 4 BUILD KNOWLEDGE	<ul style="list-style-type: none"> <li>• <b>Make Connections</b> (5 minutes)</li> <li>• <b>Read/Think</b> (15 minutes)</li> <li>• <b>Talk</b> (5 minutes)</li> </ul>
SESSION 5 INDEPENDENT READING AND PRACTICE	<ul style="list-style-type: none"> <li>• <b>Formative Assessment</b> ✓</li> </ul>	SESSION 5 RESPOND TO THE FOCUS QUESTION	<ul style="list-style-type: none"> <li>• <b>Read/Think</b> (20 minutes)</li> <li>• <b>Talk</b> (15 minutes)</li> <li>• <b>Write</b> (10 minutes)</li> </ul>

**ALTERNATE PACING OPTIONS**  
Consider alternate pacing to accommodate flexible instructional blocks.

- Combine adjacent sessions for 60-minute sessions.
- Spread sessions over two days for 20-minute sessions.
- Omit Session 6 for a 5-day Focus Lesson pacing plan.
- Omit the Connect It Lesson when choosing a custom path through the lessons in this curriculum.

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## How to Use Them:

Use this guide to support planning, either independently or with your colleagues and administrators. Consider how it aligns with your instructional calendar, as well as when you might add days for additional scaffolding if needed.

## Where to Find Them:

Teacher Toolbox >  
Program Implementation >  
Pacing and Building Knowledge  
*(Under the Plan Instruction heading)*

The screenshot shows the Teacher Toolbox interface. At the top, it says "Introducing Magnetic Reading for Grades 3–5, Magnetic Reading is a reading comprehension program that draws all students to the center of learning. Learn more on [iReady Central](#)." Below this, there are filters for Program (Magnetic Reading), Subject (Reading), and Grades (3, 4, 5). Under "Program Implementation", there is a link for "Classroom Resources". A section titled "Differentiate with Teacher Toolbox Resources" contains a "Resource Selector Tool" button. The "Plan Instruction" section is expanded, showing a list of resources: "Pacing and Building Knowledge" (highlighted with a red box), "Inviting All Readers: Facilitating the Reading Experience with Magnetic Reading", and "Knowledge Building Text Selector Tool".

# Learning Progression

The Learning Progression chart at the beginning of each unit illustrates the skills upon which students are building, the grade-level skills in the unit, and the future skills for which students are preparing.

**UNIT 1 SOLVING PROBLEMS | LEARNING PROGRESSION**

Which skills are students building on?	Unit 1 Skills	Which skills are students preparing for?
<b>Recount a Story</b> Recount stories, including fables and folktales from diverse cultures. <b>RI.2.2</b>	<b>Recount a Story</b> Recount stories, including fables, folktales, and myths from diverse cultures. (Lesson 1: Clever Thinking; Connect It: A Hero Among Us) <b>RI.3.2</b>	<b>Summarize a Story</b> Summarize the text. (Lesson 1: It's a Mystery; Connect It: Dealing with Your Fear) <b>RI.4.2</b>
<b>Determine the Central Message</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RI.2.2</b>	<b>Determine the Central Message</b> Recount stories, including fables and folktales from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (Lesson 2: Learning from Others; Connect It: A Hero Among Us) <b>RI.3.2</b>	<b>Determine Theme</b> Determine a theme of a story from details in the text. (Lesson 2: Learning from Others; Connect It: Dealing with Your Fear) <b>RI.4.2</b>
<b>Ask and Answer Questions</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. <b>RI.2.1</b>	<b>Ask and Answer Questions</b> Refer to details and examples in a text, referring explicitly to the text as the basis for the answers. (Lesson 3: The Simplest Solution; Connect It: A Hero Among Us) <b>RI.3.1</b>	<b>Make Inferences</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Lesson 3: Future Worlds; Connect It: Dealing with Your Fear) <b>RI.4.1</b>
<b>Describe Characters</b> Describe how characters in a story respond to major events and challenges. <b>RI.2.3</b>	<b>Describe Characters</b> Describe characters in a story in terms of their traits, motivations, or feelings and explain how their actions contribute to the sequence of events. (Lesson 4: Everyone Makes Mistakes; Connect It: A Hero Among Us) <b>RI.3.3</b>	<b>Describe Characters</b> Describe characters in a story in terms of their traits, motivations, or feelings and explain how their actions contribute to the sequence of events. (Lesson 4: A New Chapter; Connect It: Dealing with Your Fear) <b>RI.4.3</b>

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**UNIT 1 FACING CHALLENGES | LEARNING PROGRESSION**

Which skills are students building on?	Unit 1 Skills	Which skills are students preparing for?
<b>Recount a Story</b> Recount stories, including fables, folktales, and myths from diverse cultures. (Lesson 1: Clever Thinking; Connect It: A Hero Among Us) <b>RI.2.2</b>	<b>Summarize a Story</b> Summarize the text. (Lesson 1: It's a Mystery; Connect It: Dealing with Your Fear) <b>RI.4.2</b>	<b>Summarize a Story</b> Summarize the text. (Lesson 1: It's So Hard; Connect It: Finding Confidence) <b>RI.5.2</b>
<b>Determine the Central Message</b> Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (Lesson 2: Learning from Others; Connect It: A Hero Among Us) <b>RI.2.2</b>	<b>Determine Theme</b> Determine a theme of a story from details in the text. (Lesson 2: Learning from Others; Connect It: Dealing with Your Fear) <b>RI.4.2</b>	<b>Determine Theme</b> Determine a theme of a story or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. (Lesson 2: Finding Myself; Connect It: Finding Confidence) <b>RI.5.2</b>
<b>Ask and Answer Questions</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Lesson 3: The Simplest Solution; Connect It: A Hero Among Us) <b>RI.2.1</b>	<b>Make Inferences</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Lesson 3: Future Worlds; Connect It: Dealing with Your Fear) <b>RI.4.1</b>	<b>Make Inferences</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Lesson 3: The New Kid; Connect It: Finding Confidence) <b>RI.5.1</b>
<b>Describe Characters</b> Describe characters in a story in terms of their traits, motivations, or feelings and explain how their actions contribute to the sequence of events. (Lesson 4: Everyone Makes Mistakes; Connect It: A Hero Among Us) <b>RI.2.3</b>	<b>Describe Characters</b> Describe in depth a character in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (Lesson 4: A New Chapter; Connect It: Dealing with Your Fear) <b>RI.4.3</b>	<b>Compare and Contrast Characters</b> Compare and contrast two or more characters in a story, drawing on specific details in the text to show how characters interact. (Lesson 4: Turn It Around; Connect It: Finding Confidence) <b>RI.5.3</b>

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**UNIT 1 OVERCOMING OBSTACLES | LEARNING PROGRESSION**

Which skills are students building on?	Unit 1 Skills	Which skills are students preparing for?
<b>Summarize a Story</b> Summarize the text. (Lesson 1: It's a Mystery; Connect It: Dealing with Your Fear) <b>RI.4.2</b>	<b>Summarize a Story</b> Summarize the text. (Lesson 1: This Is So Hard; Connect It: Finding Confidence) <b>RI.5.2</b>	<b>Summarize a Story</b> Provide a summary of the text distinct from personal opinions or judgments. <b>RI.6.2</b>
<b>Determine Theme</b> Determine a theme of a story from details in the text. (Lesson 2: Learning from Others; Connect It: Dealing with Your Fear) <b>RI.4.2</b>	<b>Determine Theme</b> Determine a theme of a story or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic. (Lesson 2: Finding Myself; Connect It: Finding Confidence) <b>RI.5.2</b>	<b>Determine Theme</b> Determine a theme or central idea of a text and how it is conveyed through particular details. <b>RI.6.2</b>
<b>Make Inferences</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (Lesson 3: Future Worlds; Connect It: Dealing with Your Fear) <b>RI.4.1</b>	<b>Make Inferences</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Lesson 3: The New Kid; Connect It: Finding Confidence) <b>RI.5.1</b>	<b>Make Inferences</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RI.6.1</b>
<b>Describe Characters</b> Describe in depth a character in a story, drawing on specific details in the text. (Lesson 4: A New Chapter; Connect It: Dealing with Your Fear) <b>RI.4.3</b>	<b>Compare and Contrast Characters</b> Compare and contrast two or more characters in a drama, drawing on specific details in the text. (Lesson 4: Turn It Around; Connect It: Finding Confidence) <b>RI.5.3</b>	<b>Analyze Character Development</b> Describe how the characters respond to change as the plot moves toward a resolution. <b>RI.6.3</b>

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## How to Use Them:

Use this chart to gain a clear understanding of students' learning progression related to unit content. Refer to this chart as you plan for students who may need prerequisite skills support or extended enrichment.

## Where to Find Them:

Teacher Toolbox >  
Classroom Resources >  
Any Unit Opener

**Teacher Toolbox**

Program: **Magnetic Reading** | Subject: **Reading** | Grade: **3** | **4** | 5

Program Implementation: **Classroom Resources**

	Whole Class	Small Group Differentiation
<b>Instruct</b>	Instruction Book	Interactive Tutorials
<b>Assess</b>	Unit Assessments	Prerequisite Lessons
<b>Reteach</b>	Tools for Scaffolding Comprehension	Tools for Instruction
<b>Teacher-Led Activities</b>		

**Unit 1: Facing Challenges**

<b>Unit 1: Facing Challenges (Unit Opener)</b>									
<b>Lesson 0: Wise Words (Lessons for the First Five Days)</b>									

# Knowledge-Building Text Selector Tool

This resource helps you find *Magnetic Reading* texts aligned to knowledge they want students to build by main topic area: social studies, science, social-emotional learning, literature, and art.

**Text Selector Tool**  
Find *Magnetic Reading* texts for grades 3–5 aligned to the knowledge that you want students to build. Start your search by selecting a main topic area:

**SOCIAL STUDIES | INTERWAR PERIOD & THE GREAT DEPRESSION**

Magnetic Reading Text	Author	Genre	Grade Level	Unit	Lesson	Session(s)
from <i>The Great Migration</i>	Jacob Lawrence	Informational Text	5	2	5	1
<i>Writers of the Harlem Renaissance</i>	John Hansen	Informational Text	5	2	5	3
from <i>Stompin' at the Savoy</i>	Alan Govenar	Informational Text	5	2	5	5
<i>Art for America</i>	Jill Korey O'Sullivan	Informational Text	5	2	6	5
from <i>Letters from the Dust Bowl</i>	Caroline A. Henderson	Informational Text	5	2	7	1
<i>Turning Dust into Art</i>	Bruce Watson	Informational Text	5	2	7	3
<i>The Social Poet</i>	Susan T. Maupin	Informational Text	5	2	7	5
<i>Showtime at the WPA</i>	Robia Rashid	Informational Text	5	2	8	1
from <i>Getting to Know the World's Greatest Artists: Diego Rivera</i>	Mike Venezia	Informational Text	5	2	8	3
<i>Keeping the Music Alive</i>	Jacqueline Adams	Informational Text	5	2	8	5
<i>Hana Field: Eighth-Grade Art Detective</i>	Jill Korey O'Sullivan	Informational Text	5	2	Connect It	2

## How to Use Them:

Use this tool to find *Magnetic Reading* texts aligned to other subject areas. This is especially helpful if you are trying to align the scope and sequence of multiple subjects at once or if you would like students to make connections between subjects using a familiar resource.

## Where to Find Them:

Teacher Toolbox > Program Implementation > Knowledge-Building Text Selector Tool

(Under the *Plan Instruction heading*)

**Teacher Toolbox**

Introducing *Magnetic Reading* for Grades 3–5, *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [i-Ready Central](#).

Program: Magnetic Reading | Subject: Reading | Grades: 3 4 5

Program Implementation: [Classroom Resources](#)

Get 24/7 implementation support at [Magnetic Central](#).

Differentiate with Teacher Toolbox Resources

**Plan Instruction**

- Pacing and Building Knowledge
- Inviting All Readers: Facilitating the Reading Experience with *Magnetic Reading*
- Knowledge Building Text Selector Tool**
- Magnetic Reading Lexile List

# Using *Magnetic Reading* to Supplement Another Program

This document aligns *Magnetic Reading* lessons to the scope and sequence of other English language arts programs.

**Sequencing Guide**  
Magnetic Reading (MR) to Core Knowledge Language Arts® (CKLA)

**Topic Knowledge Alignment Key:**  
Both Magnetic Reading and Core Knowledge Language Arts (CKLA) build knowledge across a range of topics and themes. This key draws attention to strong alignments for deepening or extending the knowledge built in particular CKLA Modules.

Unit Name	Title, Unit, Week, Lesson	Recommended Magnetic Reading Lesson Sequence
1: Animal Adaptations	Introduce Unit 1: Animal Adaptations (1-1-1) "Animal Disguises" First Reading: Ask Questions (1-1-2) "Animal Disguises" Determine Main Idea and Recount Key Details (1-1-4) "Animal Disguises" Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary Using	Lesson 10: Books Change the World (RL.3.1) Unit 3: Connect It: Fair Play (RL.3.1, RL.3.4) Lesson 10: Books Change the World (RL.3.1) Unit 3: Connect It: Fair Play (RL.3.1, RL.3.4) Lesson 9: Habitats of the Ocean (RL.3.2) Lesson 6: Survival Skills (RL.3.2) Unit 2: Connect It: Reefs at Risk (RL.3.2, RL.3.3, RL.3.6) Lesson 9: Young Voices (RL.3.4)
1: Animal Adaptations Conf. 1	"Animal Coverings" Close Reading: Describe Compare-and-Contrast Relationships and Connections in a Text (1-2-10) Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic (1-2-12) "One Body, Many Adaptations" First Reading: Create Mental Images (1-3-1) "One Body, Many Adaptations" Close Reading: Recount Key Details and Explain How They Support the Main Idea (1-3-4) "One Body, Many Adaptations" Close Reading: Refer Explicitly to the Text to Draw Inferences (1-3-7) Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic (1-3-9) "Something Told the Wild Geese" Introduce the Genre: Poetry (1-3-11)	Lesson 18: Natural Creativity (RL.3.9) Lesson 10: Books Change the World (RL.3.1) Lesson 18: Natural Creativity (RL.3.9) Lesson 9: Young Voices (RL.3.4) Lesson 5: Habitats of the Ocean (RL.3.2) Lesson 6: Survival Skills (RL.3.2) Unit 2: Connect It: Reefs at Risk (RL.3.2, RL.3.3, RL.3.6) Lesson 5: Habitats of the Ocean (RL.3.2) Lesson 6: Survival Skills (RL.3.2) Unit 2: Connect It: Reefs at Risk (RL.3.2, RL.3.3, RL.3.6) Lesson 5: Habitats of the Ocean (RL.3.2) Unit 2: Connect It: Reefs at Risk (RL.3.2, RL.3.3, RL.3.6) Lesson 15: Towel Before and After Trains (RL.3.8) Lesson 17: Weather Verses (RL.3.5)
2: Ways Characters Shape Stories	Introduce Unit 2: Ways Characters Shape Stories (2-1-1) "Two Fables from Aesop" First Reading: Draw Inferences (2-1-2) "Two Fables from Aesop" Recount Story Details (Fable) (2-1-4) "Two Fables from Aesop" Describe Characters and Explain How Their Actions Contribute to Events (2-1-7)	Lesson 3: The Simplest Solution (RL.3.1) Unit 1: Connect It: A Hero among Us (RL.3.1, RL.3.2, RL.3.3) Lesson 11: We Can Help! (RL.3.4) Lesson 11: Clever Thinking (RL.3.2) Lesson 4: Everyone Makes Mistakes (RL.3.1)

## How to Use It:

If you are using another program, follow the guidance in this document to find *Magnetic Reading* lessons that provide supplemental instruction for standards covered in the other program.

## Where to Find It:

Teacher Toolbox >  
Program Implementation >  
Using *Magnetic Reading* to Supplement Another Program  
(Under the *Plan Instruction heading*)

**Teacher Toolbox**

Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [iReady Central](#).

Program: Magnetic Reading | Subject: Reading | Grades: 3 | 4 | 5

Program Implementation: Classroom Resources

Plan Instruction

- Pacing and Building Knowledge
- Inviting All Readers: Facilitating the Reading Experience with Magnetic Reading
- Knowledge Building Text Selector Tool
- Magnetic Reading Extended Reading Lists
- Magnetic Reading Grades 3-5 Correlation Chart
- Using Magnetic Reading to Supplement Another Program

# Correlations Chart

This chart illustrates which *Magnetic Reading* lessons and resources are aligned to each Common Core State Standard of Reading for Comprehension: Literature and Comprehension: Informational Text.

The charts show the following correlations:

- Grade 3:**
  - CCSS.ELA-LITERACY.RL.3.1 aligns with Lesson 3: The Simplest Solution (Ask and Answer Questions), pp. 42-57.
  - CCSS.ELA-LITERACY.RL.3.2 aligns with Lesson 1: Clever Thinking (Retract a Story), pp. 10-25 and Lesson 2: Learning From Others (Determine the Central Message), pp. 26-41.
  - CCSS.ELA-LITERACY.RL.3.3 aligns with Lesson 4: Everyone Makes Mistakes (Describe Characters), pp. 58-79.
- Grade 4:**
  - CCSS.ELA-LITERACY.RL.4.1 aligns with Lesson 3: Future Worlds (Make Inferences), pp. 42-57.
- Grade 5:**
  - CCSS.ELA-LITERACY.RL.5.1 aligns with Lesson 3: The New Kid (Make Inferences), pp. 42-57.
  - CCSS.ELA-LITERACY.RL.5.2 aligns with Lesson 1: This Is So Hard! (Summarize a Story), pp. 10-25 and Lesson 2: Finding Myself (Determine Theme), pp. 26-41.

## How to Use It:

Use this chart to find comprehensive instruction, additional practice, and differentiation resources by standard.

## Where to Find It:

Teacher Toolbox >  
 Program Implementation  
*Magnetic Reading* Grades 3–5  
 Correlation Chart  
 (Under the *Plan Instruction* heading)

The screenshot shows the following interface elements:

- Teacher Toolbox** header
- Introductory text: "Introducing *Magnetic Reading* for Grades 3–5. *Magnetic Reading* is a reading comprehension program that draws all students to the center of learning. Learn more on [iReady Central](#)."
- Program: **Magnetic Reading** (dropdown menu)
- Subject: **Reading**
- Grades: **3**, 4, 5 (radio buttons)
- Program Implementation: **Classroom Resources**
- Plan Instruction** section with a list of resources:
  - Pacing and Building Knowledge
  - Inviting All Readers: Facilitating the Reading Experience with *Magnetic Reading*
  - Knowledge Building Text Selector Tool
  - Magnetic Reading* Lexile List
  - Magnetic Reading* Extended Reading Lists
  - Magnetic Reading Grades 3-5 Correlation Chart** (highlighted with a blue box)