

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

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
STUDENT BOOK		
Reread/Think, Talk	Encourages students to collaborate when applying the lesson standard and sharing ideas about the text	<ul style="list-style-type: none"> • Observe students as they participate in these activities. • Respond to individual needs with targeted strategies using the embedded Help & Go supports.
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	
TEACHER'S GUIDE		
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.

Magnetic Reading Unit Assessments

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

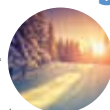
UNIT 3 UNIT ASSESSMENT

3 **ASSESSMENT**

Read the story. Then answer the questions that follow.

Yosemite Morning

by Hilary Dumrescu



1 It is quiet in the cabin when my brother and I wake up. We are at Yosemite National Park for a weekend adventure with Grandma and Grandpa. They are still sleeping, so we creep outside as silent as mice into the winter stillness.

2 Fresh snow has fallen overnight and blanketed the forest and rocks with a quilt of white. I take a deep breath. The mountain air feels icy. Suddenly, nearby, I hear a soft thump. I hear my brother squeal. When I turn around, he is standing there with his head covered in a thick crown of snow! He laughs and points up. The branches above him hold handfuls of snow, as if they are waiting to start a snowball fight with us.



3 We walk farther along a path through the forest. Our boots crunch crunch-crunching in the snow. My brother walks ahead of me. At one point, his entire left leg is swallowed up by the snow. He's stuck! I run to help him, but I, too, sink completely. The snowbank is surprisingly deep. We are laughing, trying to free our legs from the snow's grip. I pull my foot out, finally, only to find that it's just my sock that has escaped! My boot is still buried. Our giggles echo throughout the forest, clear as bells.

4 We finally free ourselves. I put my back on and we continue down the path. Tiny snowflakes swirl around us, dancing in the breeze. It feels like we are all alone, but there are signs of life everywhere. Rabbit tracks lead across a fallen log and disappear under a large bush. A woodpecker has hammered holes into the bark of an ancient tree. Half-chewed pinecones are scattered about, their seeds **devoured** by hungry chipmunks.

5 We come to a clearing. My brother holds up a hand, telling me to stop. In the distance we can see Half Dome, a huge, towering wall of rock. Visitors come from miles around to see this natural wonder. But that's not what my brother is pointing to. At the far edge of the clearing is a deer, standing perfectly still. The deer is watching us. We freeze. The deer freezes. Then, suddenly, something startles her. In a flash, she is gone.

6 We head back to the cabin, where Grandma and Grandpa have made breakfast. They give us each a warm plate of pancakes. We tell them about our early morning walk, as the kitchen wraps us in its warmth. We have the whole day ahead of us. We wonder what other adventures await us in the forest.

devoured = eaten quickly

422 UNIT ASSESSMENT | Unit 3: Making a Difference ©Curriculum Associates, LLC. Copying is not permitted.

ASSESSMENT

Respond to Text

Reread/Think

2 **PART A**

Read this sentence from paragraph 2.

When I turn around, he is standing there with his head covered in a thick crown of snow!

What does this sentence show about the brother?

A. He has a hat shaped like a crown.
B. He is acting like a king.
C. He has a pile of snow on his head.
D. He is trying to be funny.

PART B

What detail from the text supports the response to Part A?

A. "my brother and I wake up" (paragraph 1)
B. "we creep outside" (paragraph 1)
C. "I take a deep breath" (paragraph 2)
D. "I hear a soft thump" (paragraph 2)

3. Read the sentence from paragraph 4.

Tiny snowflakes swirl around us, dancing in the breeze.

What does this sentence tell about the weather?

A. A lot of snow is falling on a sunny day.
B. There is a light wind, and a little snow is falling.
C. There is a heavy wind, and a lot of snow is falling.
D. A little snow is falling on a cloudy day.

4. Read this sentence from paragraph 5.

In a flash, she is gone.

What do the words in a flash tell about the deer?

A. The deer runs quickly.
B. The deer runs toward the sunlight.
C. The deer runs when lightning strikes.
D. The deer runs quietly.

5. Read this sentence from paragraph 6.

We tell them about our early morning walk, as the kitchen wraps us in warmth.

Use your own words to tell what the underlined words mean.

Sample response: The kitchen is warm, and the warm feeling surrounds us like a blanket.

424 UNIT ASSESSMENT | Unit 3: Making a Difference ©Curriculum Associates, LLC. Copying is not permitted.

Get Started

- Set a purpose for the session. Say, *Today you will read a story and an article independently. You will use the skills you have learned in this unit to think and write about what you have read.*
- Use **Raise a Hand** to have students recall the skills they have practiced in the unit, such as using context clues to find the meaning of words, and asking and answering questions.
- Have students read the passages and complete the assessment. Encourage them to read carefully and to use the Academic Talk words and phrases from the unit lessons in their written responses. —Create a word bank of the Academic Talk words and phrases that students might use while planning and writing their responses: *literal, nonliteral and text evidence.* **EL**

2 Answer Analysis

When students have completed the Unit Assessment, discuss correct and incorrect responses.

1. PART A The correct choice is **C**. The sentence uses a nonliteral phrase (*thick crown*) to show that the brother has a pile of snow on his head.

- **A** is incorrect because the brother is not wearing a hat.
- **B** is incorrect because the brother is not acting like a king.
- **D** is incorrect because the brother isn't intending to be funny, even though he ends up laughing.

PART B The correct choice is **D**. This phrase provides the clue that the narrator heard the snow fall onto their brother's head.

- Choices **A** and **B** relate to the time before the children leave the cabin.
- Choice **C** relates to the narrator sensing the cold air. **DOK 2**

2. The correct choice is **B**. A breeze is a very slight wind, so it is making the snowflakes move around in the air.

- Choices **A**, **C**, and **D** are incorrect because the text does not say it is sunny, very windy, or cloudy. **DOK 2**

3. The correct choice is **A**. The phrase *in a flash* means "quickly."

- Choices **B**, **C**, and **D** are incorrect because they do not describe the speed at which the deer moved. **DOK 2**

4. See the sample response on the student page. **DOK 3**

©Curriculum Associates, LLC Copying is not permitted. UNIT ASSESSMENT | Unit 3: Making a Difference **424-425**