



How the Grade-Level Scaffolding Report Marries Data with Instruction

The *i-Ready Diagnostic* is known for its reliable data about student progress in multiple domains. Teachers are able to use that data to plan instruction with any program, whether it's one of Curriculum Associates' programs or another one. By analyzing *i-Ready Diagnostic* data in new ways, and without subjecting students to any additional assessments, the new Grade-Level Scaffolding report brings student data directly to *Magnetic Reading* lessons every week so teachers know which students are ready to learn, which may need extra support, and the best ways to support all of them. The Grade-Level Scaffolding report augments and enhances a teacher's ability to scaffold their students and helps with more effective lesson planning. The Grade-Level Scaffolding report does this in three ways:

Pre-reading Support

Mixed-Level Reading Pairs

New Skills-Based Instructional Groups

Pre-reading Support

This is the first part of the Grade-Level Scaffolding report to leverage. Because *Magnetic Reading* builds knowledge in addition to teaching standards, we think that students who are struggling with skills may also need a boost in building knowledge. As a result, this report provides resources for knowledge building and vocabulary not found in the Teacher's Guide. It also helps teachers identify the students who may be best served with that information. We also include the Lexiles® of each text, which teachers can reference against student Lexile scores when they look at the mixed-level reading pairs.

Mixed-Level Reading Pairs

In *Magnetic Reading*, the text is chunked into sections to build reading stamina, and at the end of each section there is a Stop & Discuss where students answer a quick comprehension question with a partner. Teachers have the option to assign the text for independent reading, or they can have students read together in pairs. Reading together orally in pairs gives students a chance to practice fluency, and reading in the mixed-level pairs suggested in the Grade-Level Scaffolding report is a research-proven way to help both partners improve (Meisinger & Schwanenflugel, 2004). Using Lexile scores, we carefully pair readers who are far enough apart that the higher reader can support the lower reader, but not so far apart the lower reader can't keep up. These combinations also make the partners well-matched for the Stop & Discuss moments (Kuhn & Schwanenflugel, 2008). There are some students who aren't paired because they are not able to decode or because they haven't taken the *i-Ready Diagnostic*—we make separate recommendations for these students to help them access the text in other ways.

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Reading Pairs	
Students Paired	
Students Paired/Total: 25/29 (Students Unpaired: 4)	
Gianna Lynch Lexile: 1000L	Isaac McKee Lexile: 810L
	Carla Finch Lexile: 800L
Anthony Duncan Lexile: 990L	Isaiah Romero Lexile: 750L
Tarak Holland Lexile: 960L	Ana Paula Boyd Lexile: 720L
Asher Noel Lexile: 950L	Deven Jenkins Lexile: 700L
Anthony Rosa Lexile: 940L	Lucia Mendoza Lexile: 690L

New Skills-Based Instructional Groups

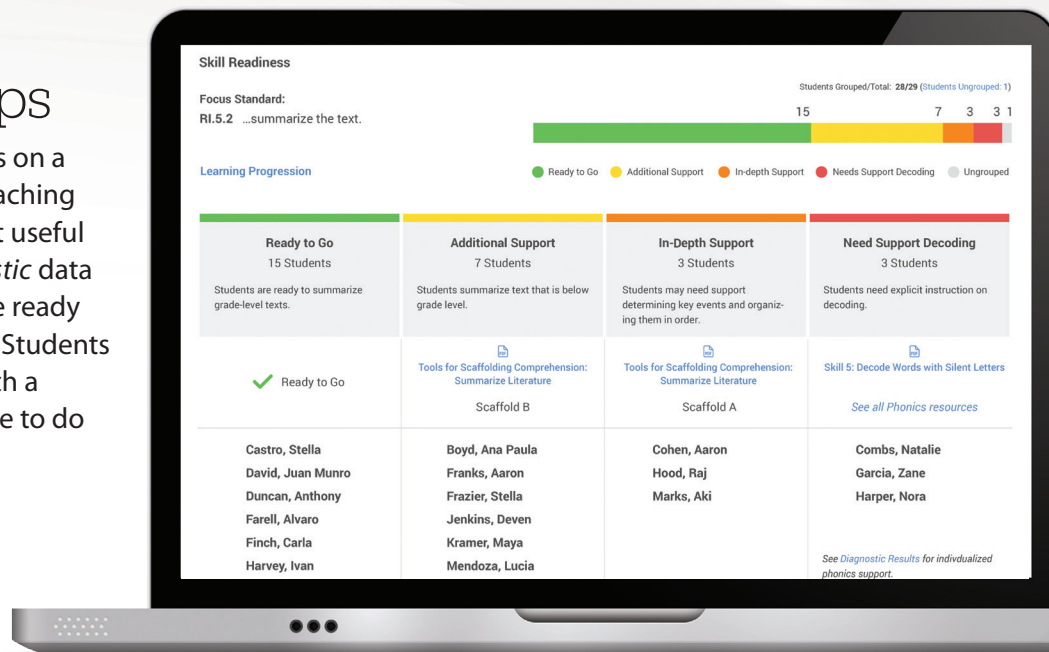
Each *Magnetic Reading* lesson focuses on a single standard as a framework for teaching comprehension skills. To make it most useful for teachers, we used *i-Ready Diagnostic* data to predict whether students would be ready to learn the skill in the weekly lesson. Students can be in one of four groups, each with a description of what they are likely able to do with the skill:

Ready to Go

Additional Support

In-Depth Support

Need Support Decoding



Students who are Ready to Go receive regular instruction. Students who need Additional and In-Depth Support are given Tools for Scaffolding Comprehension that will help them master necessary component skills so they can more easily work on the lesson's standard. Students who Need Support Decoding get Phonics Tools for Instruction based on their *i-Ready Diagnostic* data in the Phonics domain. These groups are different than the ones in the *i-Ready Diagnostic* report, and the instructional recommendations are more tailored to the *Magnetic Reading* lessons. By showing teachers which students need different levels of support, the Grade-Level Scaffolding report also helps teachers apply the scaffolds in *Magnetic Reading*.



Dr. Lauren Fingeret earned her Ph.D. from Michigan State University in literacy curriculum, instruction, and teacher education, with an emphasis in reading comprehension. She has published articles and chapters on knowledge building, fluency, effective instruction, and the National Reading Panel Report. She works at Curriculum Associates as a product manager in English language arts teacher-led instruction.

References

- Kuhn, M. R., & Schwanenflugel, P. J. (Eds.). (2008). *Fluency in the classroom*. Guilford Press.
- Meisinger, E.B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). Interaction quality during partner reading. *Journal of Literacy Research*, 36(2), 111–140.