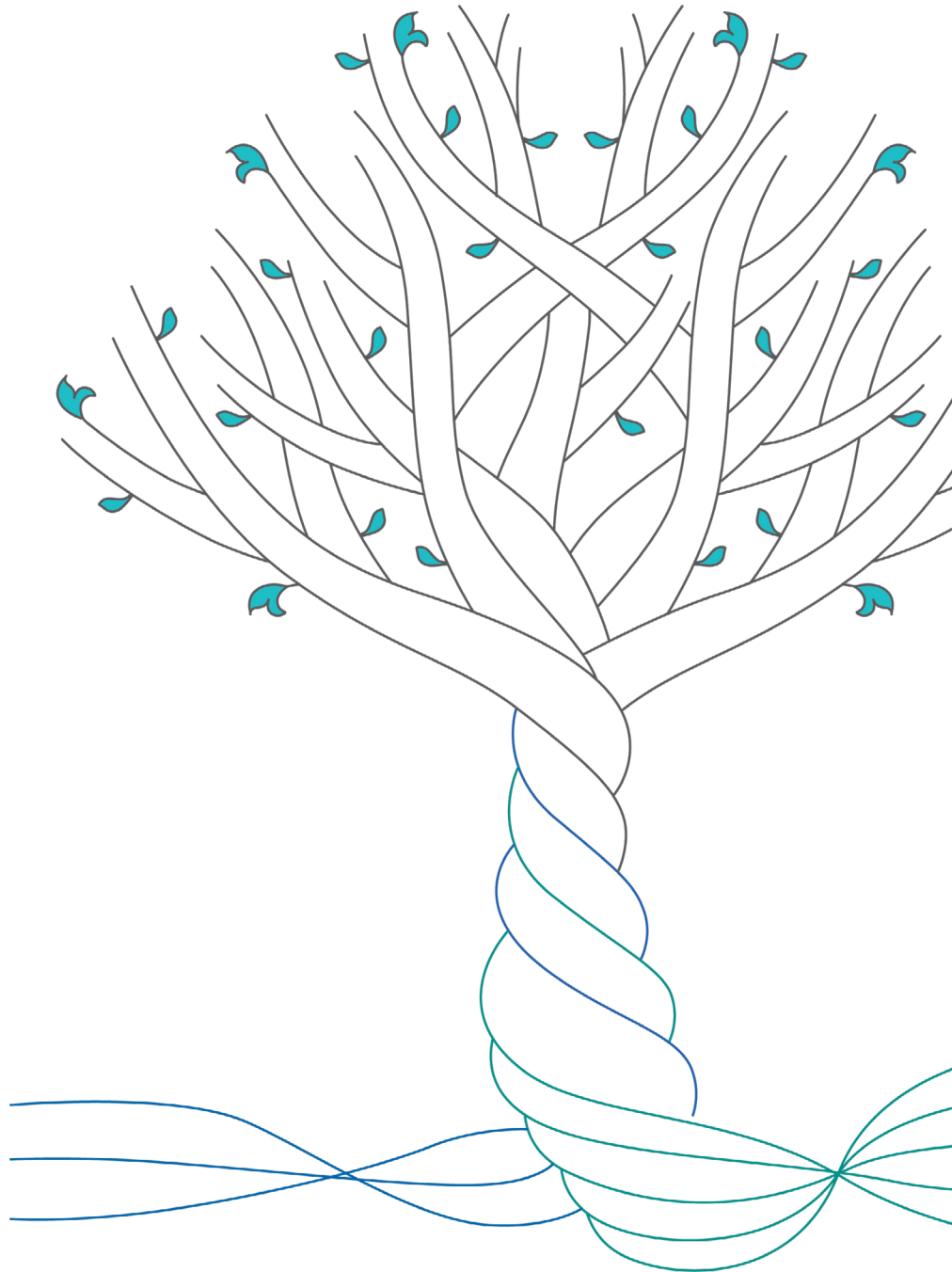# i-Ready Learning

MagneticReading™
Foundations

Magnetic Reading Foundations
Research Base

Grades K–2

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

Contents

Introduction

Magnetic Reading Foundations is a Grades K–2 foundational skills program that leverages research-based, explicit systematic instruction and rich, engaging decodable texts. The program utilizes scripted routines with a predictable, strategic flow that intentionally embeds explicit instruction, teacher modeling, and student application. Students then practice their developing literacy skills with authentic reading experiences through high-interest, decodable readers on connected topics. Engaging in *Magnetic Reading Foundations* will help students learn skills and gain motivation to continue reading independently. The *Magnetic Reading Foundations* materials meet the expectations for alignment to standards and research-based practices for foundational skills instruction in Grades K, 1, and 2, earning an "all-green" rating by EdReports.

The research-based instruction in *Magnetic Reading Foundations* is informed by practical classroom experiences and the Science of Reading. The design of *Magnetic Reading Foundations* is informed by an extensive body of research that, according to Dr. Louisa Moats, "has revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work best for the most students" (Fugnitto & Stuart, 2021). *Magnetic Reading Foundations* also recognizes that there is no such thing as an average learner (Rose, 2016), and all students bring their own unique assets, backgrounds, and variables to their learning. Instruction in *Magnetic Reading Foundations* reflects best practices of effective reading instruction (Moats, 2020), the guidelines of the Universal Design for Learning (UDL), and best practices for students who are English Learners (ELs). This allows for teachers to draw on concepts and practices strategically to suit the strengths and needs of their children.

In the following pages, we will walk you through the research base upon which *Magnetic Reading Foundations* was built and how it delivers explicit and systematic foundational literacy skills instruction through research-based routines, engaging texts, and timely assessment to support reading.

Authors and Advisors

Magnetic Reading Foundations provides evidence-based instruction informed by practical classroom experience. Guidance from our program authors and advisors ensured the design of a rigorous, foundational literacy skills program that provides students with opportunities to practice and apply new learning purposefully and meaningfully while being manageable for teachers to implement.

Authors

James W. Cunningham, Ph.D.

Awards and Key Positions

- Reading Hall of Fame
- National Reading Conference Board of Directors
- *International Encyclopedia of Education* contributor

Advisory Focus

- Text complexity
- Scope and sequence
- Reading comprehension
- Vocabulary
- Writing

D. Ray Reutzel, Ph.D.

Awards and Key Positions

- Literacy Researchers Association Board of Directors
- International Reading Association Board of Directors
- John C. Manning Public School Service Award

Advisory Focus

- Scope and sequence
- Phonological Awareness
- Differentiation

Advisors

Heidi Anne Mesmer, Ph.D.
Program Advisor

Heidi Anne Mesmer is a Professor of Literacy at the School of Education at Virginia Tech. Heidi Anne studies beginning reading instruction and text difficulty, and her work has been published in *The Reading Teacher, Reading Research Quarterly,* and *The Educational Researcher.* She is the author of *Letter Lessons and First Words: Phonics Foundations That Work, Reading Interventions in Primary Grades,* and *Alphabetics for Emerging Readers.*

Linda Diamond, M.Ed.
Program Advisor

Linda Diamond has dedicated her career to teaching children to read, particularly those with word reading difficulties like dyslexia. Linda co-founded the Consortium on Reaching Excellence in Education (CORE) alongside former California Superintendent of Public Instruction Bill Honig, and she served as CORE's president for 26 years. She is the co-author of the nationally recognized textbooks *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures*, and *Vocabulary Handbook*.

English Learners Success Forum (ELSF)

ELSF is a collaboration of researchers, teachers, education leaders, and content creators who are dedicated to improving the quality and accessibility of instructional materials for ELs. ELSF's experts provide guidance to curriculum developers in addressing the linguistic and cultural assets and needs of ELs. The goal of our collaborative efforts is to provide ELs full access to grade-level content and quality learning.

Program Components

Magnetic Reading Foundations provides a complete set of resources for effectively teaching foundational skills. *Magnetic Reading Foundations* program components include the following resources designed to support whole class instruction and small group instructional support:

- **Teacher's Guide.** The Teacher's Guide provides guidance on systematic instruction and is available in print and digitally so that teachers can access and plan from anywhere.
- **Student Worktext.** The Student Worktext pages are available in print and digitally and include write-in opportunities for students to engage in repeated and purposeful practice.
- **Classroom Decodable Library Set.** The Classroom Decodable Library Set comes with Magnetic Readers (i.e., decodable readers) and cards (i.e., high-frequency word, sound spelling, articulation, and word building) for teacher modeling.
- **Teacher Toolbox.** The Teacher Toolbox provides digital access to a wealth of resources for teaching foundational skills, such as:
  - **Articulation Videos.** These short videos demonstrate the correct articulation for letter sounds and words.
  - **Lesson Presentation Slides.** These slides help guide students through the main activities and practice in each session, with support from facilitator notes.

Student Worktext (Two Volumes)

Write-in booklet for repeated and purposeful practice
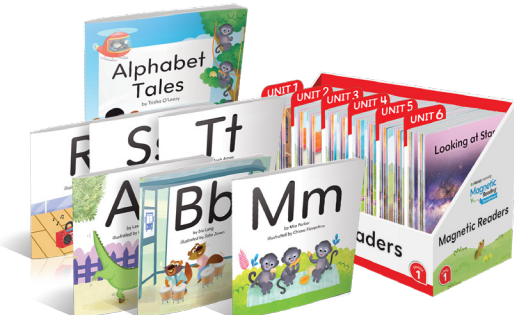

Teacher's Guide (Two Volumes)

Daily, weekly, and unit guidance with systematic instruction
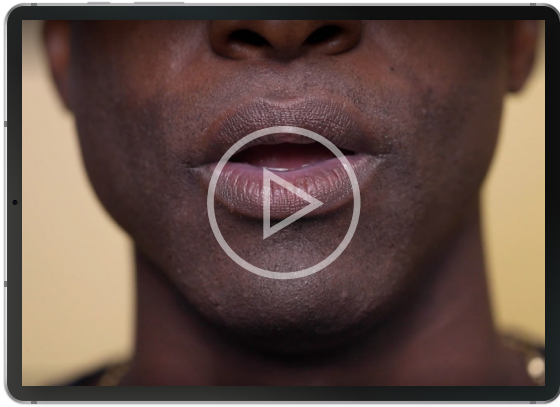

Classroom Decodable Library Set

Each set of grade-level texts are designed for practicing skills in context.

Cards for Teacher Modeling

Articulation Cards, Word Building Cards, Sound Spelling Cards, and Super Word (i.e., high-frequency word) Cards are available for teacher use.

Articulation Videos

Demonstrate the correct articulation for letter sounds and words with these short videos.
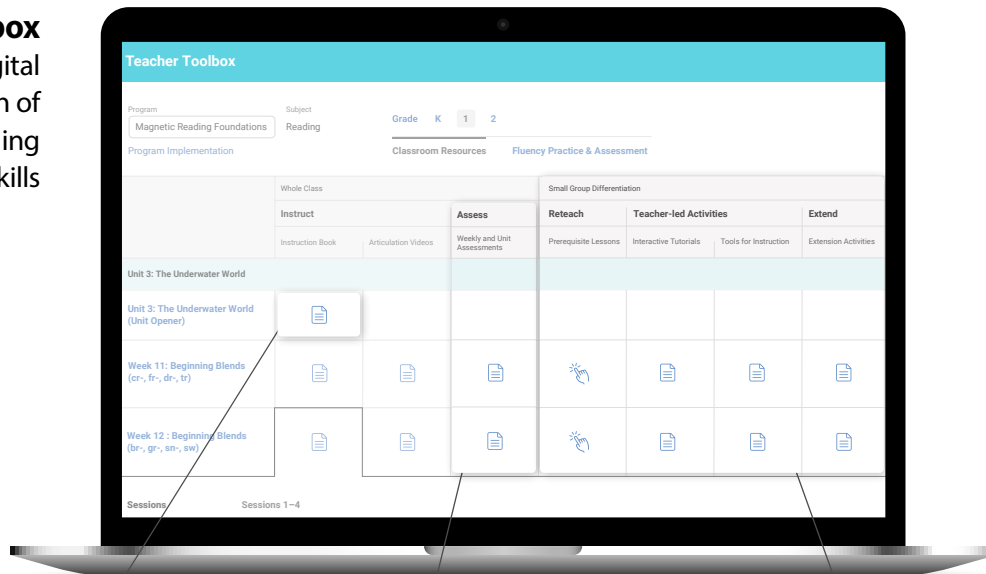
Lesson Presentation Slides

Easily guide students through the main activities and practice in each session, with support from facilitator notes.

Magnetic Reading **Foundations**

GRADE **1**

Week 12
Session 1: Beginning Blends *br-* and *gr-*

Teacher Toolbox

Provides digital access to a wealth of resources for teaching foundational skills

Teacher Toolbox

| Program | Subject | | Grade | K | 1 | 2 |
| Magnetic Reading Foundations | Reading | | | | | |

Program Implementation | Classroom Resources | Fluency Practice & Assessment

	Whole Class			Small Group Differentiation		
	Instruct		**Assess**	**Reteach**	**Teacher-led Activities**	**Extend**
	Instruction Book	Articulation Videos	Weekly and Unit Assessments	Prerequisite Lessons	Interactive Tutorials	Tools for Instruction	Extension Activities
Unit 3: The Underwater World							
Unit 3: The Underwater World (Unit Opener)	📄						
Week 11: Beginning Blends (cr-, fr-, dr-, tr)	📄	📄	📄	👆	📄	📄	📄
Week 12 : Beginning Blends (br-, gr-, sn-, sw)	📄	📄	📄	👆	📄	📄	📄
Sessions	Sessions 1–4						

Support student engagement
with grade-level foundational skills instruction:

- *Magnetic Reading Foundations* instruction
- Lesson slides
- Multimodal/multisensory instruction

Monitor progress:

- Fluency Practice & Assessment
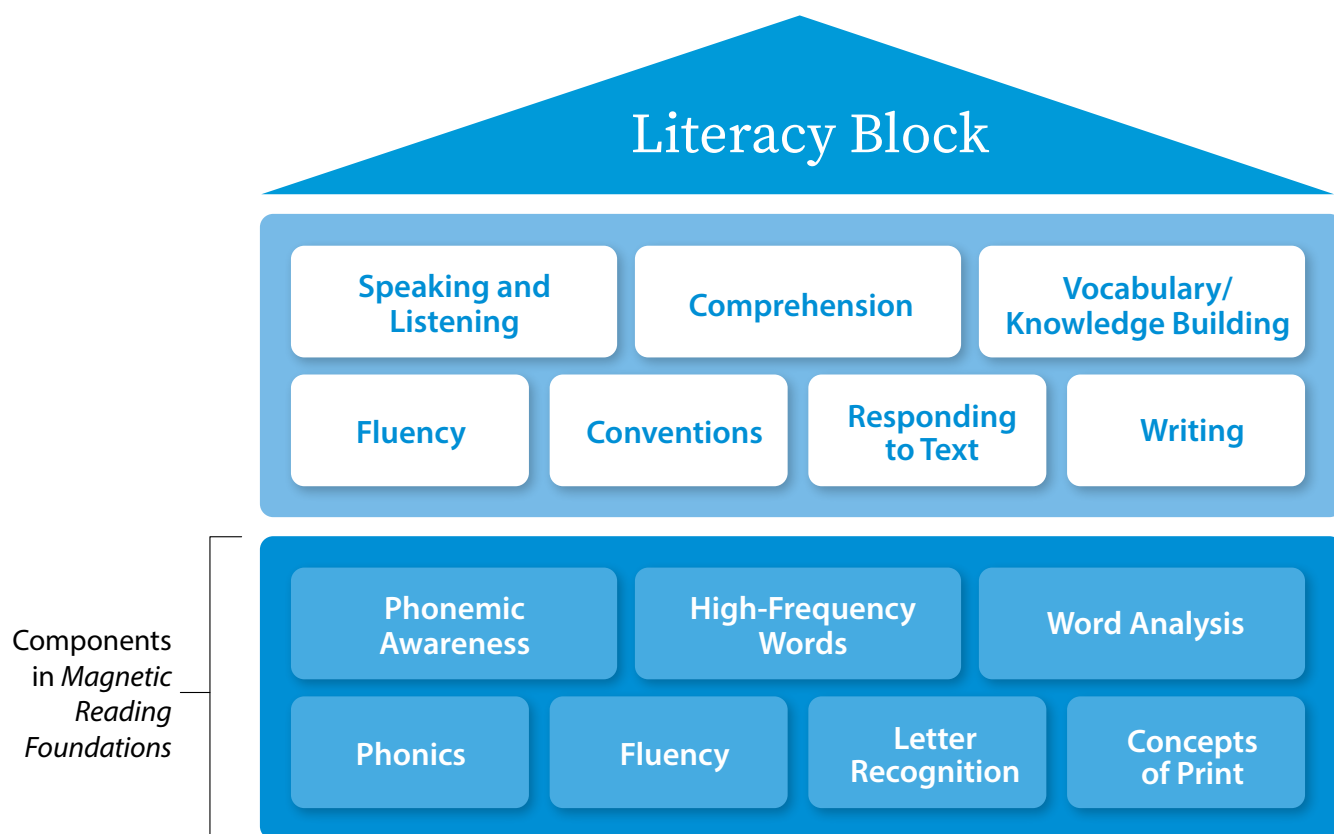- Weekly and Unit Assessments

Drive small group instruction
that meets each student's needs:

- Interactive Tutorials
- Tools for Instruction
- Extension Activities
- Prerequisite Lessons (Grades 1 and 2)

Magnetic Reading Foundations Was Developed for Use with All Learners

Magnetic Reading Foundations can be easily integrated into any Grades K–2 literacy block, helping students move from foundational skills to reading fluency.

Literacy Block

Speaking and Listening	Comprehension	Vocabulary/ Knowledge Building
Fluency	Conventions	Responding to Text	Writing

Components in *Magnetic Reading Foundations*

Phonemic Awareness	High-Frequency Words	Word Analysis
Phonics	Fluency	Letter Recognition	Concepts of Print

Evidence Base

Explicit, Systematic Instruction and Application of Foundational Literacy Skills

*Magnetic Reading Foundation*s uses an explicit and systematic approach to teaching foundational literacy skills through a strategic scope and sequence. As research has shown, mastering the foundational skills is essential to becoming a skilled reader with the capability and passion for reading to learn as one progresses in school and beyond (National Early Literacy Panel, 2008; National Reading Panel, 2000). *Magnetic Reading Foundations* gives educators what they need to teach these essential foundational skills effectively and efficiently so children will be able to practice and apply them in authentic reading experiences.

Learning to read and write is a complex process that involves both the more inherent development of oral language and the more abstract development of written language (Scarborough, 2001). Children come into this world hearing language all around them, and gradually they are exposed to the written language that also surrounds them. Making the connection that oral language is represented not only by what they hear but also by what they see is a rather abstract understanding that is explicitly shared or taught to children by caregivers and teachers alike.

In schools, early elementary teachers focus on strengthening this connection through systematically teaching a progression of foundational literacy skills that highlight the interconnected nature of oral language and written language and that promote children's development toward skilled reading (Scarborough, 2001). These foundational literacy skills include domains such as concepts of print, letter recognition, phonological awareness, phonics, word analysis, high-frequency words, and fluency. Rather than teaching foundational literacy skills one at a time, they are taught concurrently with the development of the earlier foundational skills, such as concepts of print and phonological awareness, promoting the development of the later foundational skills, such as phonics, word analysis, and fluency (Foorman et al., 2016).

Drawing from the Simple View of Reading (Gough & Tunmer, 1986) and the Scarborough Rope (Scarborough, 2001), *Magnetic Reading Foundations* provides carefully designed instruction that is focused, connected, supportive, and meaningful. The phonics scope and sequence serves as a roadmap to the program, and the scope and sequence of every literacy domain systematically complements and reinforces that roadmap.

Concepts of print is a foundational literacy skill prioritized in the earlier grades. These concepts include an awareness that print surrounds us and is a way to communicate meaning. They represent a child's basic understanding of letters, words, sentences, book handling, and environmental print (Reutzel, 2015). Some specific types of knowledge included in concepts of print are that a book is held right side up, it has a front cover and back cover, sentences are made up of separate words, and the words have specific meanings.

The understanding that printed words contain and communicate meaning is important because it is a bridge between speech and reading (Honig et al., 2018). As children become more secure in concepts of print, they learn concept of word, which prepares them for decoding (Ehri & Sweet, 1991). Concept of word refers to the knowledge that a word is composed of fixed letters, is surrounded by white space, contains meaning, and is something that is read. Among the concepts of print, concept of word is particularly important for learning to decode and is a journey toward learning to read unto itself (Mesmer, 2019).

Focusing on oral language, phonological awareness is also a foundational literacy skill prioritized in the earlier grades. Before children learn to read, they develop the ability to hear the sounds in words. Learning to separate, blend, and manipulate component parts in spoken words, such as syllables, onset-rime, and phonemes, teaches students that words are composed of individual sounds (Muter et al., 1997). This is known as phonological awareness, a critical predictor of later reading success (Kilpatrick, 2015). Phonemic awareness, a component of phonological awareness, focuses on the same concepts but at the phoneme level, with phonemes being single units of sounds in words or letters.

Phonological awareness—and phonemic awareness specifically—is an important precursor to decoding written words because it trains children to hear the word parts that correspond to sound spellings (Wagner & Torgesen, 1987). It is only possible for a student to orthographically map a phoneme they can hear (Lindsey, 2022), which is what makes the importance of phonological awareness fundamental to learning phonics. Whereas phonemic awareness is the ability to "hear" the sounds in words, phonics is the ability to "see" the sounds in words—to understand their placement and to realize that manipulation of these placements changes the word. This must be explicitly taught with the connection made between oral language and written language (Mesmer & Kambach, 2022). Being able to recognize sound and letter relationships, letter patterns, and word patterns assists students in decoding words of increasing complexity. As students learn more sound-spelling patterns and word parts and practice analyzing them, the more accurately and fluently they will be able to recognize the words they read (Foorman et al., 2016).

As teachers build students' understanding of the code of language and how to apply this code to analyze the words they read, teachers also build students' knowledge of high-frequency words. High-frequency words are words that students commonly see when they are reading but that do not always adhere to the typical code of language. Only 100 words account for approximately 50 percent of the words found in the texts used in schools and colleges (Zeno et al., 1995). Some of these words are decodable early in a phonics scope and sequence (e.g., I, am), some become decodable later (e.g., he, she), and some are irregular (e.g., the, was, people). Because high-frequency words are so common in English, they need to be identified quickly for fluent reading, and students cannot afford to wait until they become decodable on the phonics scope and sequence (Ehri, 2005; 2020). Like all words, high-frequency words need to become "sight words," or words that can be read automatically, but they should not be taught with whole word memorization (Duke & Mesmer, 2016; Ehri, 2005; 2020). Research shows that decoding the known graphemes in irregular words and hearing the irregular sounds supports retention of new words and leads to automaticity (Ehri, 2005; Steacy et al., 2017). Many high-frequency words are function words (e.g., of, was, the), and research shows that context enhances the learning of function words (Ehri, 2020). Specifically, hearing a context sentence and reading the words in isolation is the best method for learning the spellings of this type of word (Ehri & Wilce, 1980).
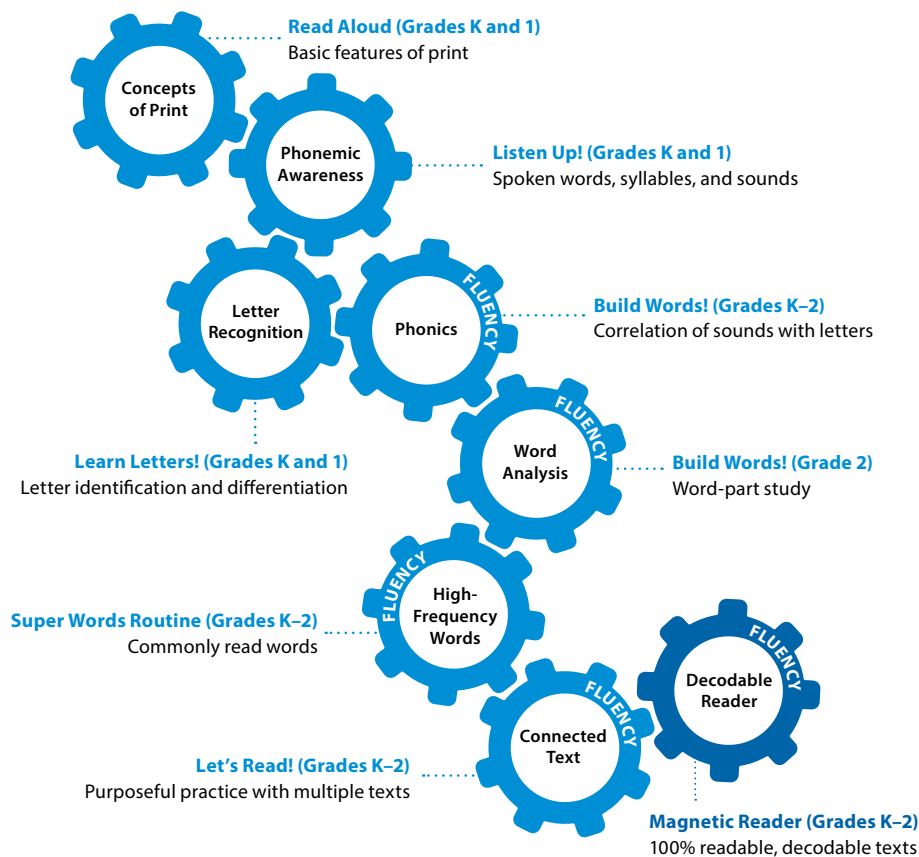
Each of the above-mentioned foundational skills moves students toward fluency and ultimately comprehension. Fluency, which is defined as the ability to read text quickly, accurately, and with proper expression, is one of only five critical components of reading (National Reading Panel, 2000; Pikulski & Chard, 2005). Specifically, fluency is the ability to read with accuracy and prosody at a rate that supports comprehension. Fluency develops with the efficient, effective application of word recognition and word analysis skills that permit a reader to construct the meaning of text (Pikulski & Chard, 2005).

Accuracy means reading each word correctly, while rate means reading each word automatically, or at a rate that frees up enough working memory that allows a reader to comprehend text (LaBerge & Samuels, 1974; Torgesen & Hudson, 2006). Prosody is overall expressiveness and consists of three primary skills: phrasing (i.e., the ability to group words together into meaningful phrases, rather than reading them with equal emphasis on each one), intonation/inflection (i.e., the pitch and volume of the voice while reading), and expression (i.e., the ability to read with a voice that reflects emotions or actions). Some degree of text comprehension is required to read with prosody, but learning prosody skills also helps comprehension. Learning to group words into phrases, for example, makes text easier to comprehend than reading them one by one does (Rasinski, 2003).

Weaving the foundational literacy skills together, as children develop the ability to hear and manipulate the sounds in words, connect those sounds to letters, use that knowledge to accurately decode the words they see when they read, as well as recognize on sight the words they frequently encounter, they become more fluent readers on the road toward comprehension or making meaning during their authentic reading experiences.

Connected, Purposeful Routines

*Each instructional routine follows a sequential approach.*

Read Aloud (Grades K and 1)
Basic features of print

Concepts of Print

Phonemic Awareness

Listen Up! (Grades K and 1)
Spoken words, syllables, and sounds

Letter Recognition

Phonics — FLUENCY

Build Words! (Grades K–2)
Correlation of sounds with letters

Word Analysis — FLUENCY

Learn Letters! (Grades K and 1)
Letter identification and differentiation

Build Words! (Grade 2)
Word-part study

High-Frequency Words — FLUENCY

Super Words Routine (Grades K–2)
Commonly read words

Decodable Reader — FLUENCY

Connected Text — FLUENCY

Let's Read! (Grades K–2)
Purposeful practice with multiple texts

Magnetic Reader (Grades K–2)
100% readable, decodable texts

Concepts of Print

In *Magnetic Reading Foundations*, concepts of print are taught in Grade K and reviewed in Grade 1. The sequence begins with the easy-to-acquire skills, such as names and distinguishing print from pictures, and progresses through book handling, print directionality, and parts of a sentence. Concept of word skills begin early and are reinforced throughout the sequence. The overall sequence and layering of concept of word skills ensure students have the concepts of print they need to begin blending words. This sequence is systematic across domains—high-frequency word instruction in Grade K does not begin until students' concept of word skills are secure. Each week in Grade K, two concepts of print are taught using the program's Alphabet Book and heavily scaffolded read-along Duet Passages. With the Alphabet Book, teachers can model the skill using a text the whole class can see, and in the Duet Passages, students are able to underline and circle text. With the Alphabet Book, for example, the teacher can point to the author's name when demonstrating the skill for "title page." And for the skill "distinguish words from print," students underline where the story begins in the Duet Passage in the Student Worktext.

By the time students are halfway through Grade K, they will have learned the 21 concepts of print that cover functions and conventions of print, book handling, and concept of word.

Concepts of Print Are Taught through Alphabet Books and Using Duet Passages
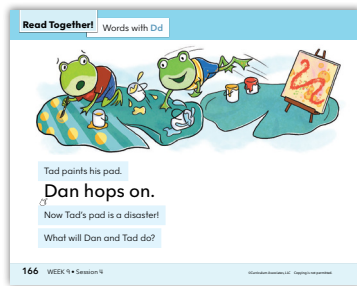
Duet Passages cover topics or share stories that are more complex than what a student may be able to read independently.

Letter Recognition and Formation

Letter instruction begins early in *Magnetic Reading Foundations* and includes recognition of sound and name, letter formation, and discrimination from other letters (Piasta & Wagner, 2010). Letters are reviewed repeatedly until all letters are learned (Reutzel, 2015). Letter formation plays an important role in the *Magnetic Reading Foundations* Grade K letter learning curriculum. It is an essential element of building students' letter knowledge because it is an active way for students to reinforce letter shapes and make connections to print (Honig et al., 2018). Learning correct letter formation builds the foundation for fluent writing, which impacts everything from students' ability to encode words correctly to sentence writing to outcomes such as passage writing beyond the scope of Grades K–2 (Graham & Harris, 2005). Teachers give explicit instruction and model correct form, and students practice correct formation and receive targeted feedback. Students also have many opportunities to practice writing in other contexts, and letter formation is reviewed in Grade 1.

Phonological Awareness

In *Magnetic Reading Foundations*, phonological awareness whole class instruction is oral so students can focus on the least intuitive part of the skill—the sound—without the distraction of graphemes (Mesmer & Kambach, 2022). Additionally, if a student needs support with a phonological awareness skill while using letters, it can be difficult to assess whether the problem is auditory or graphemic in nature (Kilpatrick, 2015). For example, it can be hard to tell whether a student confuses the medial sound between pet and pit or whether they are unsure of grapho-phonemic skills (e.g., confusing "e" and "i") (Mesmer & Kambach, 2022). Because there is research showing that print can be a useful support for phonological awareness as an intervention (National Reading Panel, 2000), it is included as one of several options for differentiated support as a reteach method with the program's Instructional Next Steps that follow each assessment. Other reteach methods for differentiated support include hand signals, tapping, and tokens without letters. Research has shown that instruction supported with hand signals, tokens without letters, and other variation in small groups is effective for learning, especially for differentiation, which makes it appropriate for reteaching (Ehri & Roberts, 2006; Foorman & Torgesen, 2001; Honig et al., 2018).

Phonological awareness instruction in *Magnetic Reading Foundations* is connected to phonics instruction in two ways: 1) Phonological awareness immediately precedes phonics, and 2) Phonological awareness lessons always include words with the phonics skill. Each session (i.e., day) begins with phonological awareness instruction, followed immediately by phonics. In this way, students hear, identify, and manipulate the phonemes in words immediately before they learn or review the corresponding graphemes (Wagner & Torgesen, 1987). This order of instruction helps students connect the graphemes to the phonemes, and aligning phonological awareness words with the phonics skill gives students a better understanding of how to decode those words than if they were hearing unrelated words in phonological awareness instruction (Muter et al., 1997).
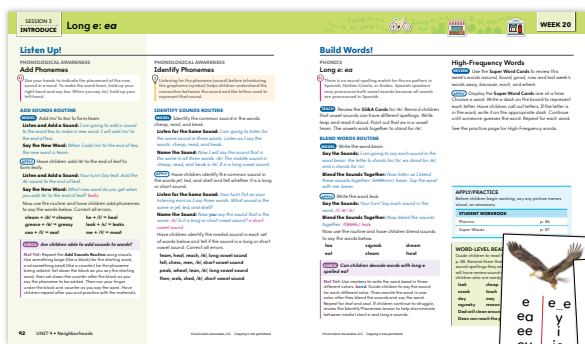
Phonics

The *Magnetic Reading Foundations* phonics scope and sequence contains 139 unique skills and is the foundation upon which the program is built. The skills in the other domains correspond to and support the phonics scope and sequence to maximize student learning (Ehri, 1995; Ehri & Roberts, 2006; Muter et al., 1997). For example, during phonological awareness lessons, students focus on sounds they will then learn in that day's phonics lesson.

Phonics instruction in *Magnetic Reading Foundations* is systematic. There are four principles of the phonics scope and sequence that make it systematic (National Reading Panel, 2000):

1. Begin with simple concepts and skills and build to more complex concepts and skills.
2. Order concepts and introduce new skills at a cadence that allows students time for enough application and practice to master the skills.
3. Build the scope and sequence as a three-year roadmap so concepts and skills are taught systematically and spiral within and across years.
4. Introduce high-utility sound spellings strategically to give students access to more words.

In addition to being systematic, phonics instruction in *Magnetic Reading Foundations* is synthetic and explicit. Synthetic phonics is the system in which students are taught specific graphemes that correspond to sounds and then blend the graphemes together to form words. Synthetic phonics includes practice with decodable text and was found to be an especially effective method of phonics instruction for young students (National Reading Panel, 2000). Synthetic phonics in *Magnetic Reading Foundations* is delivered with explicit instruction in a consistent, proven "teach, model, apply" format (Honig et al., 2018) wherein the teacher introduces a new grapheme in isolation and then writes and underlines it in a word. The teacher models blending a word with the new grapheme while doing a think aloud with the grapheme, and then students apply the new graphemic knowledge by blending a set of words that contain the grapheme together. This is done with connected phonation (e.g., llliiip), as opposed to segmented phonation (e.g., l-i-p), which eliminates extra schwa sounds between letters, reduces cognitive load, and improves decoding (Gonzalez-Frey & Ehri, 2021).

Corrective Feedback Routines for Decoding

First, teachers model how to read words with new sound spelling and then students practice. Teachers can also use the Sound Spelling and Articulation Cards, which allow students to connect the sound to the symbol.

Phonics instruction in *Magnetic Reading Foundations* also includes word building and encoding, which play important roles in practicing and applying knowledge of graphemes. Word building shows students how changing a grapheme can turn one word into another (e.g., shin to thin), which reinforces sound-spelling knowledge (Williams et al., 2009).

Encoding instruction follows, in which students practice spelling words by grapheme (e.g., sh-in), which complements decoding as an active application of skills (Templeton, 2020). In the initial grapheme introduction and practice, instruction is print to speech, while encoding is a form of speech-to-print instruction. Speech-to-print phonics practice such as encoding helps students develop auditory skills, which facilitates orthographic mapping (Ehri, 2014). With so many opportunities for different types of practice, students are bound to make mistakes, and research shows that student errors should be corrected immediately. *Magnetic Reading Foundations* includes Corrective Feedback Routines for decoding and encoding so teachers can give students prompt, consistent answers, which allows students to continue practicing (Carnine et al., 2005).

Word Analysis

Word analysis skills complement the phonics scope and sequence in Grades 1 and 2 to help students learn to read words. These skills include inflectional endings, prefixes, suffixes, contractions, and syllable patterns. They are taught explicitly with opportunities for practice and application in reading decodable text and written exercises. An example of a complementary word analysis skill is Comparative Inflectional Endings *-er, -est* with phonics skill *r*-Controlled Vowels *er, ir, ur.* Syllable pattern instruction comprises an important part of the word analysis domain and begins in Grade 1 (Moats, 2005; Shefelbine et al., 1989). Instruction begins with simple compound words, progresses to open and closed syllable patterns, and advances to stable syllable patterns. Students learn strategies for identifying and reading different syllable types in two-syllable words. In Grade 2, students learn additional word parts and all six syllable patterns.

High-Frequency Words

The *Magnetic Reading Foundations* high-frequency word instruction uses a research-based partial decoding approach (Duke & Mesmer, 2016). The teacher first displays and reads a high-frequency word and students repeat it, followed by the teacher reading context sentences while the students listen. Students say the letters and review the known graphemes, then write the word and check the spelling. Students have many opportunities to identify, read, and write high-frequency words throughout the lesson in isolation and context to build automaticity. The *Magnetic Reading Foundations* high-frequency word scope and sequence was developed with consideration for both the utility of each word based on Dolch, Fry, and Zeno word lists and grouping words by shared spelling patterns to support orthographic mapping. Sometimes the words complement the week's phonics skill, sometimes they preview the following week's skill, and sometimes they review a phonics skill from a prior week. In this way, students are learning the highest utility words while also getting the benefits of learning words that are grouped together by pattern.

Building Automaticity with Purposeful Practice

Within each session, students have multiple opportunities for intentional and repeated practice. In this Grade 2 lesson, students practice reading and writing high-frequency words.

Fluency

In order for progress in fluency to be made, students need practice and to apply their growing word identification skills to appropriate texts. Appropriate texts are critical for all students—but particularly for students who have difficulty with word identification skills (Pikulski & Chard, 2005). Because there are so many skills to master while reading connected text, fluency instruction in *Magnetic Reading Foundations* begins with accuracy only (Petscher et al., 2020). In fact, *Magnetic Reading Foundations* focused primarily on accuracy instruction until mid-Grade 1. As children master skills and gain stamina as readers, fluency instruction progresses to include phrasing and prosody (Armbruster et al., 2001). At mid-Grade 1, students are growing secure as decoders and begin learning rate and prosody skills. This occurs simultaneously while they are continuing to gain mastery in accuracy (Ehri, 2005). In Grade 2, all five fluency skills are taught as students continue practicing repeated readings to build automaticity. Every skill in Grades 1 and 2 is taught with explicit instruction using a decodable text, teacher modeling, and repeated readings (Rasinski, 2003).

Corrective Feedback Routines
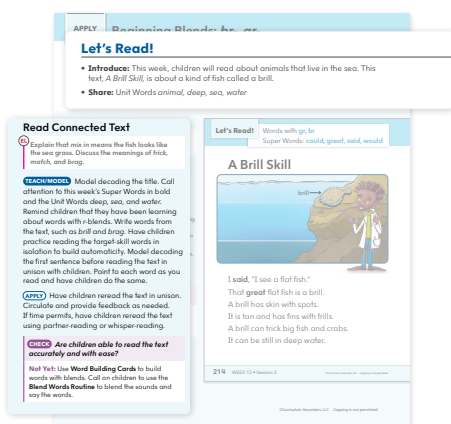
Repeated routines, such as the Let's Read! routine, allow students to focus on the skill they're learning.

Application of Routines

Foundational skills instruction is made achievable for teachers and students with a predictable, strategic flow incorporating scripted routines that include explicit instruction, teacher modeling, and student application (Carnine et al., 2005). The instructional routines provide structure and consistency to *Magnetic Reading Foundations*. Each routine includes step-by-step instructions for teacher modeling and student application with scripting for the specific foundational literacy skill being taught, as well as for the corrective feedback that can be provided to support student mastery. The explicit teacher modeling provides students clarity and confidence. Then, as students become more familiar with the routines, they can use the familiar steps as tools for mastering new skills. Options for differentiation are provided within each routine to support learner variability. Corrective Feedback Routines address and correct student errors while the nature of the routine ensures students are prompted to review and correct their own errors in an efficient and consistent way.

Putting It All Together

Offering comprehensive coverage and a systematic sequence of strand instruction, *Magnetic Reading Foundations'* scope and sequence makes strategic connections across each of the above-mentioned domains to systematically build and reinforce the skills young students need to succeed. With repeated exposure and practice through systematic, explicit instruction in the sounds of letters and words and their orthographic representations in our alphabetic language, *Magnetic Reading Foundations* intentionally aids in the developmental progression from oral language use to written language understanding.

Providing Authentic Reading Experiences That Are Supportive and Meaningful

Part of the joy of reading for young readers is the opportunity to apply the skills they have been acquiring to making sense of engaging texts (Shanahan, 2019). We know that developing foundational literacy skills provides students with the building blocks of literacy success (Scarborough, 2001). Decoding isolated words is one important type of practice for young children. Reading connected text—multiple sentences related to each other—is another. Reading connected text synthesizes for students the foundational skills they have learned. They enable students to apply their understanding of phonological awareness, phonics, high-frequency words, word analysis skills, and fluency to help them make meaning and comprehend words (Ehri & Roberts, 1979; Goldenberg, 2020). This complicated process requires that students recognize words, integrate what they are reading with their background knowledge, monitor their comprehension, and interpret the intended meaning (Foorman et al., 2016). In order to be successful, students must spend substantial time applying the skills and strategies they developed. It is through regular practice with connected texts that they increase their accuracy and fluency to become proficient readers (Foorman et al., 2016; Miller, 2012; Shanahan, 2019).

Intentionally pairing instruction with the practice and the application of these developing skills, *Magnetic Reading Foundations* embeds specific connected texts to strategically reinforce autonomous reading. Duet Passages, Connected Texts, and Magnetic Readers enable students to apply their understanding of the skills they learned in each lesson while strengthening accuracy with phonics skills and high-frequency words, rate, and prosody.

Duet Passages

Throughout Grade K, students' practice and application evolve as children strengthen their foundational skills. In the first half of the year, the reading is highly scaffolded. Teachers model fluent reading during the teacher read-aloud as students, who are primarily in the partial alphabetic stage of word reading, are beginning to learn to blend words (Ehri, 2005). Students can actively practice the phonics skills and high-frequency words they are learning as the teacher reads aloud. Scaffolding remains consistent while students' phonics skills and high-frequency word knowledge begins to grow.

Connected Texts

In *Magnetic Reading Foundations*, students are introduced to Connected Texts beginning in mid-Grade K. These fiction and nonfiction passages are highly decodable and provide students with opportunities to practice new and previously taught sound spellings and high-frequency words and include pre-taught Unit Words. They serve as a useful tool for students to build fluency and stamina with new material while reviewing and building confidence with previously taught unit words (Pikulski & Chard, 2005).

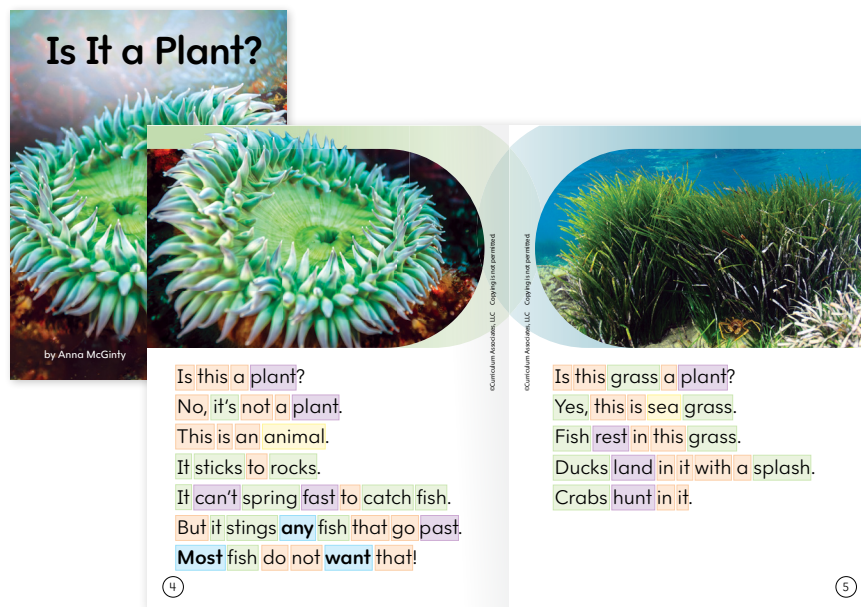### Connected Texts Build Background Knowledge, Skills, and Stamina
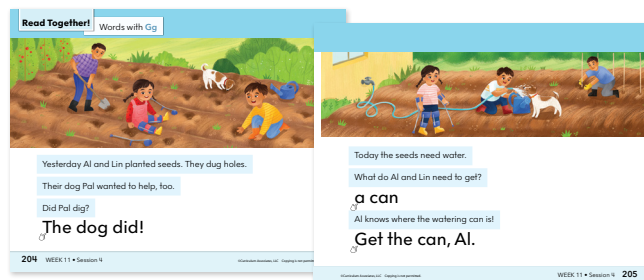
A set of three topically related texts each week features two highly decodable Connected Texts and one decodable reader (i.e., Magnetic Reader). Every Magnetic Reader has a corresponding skill focus that is directly tied to the week's instruction.

Magnetic Readers

The Magnetic Reader Library consists of a collection of fiction and nonfiction books. Beginning in the middle of Grade K, students read one Magnetic Reader per week in either whole class or small group settings. Magnetic Readers are longer, highly decodable texts that provide students with the opportunity to practice and apply newly acquired and developing phonics, high-frequency word, and word analysis skills. They provide students practice with concepts of print and review of both new and previously taught sound spellings, high-frequency words, and Unit and Story Words. Magnetic Readers also allow students to practice Fix-Up Strategies. These self-correction techniques provide teachers with opportunities to model for students how they monitor for mistakes and how they self-correct when they make errors at the word level, with rate, or with prosody skills. This models for students the process competent readers engage in when text does not make sense, if a word is misread, or if a mistake has been made (Foorman et al., 2016).

Magnetic Readers Connect to Topics

Is It a Plant?

by Anna McGinty

Is this a plant?
No, it's not a plant.
This is an animal.
It sticks to rocks.
It can't spring fast to catch fish.
But it stings **any** fish that go past.
Most fish do not **want** that!

4

Is this grass a plant?
Yes, this is sea grass.
Fish rest in this grass.
Ducks land in it with a splash.
Crabs hunt in it.

5

Students practice new phonics and high-frequency word skills with Magnetic Readers.

Ongoing Formative, Responsive Assessment to Drive Instruction

Collecting ongoing data is critical to inform personalized and meaningful instruction (Carol, 2019; Halverson et al., 2007; Hamilton et al., 2009; Swan & Mazur, 2011). It is never too early to start collecting data and providing students feedback in order to improve student achievement and increase motivation. In fact, introducing regular assessment practices as early as Grade K paves the way for successful learning outcomes (Graham et al., 2013). The *i-Ready* product suite strategically provides for formative and summative opportunities for teachers to collect data, assess student progress, and respond to individual needs.

Formative Assessments

Magnetic Reading Foundations provides ongoing opportunities to monitor and track student progress so teachers can deliberately respond to student needs. Formative assessments occur both within the sessions and at the end of each week. Checkboxes, located within the Teacher's Guide, provide teachers with opportunities to monitor student progress within a lesson.

They ask teachers if students have mastered certain concepts, and if they have not, teachers provide guidance for reteaching. Reteaching of skills can occur on the spot or in the moment within small groups. Weekly Assessments are administered once per week. These assessments provide insights into student mastery on specific skills, such as phonological awareness, phonics, high-frequency words, word analysis, and oral reading. Results from these assessments provide teachers with insights into what to teach next. The Instructional Next Steps offer guidance on recognizing patterns in errors across student groups and specific suggestions on the skills to reteach based on student need (Carol, 2019; Hamilton et al., 2009).

The Corrective Feedback Routines and Fix-Up Strategies provide immediate opportunities for teachers to identify student errors and offer students strategies for correction. With Corrective Feedback, teachers listen to students read and respond immediately to decoding errors. As a result, students learn strategies for self-correcting that can be transferred when reading independently. Teachers also provide corrective feedback with encoding tasks, as teachers immediately correct the spelling of words and probe students to either confirm or correct their spelling. Teachers also model Fix-Up Strategies to teach students tools for self-correction that students can then internalize and integrate.

Summative Assessments

Each *Magnetic Reading Foundations* unit also offers Unit Assessments that assess individually taught skills. The benefits of these assessments are that they enable teachers to observe patterns of errors across the whole class as well as for individual students throughout the unit. Teachers can better understand how students have progressed in their reading of connected texts. Instructional Next Steps are tailored to each unit to support teachers as they reteach skills and create flexible groups and pacing based on student need.

Additionally, the Teacher Toolbox includes resources such as the Passage Reading Fluency Benchmark Assessment in a collection of printable, educator-administered assessments that measure a student's reading performance and progress in Words Correct per Minute (WCPM), accuracy, prosody (i.e., expression), and comprehension. They can also be used to determine if students are meeting grade-level expectations (Curriculum Associates, 2023).

Unit Assessments Help the Teacher

Continuous assessment and corrective feedback inform instruction.

MagneticReading Foundations | 17

Committing to Learner Variability and Equity

Curriculum Associates holds a strong commitment to equity in all that we do. We believe that all students deserve access to high-quality, equitable educational resources and classroom instruction. We recognize that every classroom represents a rich diversity in culture, linguistic backgrounds, economic status, living circumstances, and ability, and that each student represents unique intersections between these various aspects of identity. *Magnetic Reading Foundations* strives to ensure that our materials and texts reflect and honor our students as individuals and readers and value all that they bring to the classroom.

At its core, *Magnetic Reading Foundations* is centered on an asset-based pedagogical approach. A direct response to a common deficit-based style of teaching, asset-based pedagogy seeks to unlock students' potential by focusing on their talents and the strengths that diverse students bring to the classroom. Grounded in what students can do rather than what they cannot, this perspective embodies the tenets of a growth mindset that has been proven to effectively promote higher levels of social and academic achievement outcomes (Chen et al., 2011; Claro et al., 2016; Lopez, 2017).

Recognizing the diversity of today's classrooms, *Magnetic Reading Foundations* employs various strategies to support and include all students. Informed by learning science research and cognitive neuroscience, learner variability suggests there is no average learner, and all students bring their own unique assets, backgrounds, and variables to their learning (Dockterman, 2018; Rose et al., 2013). In order to support learner variability within the classroom, *Magnetic Reading Foundations* employs well-regarded frameworks, such as the UDL, and best practices for ELs for teachers to draw on to strategically suit the strengths and needs of their learners. The program also embeds a diverse range of characters and subjects in both image and content, so all students are represented in the materials they explore.

Supporting Learner Variability

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual
Use counters such as tiles, cubes, cards, or chips to visually represent each syllable, phoneme, onset, or rime.
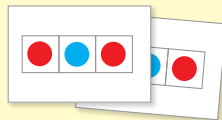
Attach Print
Adding print can be an effective scaffold for phonological awareness activities. Follow the routine, adding letters to index cards or Elkonin Boxes as you go.

Add Movement
Have children use their fists or fingers to represent each syllable or sound. For syllable or onset and rime tasks, use a fist to represent each part of the word. For phoneme-blending tasks, have children tap the sounds by bringing each finger to their thumb.

Magnetic Reading Foundations *creates opportunities for students to engage in visual, kinesthetic, and tactical learning.*

SUPPORT LEARNER VARIABILITY: Options for Differentiation

Make It Visual
Use cards! *Magnetic Reading Foundations* cards support all phonics lessons.

Sound-Spelling & Articulation (SS&A) Cards
Use the **Sound-Spelling Cards** to introduce and review sound-spellings. Point to the sound-spelling on the card, say the sound, and name the image that supports the sound.

Use the **Articulation Cards** to support the proper formation of each sound. Use the image on the front of the card as a visual model as you share the articulation steps on the back of the card with children.

Word Building Cards
Use the Word Building Cards to support decoding and encoding lessons. Model building and blending words with the cards. Then have children use the cards to practice blending and building words.

(EL) English Learners
Have children use Elkonin Boxes to reinforce sound-spelling connections as they decode and encode words.
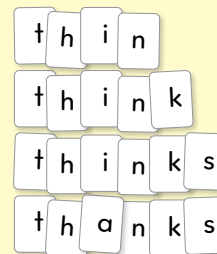
Universal Design for Learning

The UDL guidelines were created to "ensure that all learners can access and participate in meaningful, challenging learning opportunities" (CAST, 2020). When teachers apply the guidelines and concepts of the UDL into their lesson plans and practice, it can have a profound impact on all students' experiences and ongoing development (Spooner et al., 2007). *Magnetic Reading Foundations* provides a variety of ways for students to connect with and participate using what the UDL framework describes as "different modes of 'representation,' 'action and expression,' and 'engagement.'" It is important to recognize that the UDL reduces and removes barriers to allow all learners to access and engage with rigorous materials while maintaining high grade-level expectations and rigor (CAST, 2020). Built into each of the instructional routines within *Magnetic Reading Foundations* are options for differentiation that are informed by the UDL and further support learner variability.

- **Representation** refers to designing instructional materials that make content accessible to the greatest number of diverse learners by customizing the display of information, clarifying vocabulary and concepts, activating background knowledge, highlighting relationships across big ideas, and making content easily transferable for students (CAST, 2020). According to the science of learning, when you use words and visuals, for example, students have multiple ways to understand information that make it more concrete for them (Foorman et al., 2016). *Magnetic Reading Foundations* makes content accessible for all learners in a variety of ways, such as:

  – Articulation Cards provide guidance through images and text. Articulation Videos, available via digital access through the Teacher Toolbox, show how each sound is formed to model accurate pronunciation.

  – In Grades K and 1, teachers visually represent syllables, phonemes, onset, or rime using counters such as tiles, cubes, cards, or chips. Students can also represent their knowledge by adding letters to index cards or Elkonin boxes.

  – In Grades K–2, teachers use Sound-Spelling Cards to introduce and review sound spellings. Cards represent the sound, spelling, and name of the image.

- **Action and expression** provides alternative communication methods—other than traditional written pencil and paper tests—for students to express, demonstrate, and monitor their learning (CAST, 2020; Courey et al., 2012). *Magnetic Reading Foundations* incorporates strategies that provide kinesthetic tools for students to demonstrate their understanding.

  – In Grades K and 1, students add movement by using their fingers to represent each sound. They also "make it move" by tapping the sounds by bringing their fingers to their thumbs.

  – In Grades K–2, students use Word-Building Cards to support decoding lessons. Students use the cards to demonstrate their understanding of phonics and word analysis.

- **Engagement** goes beyond recruiting student interest by providing motivation through creative, hands-on, meaningful instruction (CAST, 2020; Courey et al., 2012). *Magnetic Reading Foundations* uses many strategies to engage students to increase their autonomy with the taught skills. Flexible pacing options is one important way this is done. Small group instruction is regularly considered to reinforce, extend, and apply foundational skills. For some students, small group settings minimize distractions, encourage participation, and enable them to work on complex skills. *Magnetic Reading Foundations* provides teachers with suggestions for small group instruction in 30- to 45-minute and 45- to 75-minute blocks. In addition:

  – Students engage in games to build their automaticity with high-frequency words in Grades K and 1. In Grade 2, they also use "word ladders" to build a word by changing one letter at a time to create new words and "match it" to write syllables for a set of words.

  – Essential concepts and relatable characters provide a sense of relevancy and value for students.

English Learners

ELs represent a broad spectrum of learners with a wide range of backgrounds, experiences, languages, and academic proficiencies. Across the United States, approximately five million students identified as ELs and represent the fastest-growing population in the country (National Center for Education Statistics, 2022). *Magnetic Reading Foundations* builds off best practices for supporting the needs of ELs while providing supplemental support mindful of their unique needs (August et al., 2009; August & Shanahan, 2006; Fry, 2007; Goldenberg, 2020; Rolstad et al., 2005).

Strategic Scaffolds and EL Support

Phonological Awareness

Type of Support
- Sound transfers
- Visuals
- Visuals and aural supports
- Kinesthetics/rhythm/ aural supports

Examples

> **PHONOLOGICAL AWARENESS**
> **Blend Onset and Rime**
> EL Use your hands to visually differentiate and blend the sounds of a word: /f/ (hold up right hand), /ěns/ (hold up left hand); *fence* (bring hands together).

> **PHONOLOGICAL AWARENESS**
> **Blend Phonemes**
> EL There are no beginning blends /br/ and /gr/ in Mandarin, Vietnamese, or Arabic. Pretend to be a bear as you say *grrrr* with children. Say *brrrr* as you pretend to shiver. Explain the meaning behind each sound.

Phonics

Type of Support
- Sound-spelling transfers
- Visuals
- Kinesthetics/rhythm/ aural supports

Examples

> **PHONICS**
> **Introduce *Hh***
> EL There is no sound-spelling match for *h* in Spanish because the letter is silent. After you say a word, point to the *h* on the **SS&A Cards** and **ask**, *Which letter makes the /h/ sound?*

> **PHONICS**
> **Beginning Blends: *br-, gr-***
> EL There are no sound-spelling matches for *br-* or *gr-* in Mandarin, Vietnamese, or Arabic. Emphasize these sounds in words as you point to the letters.

Reading

Type of Support
- Home language
- Kinesthetics
- Idioms/expressions
- Word analysis
- Partners

Examples

> **FIRST READ**
> **Read Connected Text**
> EL Explain the meaning of *track, grass,* and *flag.* Explain the phrase *in a flash.* After reading, have children identify Brad's problem and Trish's solution.

> **Read Connected Text**
> EL Explain that *mix in* means the fish looks like the sea grass. Discuss the meanings of *trick, match,* and *brag.*

Grades K–2 students represent a broad spectrum of learners with a wide range of backgrounds, experiences, and language proficiencies. Magnetic Reading Foundations *helps ensure all learners acquire the skills they need to succeed.*

Developing early reading skills is a highly complex task for ELs. Many learners still may be gaining experience with the English language to be able to distinguish sounds that differ from those of their home language. Additionally, ELs are expected to switch between the phonetic systems of their home language and English. While ELs can separate between two languages in phonetic production, they may differ in their patterns of language use and proficiency (Ka-Ying Tsui et al., 2018). As an effective reading program, *Magnetic Reading Foundations* offers intensive language development through using abundant, rich, and varied resources that help students speak and hear new sounds while teaching the foundational literacy skills and strategies (Lan & de Oliveira, 2019; Shanahan & Beck, 2006).

A support strategy built into *Magnetic Reading Foundations* is the opportunity to model sounds, syllables, and phonemes clearly and slowly. ELs use processes to transfer sounds that may not be familiar to them with sound- and letter-matching games, Articulation Cards, and Articulation Videos as pronunciation models. Articulation Cards serve as pronunciation models for students, with which they receive guidance through images and text of syllables, phonemes, and onsets and rimes. Articulation Videos, which are available via digital access through the Teacher Toolbox, demonstrate for students how each sound is formed with accurate models of pronunciation.

Students are explicitly taught to identify and sound out letters beginning in Grade K to support the development of phonological awareness and phonics (Shanahan & Beck, 2006). Elkonin boxes are also used to reinforce sound-spelling connections to both decode and encode words. Visuals are also used systematically to help with decoding and letter-sound identification. Visuals are important because they reduce anxiety and support comprehension (Halwani, 2017). Beginning in Grade 1, for example, ELs use small mirrors to watch how their mouths move as they form new sounds. Teachers also provide them with immediate feedback to promote individual mastery and autonomy.

ELs also benefit from multisensory instruction that utilizes various sensory pathways to enhance student learning. The opportunity to learn through kinesthetic, visual, auditory, and tactile experiences help ELs understand concepts and make connections with the materials (Reid, 1987). For example, starting in Grade K, teachers and students act out key parts of stories and add movements, such as waving to show how a kite could "wave." These opportunities have shown to promote phonemic awareness and sound-symbol correspondence (Pieretti et al., 2014).

Leveraging students' home language is another way that *Magnetic Reading Foundations* honors language development while acknowledging and celebrating the assets students bring to the classroom. When the home language is seen as an advantage, students make natural connections and develop a greater sense of self-worth (Moll et al., 1992; Thomas & Collier, 1997). *Magnetic Reading Foundations* honors home languages by having children who share a home language help each other read and connect new words to their home language.

Finally, *Magnetic Reading Foundations* is equipped with supportive tools and resources to assist teachers in meeting the needs of ELs. The Language Transfer is a resource for teachers with which they can compare English sounds and sound spellings introduced throughout the program to the top five home languages spoken by ELs in the United States, including Spanish, Mandarin, Vietnamese, Arabic, and Haitian Creole. Inherent in language transfer is the application of skills and knowledge acquired in one language to a different one. When two languages share a linguistic feature, such as a particular phoneme or phonological structure, and if that linguistic feature is more complex in Language A than in Language B, then learning Language A enables its use in Language B (Kuo & Anderson, 2010). Language transfer becomes more complex when the dominant language is one with simpler or less salient linguistic features (Bialystok et al., 2003). Therefore, the Language Transfer indicates whether a sound or sound spelling transfers from English to each home language, if there is an approximate transfer, or if a transfer does not exist. When an approximate transfer or no transfer is available to students, teachers have access to one of the various *Magnetic Reading Foundations* support strategies for ELs.

Representation Matters

Books and materials that represent the diversity that lives within every classroom is critical for the learning experience of all students. When children do not see themselves reflected in books they read, they "learn a powerful lesson about how they are devalued in the society in which they are a part. Our classrooms need to be places where all the children from all the cultures that make up the salad bowl of American society can find their mirrors" (Sims Bishop, 1990). This awareness was a consideration in the texts for the Magnetic Readers. For example, characters depicted throughout the Magnetic Readers represent people of varying race, ethnicity, disability status, and nationality. For example, in the Neighborhoods unit in Grade 2, students are introduced to families and individuals of different backgrounds exploring their neighborhoods. Through their stories, students learn about people living in both urban and rural areas and the joys of each environment. Students likely relate to some experiences and then develop an appreciation of others.

Ensure Students See Themselves Represented in the Content

As students read in Magnetic Reading Foundations, *they see and learn about a diverse range of characters and subjects along the way to becoming fluent readers.*
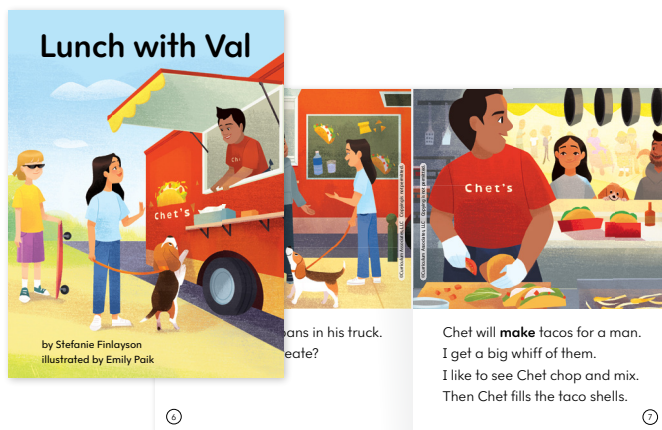
Conclusion

Magnetic Reading Foundations is a focused and connected research-based solution that supports the development of strong foundational literacy skills for students in Grades K–2 with diverse learning needs. With the ultimate goal of improving student proficiency and growth in reading, the program is supportive and meaningful, connecting systematic, explicit foundational literacy skills instruction with practice and application during authentic reading experiences. Most importantly, through their participation with *Magnetic Reading Foundations*, students develop the skills and the motivation to prepare them for a lifetime love of reading.

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